



# Student Upward Mobility Initiative 2024 Request for Proposals: Informational Webinar

#LiveAtUrban

# Housekeeping

- Event is being recorded and the recording will be posted online afterward.
- Hide captions or adjust settings with the Live Transcript button.
- Speaker biographies are available on the Events page at Urban.org.
- Participants are muted. Type your **questions** and **comments** into the Q&A box.
- Engage with us online using #LiveAtUrban.

Welcome!

# Agenda

- About the Initiative
- Key Mobility Concepts
- Our 2024 RFP Areas of Interest
- Application Timeline and Details
- Q&A

# About SUMI

# Bottom Line: Education-to-Upward Mobility R&D Initiative Accepting Applications Now!

- 2024 RFP: \$3 million in total awards
- 2-stage application process; stage 1 due Tuesday, April 30
- Optional 1-paragraph pitches due April 10
- Budget size should correspond to the project's likely impact and proposed activities.
  - \$50,000 to \$500,000
- 15% indirect rate cap
- Projects duration up to 24 months

# Motivation

- Education → lifelong success
- Which PK–12 skills and competencies boost later economic mobility? How does context matter?
- **What if educators and policymakers could measure and track a short list of PK–12 skills and competencies known to drive students' long-term economic mobility?**

# Student Upward Mobility Initiative

Build an education-to-economic-mobility research field so schools, policymakers, and program designers can prioritize skills and competencies that promote the upward mobility of PK-12 students





# Meet the Urban SUMI team



Matt Chingos  
Principal Investigator



Karishma Furtado  
Co-Principal Investigator



Maggie Reeves  
Project Director



Victoria Nelson  
Policy Analyst



Emberlin Leja  
Project Manager



Fanny Terrones  
Research Analyst

# Meet the Advisory Council



Rekha  
Balu



Jennifer  
Bell-Ellwanger



Mesmin  
Destin



Angela  
Duckworth



Camille  
Farrington



John  
Freidman



Andrew  
Ho



Heather  
Hough



Pedro  
Noguera



Gene  
Pinkard



Lashawn  
Richburg-Hayes



Jesse  
Rothstein

# The Broader SUMI Family

WALTON FAMILY  
FOUNDATION



BILL & MELINDA  
GATES *foundation*

The  
**Joyce**  
Foundation

ROCKEFELLER  
Philanthropy  
Advisors

Dozens of other stakeholders who shared their input and perspective (policymakers, educators, advocates, parents)

# SUMI's Evolving View of Mobility

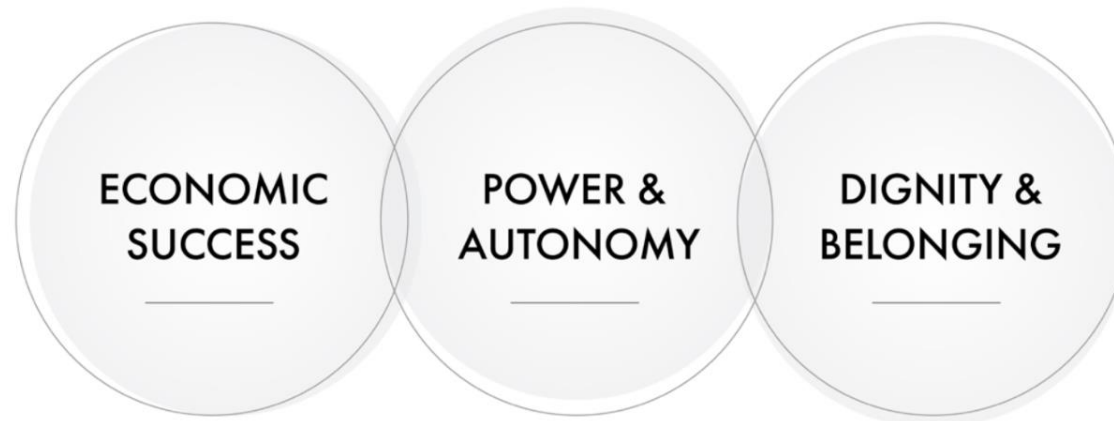
# Students' Later Economic Mobility

- Education can affect many domains of skills and competencies
- Economic mobility is individual-level outcome shaped by systems and context
- Economic mobility doesn't just mean \$

# Definition of Mobility

## UPWARD MOBILITY FROM POVERTY

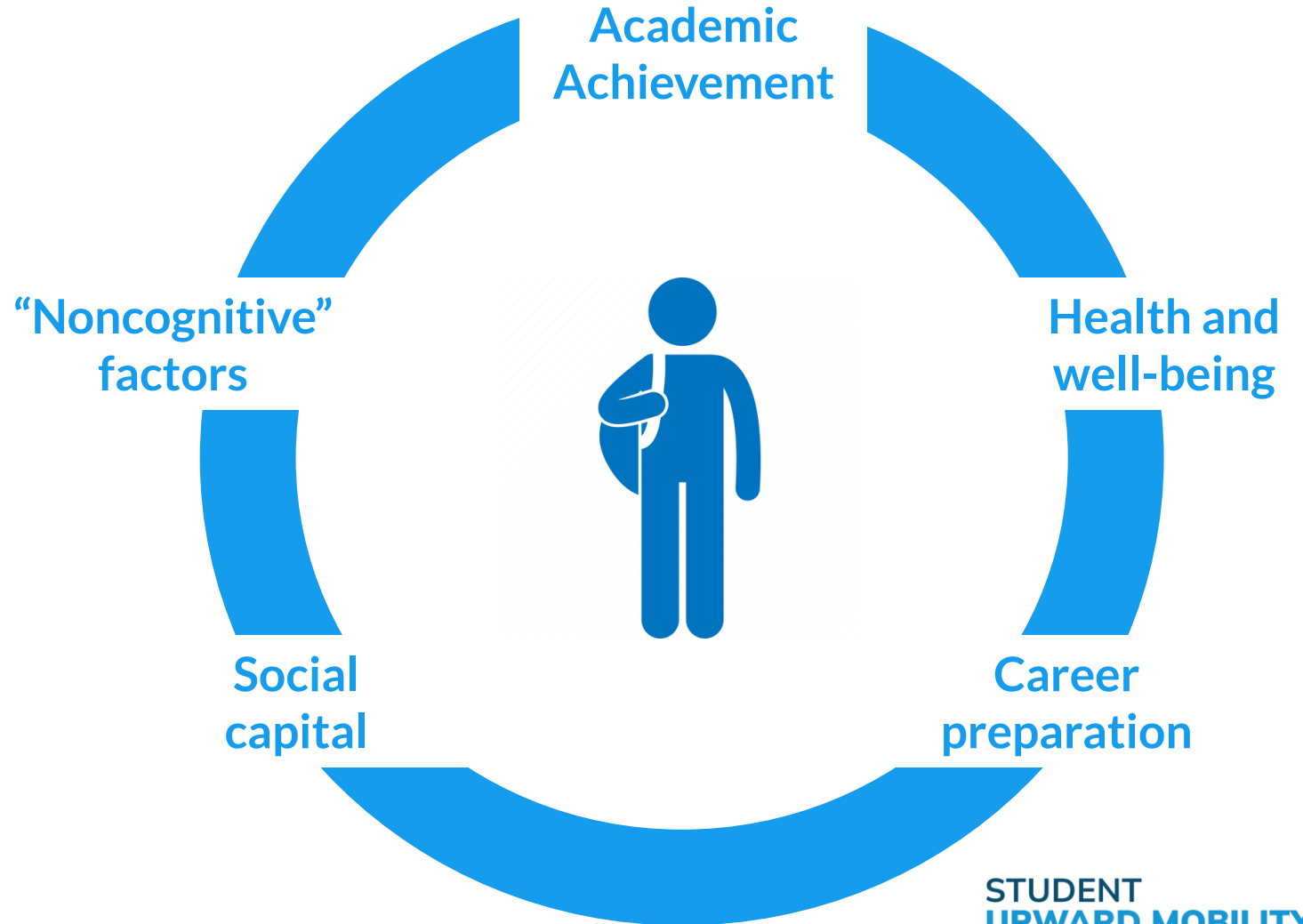
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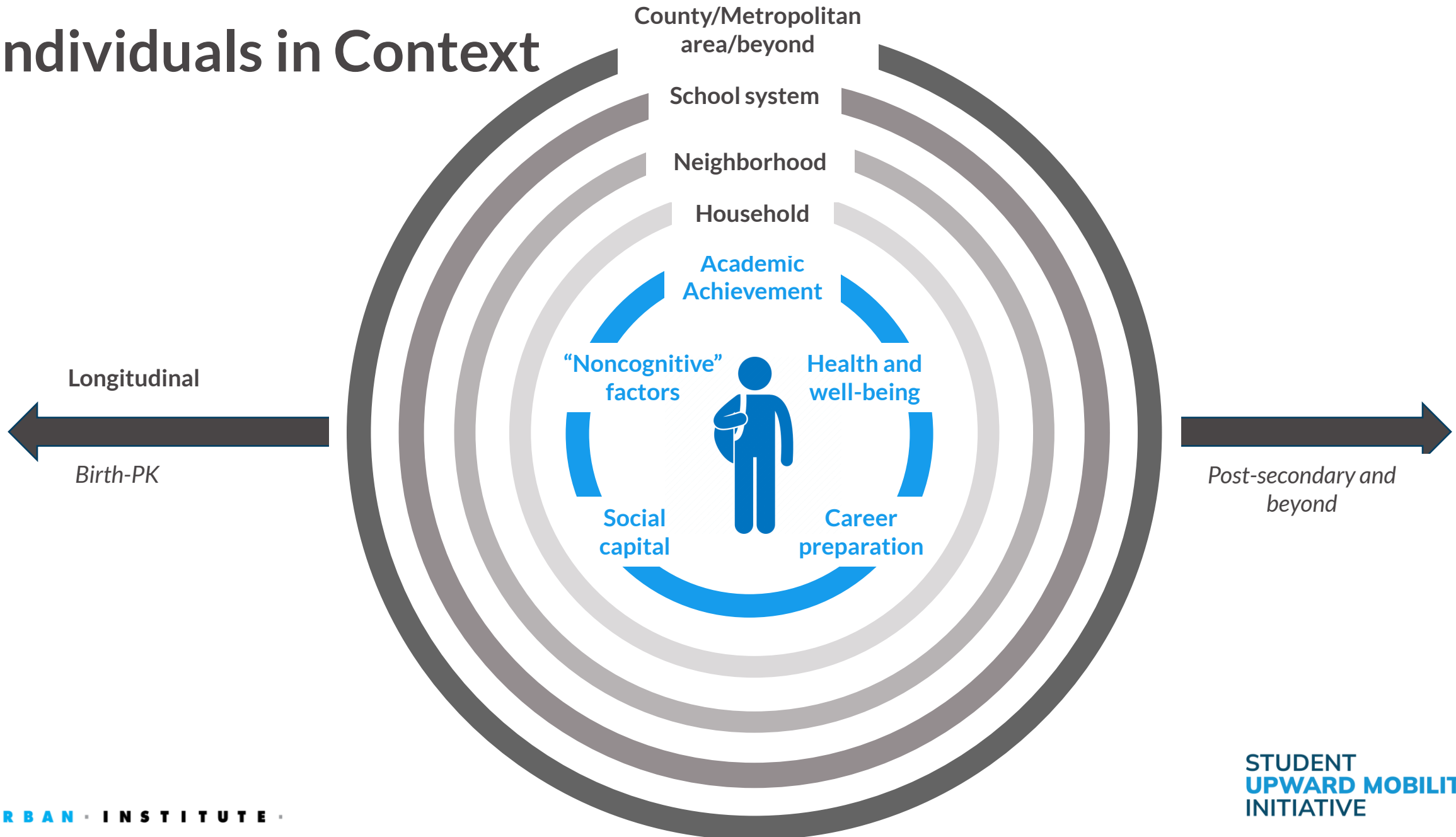
Credit: Urban Institute's [Upward Mobility Framework](#)

# Individual-Level Skills and Competencies

- Skills and competencies over experiences and credentials, e.g.,
  - ✓ math skills
  - ✗ math coursework
- Instruction and intervention → **skills and competencies** → **upward mobility**
- We know it's complicated.



# Individuals in Context





# 3 Ways Contextual Factors Shape Student Success in School and Beyond



1.

Non-school factors that shape readiness to learn



2.

Factors that affect schools and school systems' effectiveness



3.

Factors that modify how success in school translates into long-term success

# 2024 Funding Priorities & Examples

# Area of Interest #1: Developing New or Improved Measures

## ■ Measures

- ✓ Have a clearly articulated conceptual link to economic mobility
- ✓ Are measured/measurable and malleable in the PK–12 school environment

## ■ Projects

- ✓ Might explore content alignment, reliability, or malleability
- ✓ Might create a new measure or improve an existing one
- ✓ Must look for heterogeneity of findings by race, ethnicity, and gender

# Example: Developing New or Improved Measures

## "Noncognitive" factors

- Develop a new measure of higher-order skills, e.g., teamwork in a digital learning platform
- Integrating context
  - Findings by race, ethnicity, and gender
  - Structural discussion of findings
  - Measure alignment with self- and teacher evaluations of a student's teamwork skills; how alignment differs by student factors and student-teacher identity concordance

## Area of Interest #2: Connecting PK-12 skills and competencies to economic mobility

- ✓ Must connect PK–12 data for students from economically disadvantaged backgrounds to economic mobility
- ✓ May test new potential correlates or study established correlates for heterogeneity of associations across groups of interest
- ✓ Correlational or causal
- ✓ Must look for heterogeneity of relationships by race, ethnicity, and gender.

# Example: Connecting PK-12 skills and competencies to economic mobility

## Different types of math skills

- High school math scores are associated with higher earnings in adulthood. But what math skills actually matter?
- Link data on math test subscales in the 1990s or 2000s to adult earnings
- Integrating context
  - Relationships by race, ethnicity, and gender and engage in a structural discussion of findings
  - Examine how occupational segregation or labor market discrimination moderates the relationship

# Data Assets

- Looking for longitudinal datasets that follow students from PK–12 into adulthood
- Increase access → increase breadth of research and researchers
- Not in RFP per se but have funds set aside to support over the next two years
- **Please reach out to the SUMI team or contact [SUMI@urban.org](mailto:SUMI@urban.org) if you believe a data asset could be mobilized for a portfolio of SUMI research.**

*So how do you get a grant?*

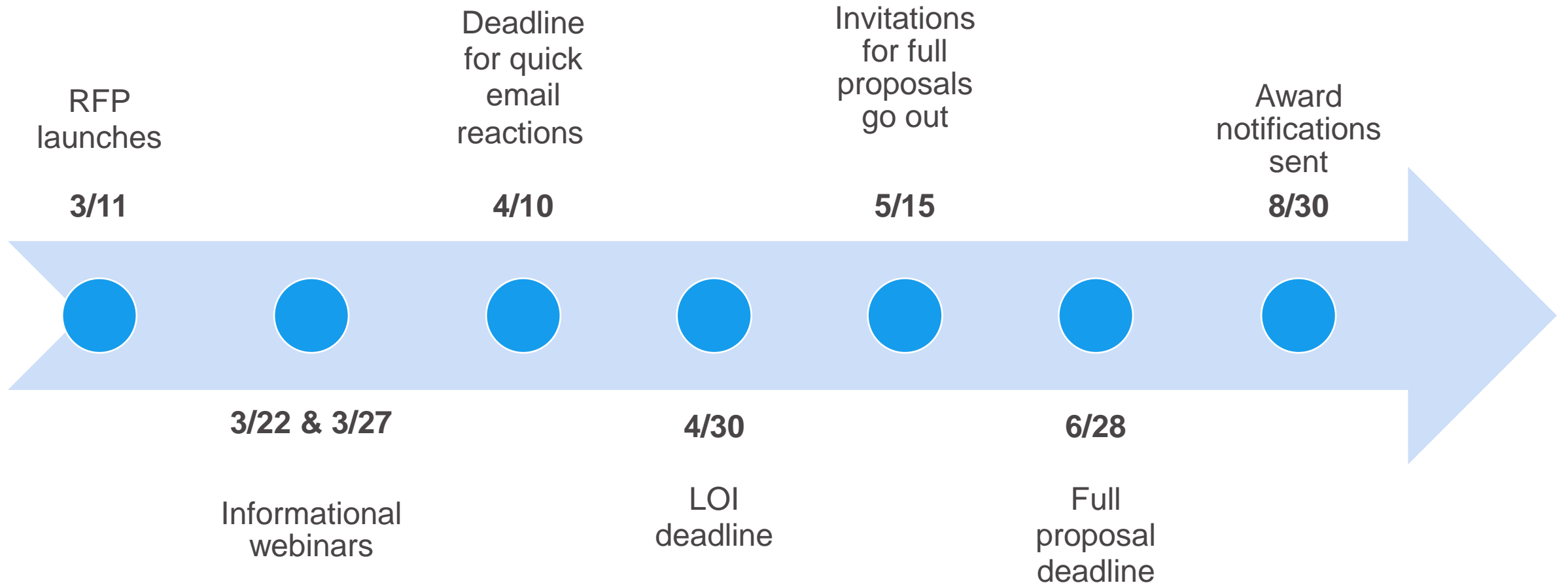
# SUMI and You



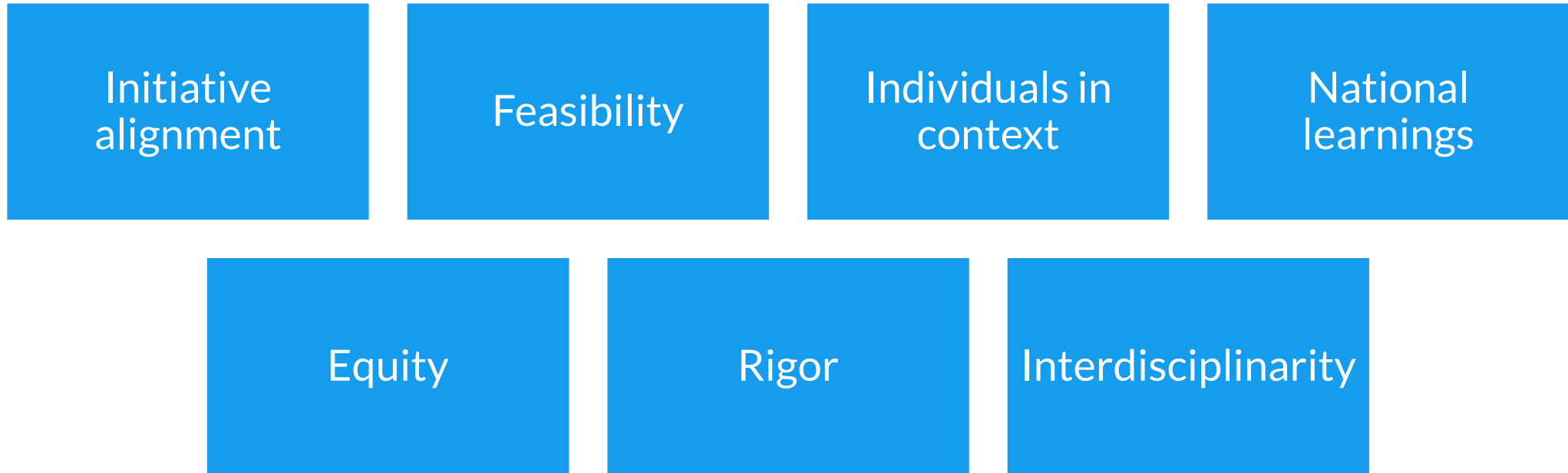
# RFP Administrative Details

- Application open now
- \$50,000-500,000 budgets; 15% IDC
- Up to 24 month duration
- Mandatory LOI; invited full proposals

# Apply! And Tell Your Friends!



# A Strong Proposal Advances SUMI's Values



# What We're Looking For

- Across academic, "noncognitive," health and well-being, social capital, and career preparedness domains
  - Develop new or improved measures of skills and competencies
    - Have a theoretical link to economic mobility
    - Be measured or measurable in the PK-12 school environment
    - Be malleable within the school context
  - Generate evidence on how well one or more existing measures of PK-12 skills or competencies are correlated with upward mobility
    - Must include data for students from economically disadvantaged backgrounds
    - You propose how to define how you measure upward mobility (economic success, power/autonomy, dignity/sense of belonging)

# Next Steps

- Check out full RFP and our community photoblog on the SUMI website [studentupwardmobility.urban.org](https://studentupwardmobility.urban.org)
- Sign up to stay up to date with SUMI (see chat for sign up link)
- Share this opportunity with colleagues
- Submit a one-paragraph idea for quick feedback [SUMI@urban.org](mailto:SUMI@urban.org)
- Complete the event survey (see chat for link)

Questions?



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