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Request for Proposals for the Data-to-Action Campaign for Parenting Students College Community of Practice

Purpose of solicitation	As part of the Student-Parent Action through Research Knowledge (SPARK) Collaborative, the Urban Institute will select two colleges from the California State University (CSU) system and up to two California community, technical, or junior colleges to participate in the Data-to-Action Campaign for Parenting Students College Community of Practice. This opportunity complements an earlier solicitation, and California grantees will join five colleges and a multi-college system from Oregon and Illinois. As a member of the College Community of Practice, your team will launch new efforts or refine existing efforts to (1) collect data that flag parenting and single mother students in college data systems and (2) use those data to support these students' needs. The lessons from this opportunity will inform promising practices for other colleges, college systems, and governments to count, understand, and support parenting students, especially those who are single mothers.
Eligibility	You are eligible to apply if you represent a college in the CSU system or a California community, technical, or junior college.
Award	Grantees will receive a package of peer learning opportunities, technical assistance, and coaching as part of the College Community of Practice. Grantee colleges will receive grants of $30,000 per year for two years (totaling $60,000).
RFP issue date	August 10, 2023
RFP deadline	August 25, 2023, 5:00 PM Pacific Daylight Time ***Note:*** *Due to the short, late-summer application period, grantees may request to submit supporting materials after the deadline by emailing DatatoActionCampaignPS@urban.org.*
Notice of decision to applicants	Approximately September 1, 2023
Public announcement	September 2023; this announcement will list the grantees in a press release
Implementation period	September 5, 2023, to October 31, 2025
Funder	This grant opportunity is funded by ECMC Foundation and the Lumina Foundation.

(See definitions of key terms at the end of this document. Please check the project page for answers to frequently asked questions, which will be updated throughout the grant period.)

Overview and Background

Several states and college systems have passed legislation or other rules to implement the tracking of college students' parenting status at the student-record level, while others are considering similar actions. California recently passed AB 2881, which effectively requires the identification of parenting students to support priority registration. Collecting parenting status will allow stakeholders to track student-level outcomes and ensure equitable allocation of resources and support for parenting students. Further, tracking students' partnership status and being able to cross-tabulate with other student characteristics will allow stakeholders to identify and serve important subgroups of parenting students, such as single mother students.

These data would help ensure parenting students have the same opportunity to meet their education goals as other students. For example, data insights can help make the case for more child care, expanded family housing, or new instructional policies. Additionally, without parenting student data, it is difficult to measure opportunity gaps for parenting students, such as differences in retention and degree attainment (Reichlin Cruse, Gault, and Holtzman 2020; Reed et al. 2021

[PDF]). If colleges, college systems, and supportive government agencies had better data, they could tailor critical services and policies to help parenting and single mother students succeed in their education goals. If such data collection became widespread, it would also likely improve college enrollment, retention, and completion rates nationally, ultimately benefiting families, communities, and the economy.

The Opportunity

College Community of Practice members can expect to come out of this grant engagement with high-quality, usable data on students' parenting status and ideally also partnership status at the student-record level; plans to continue collecting data on students' parenting status at least annually; a data-backed understanding of parenting students' characteristics and outcomes; and strategies to address opportunity gaps identified in the data. These data insights can help the college with enrollment, retention, and promoting positive student outcomes.

Grantees will join a community of practice and received tailored technical assistance and coaching. They will be asked to form a Data-to-Action Team that includes representatives across campus (key roles listed below). The coaching and technical assistance the Urban Institute and its partners provide will focus on supporting this team in developing a multi-phase Data-to-Action Plan over two years, including (1) assessing college data infrastructure and developing a plan to implement new student record-level data collection or enhance current data collection (anticipated grant year 1), (2) implementing planned changes to data collection or the uses of data (anticipated grant years 1 and 2), and (3) generating insights from the data to inform actions that support equal opportunity for parenting students (anticipated grant year 2). The Data-to-Action Teams will be asked to report their progress in quarterly coaching sessions, twice-annual community of practice convenings, and through a capstone project summarizing their efforts and plans. Grantees can use the capstone project to highlight and promote their insights and lessons for stakeholders and members of the community, including other colleges and systems, community-based organizations, government entities, and parenting students themselves.

As part of the College Community of Practice, grantees will receive the following types of support:

- **Peer Learning Opportunities:** Grantees across all three states will come together twice annually (once virtually, once in person) over two years to share challenges, successes, and insights to improve data collection and usage. Additional remote peer learning sessions will occur several times per year, with opportunities to learn from other colleges, jointly problem solve, and learn from the Urban Institute's team of experts.
- **Technical Assistance:** The Urban Institute and an advisory group of technical experts will support grantees with robust technical assistance to implement and/or refine parenting and partnership status data collection (and possibly other metrics). The goal is to enable grantees to routinely analyze data on parenting and single mother students. The technical assistance may involve support with collecting data (including question wording, mechanism of collection, frequency, and population covered), storing data (including connecting data gathered with student records), and safely using data to inform programs and policies (including data-sharing and federal privacy rules). Technical assistance may also include support in navigating any policy changes that arise as a result of the grant effort.

  The Urban Institute and its partners can also assist grantees with how to analyze groups and subgroups of students to identify opportunity gaps, benchmark against publicly

available data, and visualize and communicate lessons from the data for partners and the public.

- **Coaching:** The Urban Institute and its partners will work with grantees in a coaching relationship to develop strategies to define and work toward the goals in their Data-to-Action Plans. The coaches will help grantees organize their approach to the work, will identify technical assistance needs and resources, and will respond to grantees' requests. Coaches will meet virtually with action teams six to ten times per year.

If in-person engagement is necessary, at the college's invitation, coaches or technical assistance providers may visit for specific purposes, such as to present to key stakeholders or to troubleshoot an intractable data system issue.

Grantee colleges will receive **$30,000 per year for two years**. See the Budget section for more information about the grant funds.

Eligibility

You are eligible to apply if you represent a college in the CSU system or a California community, technical, or junior college.

Applicants must be willing to consider changes to data collection processes or infrastructure to meet the goals of this grant. They must also have an interest and willingness to examine data to consider opportunities for programmatic, institutional, or system changes in support of parenting students. Because of the potential implications for institutional data practice, student services provision, and other aspects of college operations, **applicants are strongly encouraged to submit a letter of support for this grant from their college president (or chief executive that is analogous to a college president)**. Alternatively, applicants may explain why a letter of support from the college president is not possible.

Applicants must be willing to form a Data-to-Action Team which, at minimum, has members that cover the following roles (a member can cover multiple roles):

1. A representative of institutional research or student data management
2. A representative of student services or student affairs
3. A college staff member or administrator charged with Title IX and/or Civil Rights Act compliance
4. An executive-level leader at the institution (e.g., vice president, provost, or dean)
5. A current or recent parenting student (if an alum, a student who graduated, transferred, or otherwise left the institution after December 1, 2021)

Applicants are encouraged to consider additional members of the Data-to-Action Team, including representatives from campus child care centers, financial aid offices, ancillary service offices (e.g., library, gym, recreation, housing, counseling), women's centers, student-parent programs, and TRIO or other services for students from low-income or first-generation college backgrounds. Colleges may also choose to include a representative from institutional diversity, equity, and inclusion efforts and faculty representatives (especially from programs that may have a high rate of parenting student enrollment).

Applicants will need to demonstrate that they intend to treat the parenting student member of the Data-to-Action Team as an equal. Treating them as an equal member of the team may include financially compensating them at a rate appropriate for their efforts, or it may include other meaningful educational benefits or career/leadership development support. Financial compensation may come through work-study, project funds, or other sources (or a combination of these). The college may also choose to recognize the student's work in an equivalent nonmonetary form (e.g., an independent study with waived tuition and fees, free child care, an annual parking pass, etc.).

Urban's Goals and Commitments

The Urban Institute is a stewarding leader of the Student-Parent Action through Research Knowledge (SPARK) Collaborative. The SPARK Collaborative's mission is to build a national partnership coalition to develop bodies of data, research, and insight that inspire and inform meaningful action for pregnant and parenting students. We purposefully and meaningfully elevate and center the experiences and roles of parenting, pregnant, and caregiving students and amplify their contributions in all elements of this work. We believe in promoting intersectional equity and justice for achievable education pathways built on a foundation of dignity, respect, and stability.

Expectations of Community of Practice Members

- Grantees express a commitment to improving data infrastructure and usage.
- The core members of the Data-to-Action Team participate in six to ten planned calls per year with the project coaches, and ad hoc engagements as needed.
- The core members of the Data-to-Action Team participate in four to six calls per year with the project technical assistance team, and ad hoc engagements as needed.
- The Data-to-Action Team develops a written Data-to-Action Plan with support of the coaching and technical assistance teams by the end of the engagement (see the Opportunity section).
- By the fall semester of 2024, grantees produce a count of parenting students, disaggregated by other characteristics, such as gender, race/ethnicity, and single mother status and with academic measures, such as their grade point average, persistence, and completion.
- At least three members of the core Data-to-Action Team participate in two two-day (up to 8 meeting hours total) virtual convenings.
- At least two members of the core Data-to-Action Team participate in two two-day (up to 12 meeting hours total) in-person convenings.
    - **First meeting to occur in Eugene, Oregon on October 12 and 13, 2023. APPLICANTS SHOULD SAVE THIS DATE ON THEIR CALENDARS.** Second convening tentatively scheduled for fall 2024 (assume Washington, DC for budgeting purposes).
- At least one executive-level college representative attends an in-person project capstone event in Washington, DC at the end of the grant period.

How to Apply

Submission instructions: Colleges may apply for this opportunity through the project webpage: https://www.urban.org/projects/data-action-campaign-parenting-students. Applications are due by **5:00 PM PDT on August 25, 2023**. *Due to the short, late-summer application period, grantees may request to submit supporting materials after the deadline by emailing DatatoActionCampaignPS@urban.org*. You can find frequently asked questions about this solicitation on the project page. Questions about this opportunity may be directed to DataToActionCampaignPS@urban.org.

Office hours: Applicants may join office hours to ask questions about this opportunity, which will be offered throughout the application period. You may sign up for available slots at the project webpage: https://www.urban.org/projects/data-action-campaign-parenting-students/college-community-practice.

Selection criteria: Grantees will be selected based on their institutional commitment and willingness to engage with the grant activities. We will also consider the planned scope of work, geographic and population diversity, and applicants' potential to benefit from this opportunity while generating lessons for the field. Demonstrating commitment to equal treatment of the parenting student Data-to-Action member(s) is also heavily weighted.

Budget

The SPARK Collaborative will offer $30,000 per year to each college for each of the two grant years (totaling $60,000). Grantees can use these funds as they deem fit to offset the costs of participating in the grant, including staff time and data or technology investments, and to incentivize institutional buy-in. Grantees will also need to pay for travel expenses from their grant funds (see the Expectations section for details).

Finalist applicants will be asked to provide a line-item budget that outlines proposed expenditures for the project. **Indirect costs will be capped at 10 percent of total direct costs.**

Definitions

- **Current or pending annual request or mandate:** A legislative or administrative request or requirement that says colleges must collect data on students' parenting status at the student-record level on an annual basis. This must come from an entity higher than the college (e.g., a college system office or state government). In California, the AB 2881 legislation counts as such a mandate, but additional system-level mandates are considered as well.
- **Opportunity gaps:** Opportunity gaps reflect the differential opportunities in achieving educational and social milestones between students in the dominant cultural group and students who are minoritized because of historic and present underinvestment and structural barriers.
- **Parenting students/student parents:** A parenting student is someone who is enrolled in any level of education or training and is concurrently responsible for (or imminently will be responsible for) providing for a child of any age. They may be biological parents, stepparents, adoptive parents, foster parents, unmarried partners in a relationship, grandparents, or siblings.

- **Partnership status:** Distinct from relationship or marital status, partnership status indicates if the parent has a coparenting partner in providing for their child.
- **Student parent data at the student-record level:** Tracking a student's parenting status as a variable in their student record that can be directly associated with their own characteristics and college activities and outcomes.