



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)

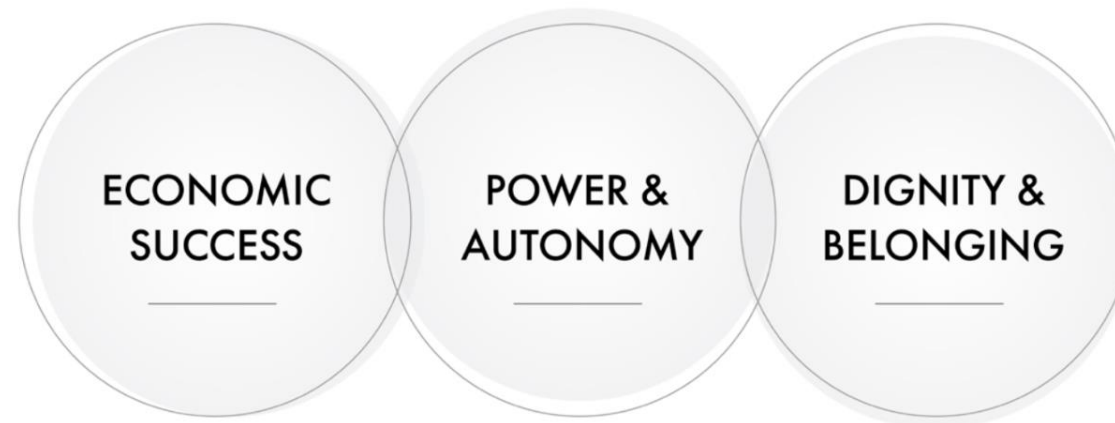
SUMI's Evolving View of Mobility

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

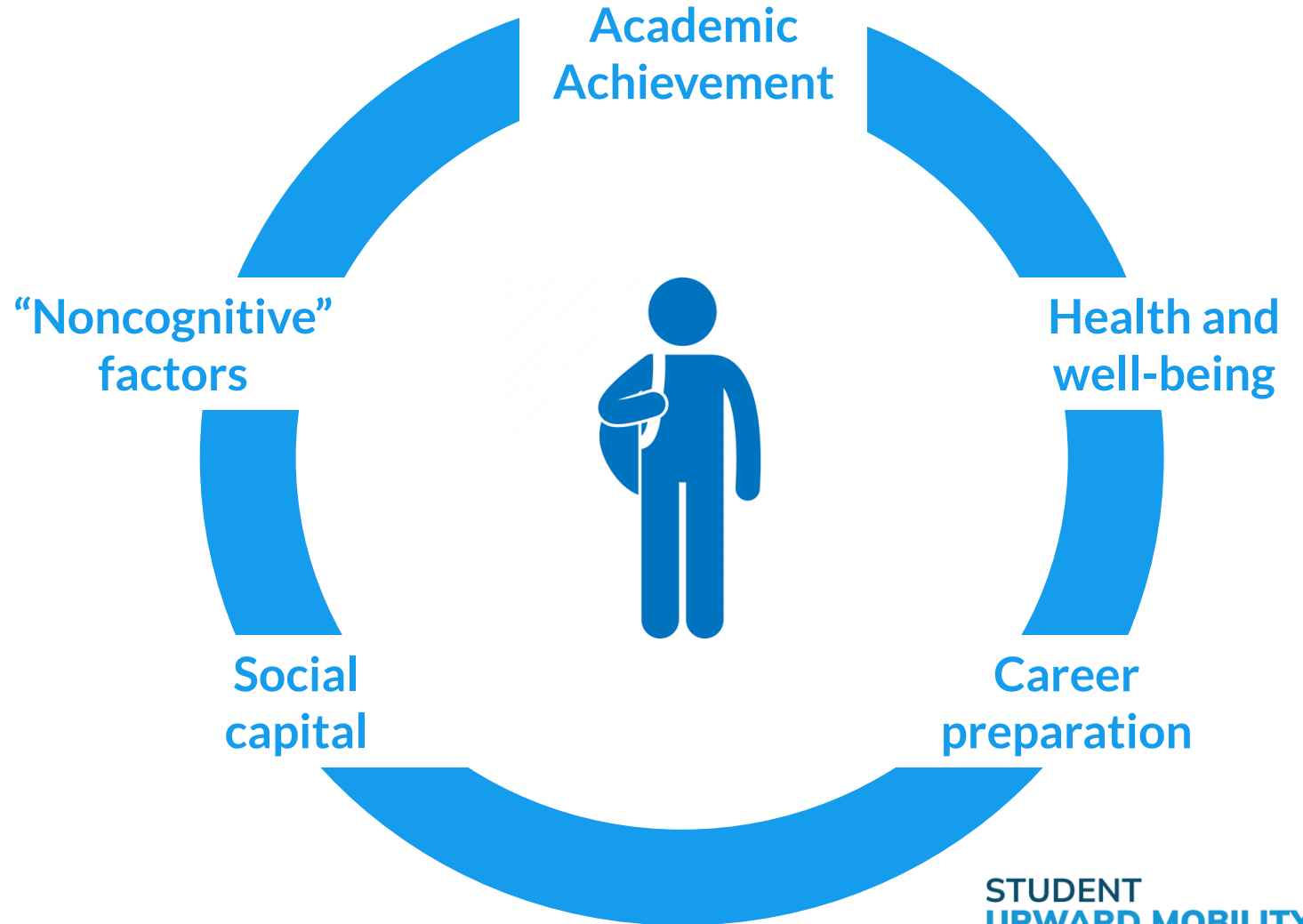
UPWARD MOBILITY FROM POVERTY



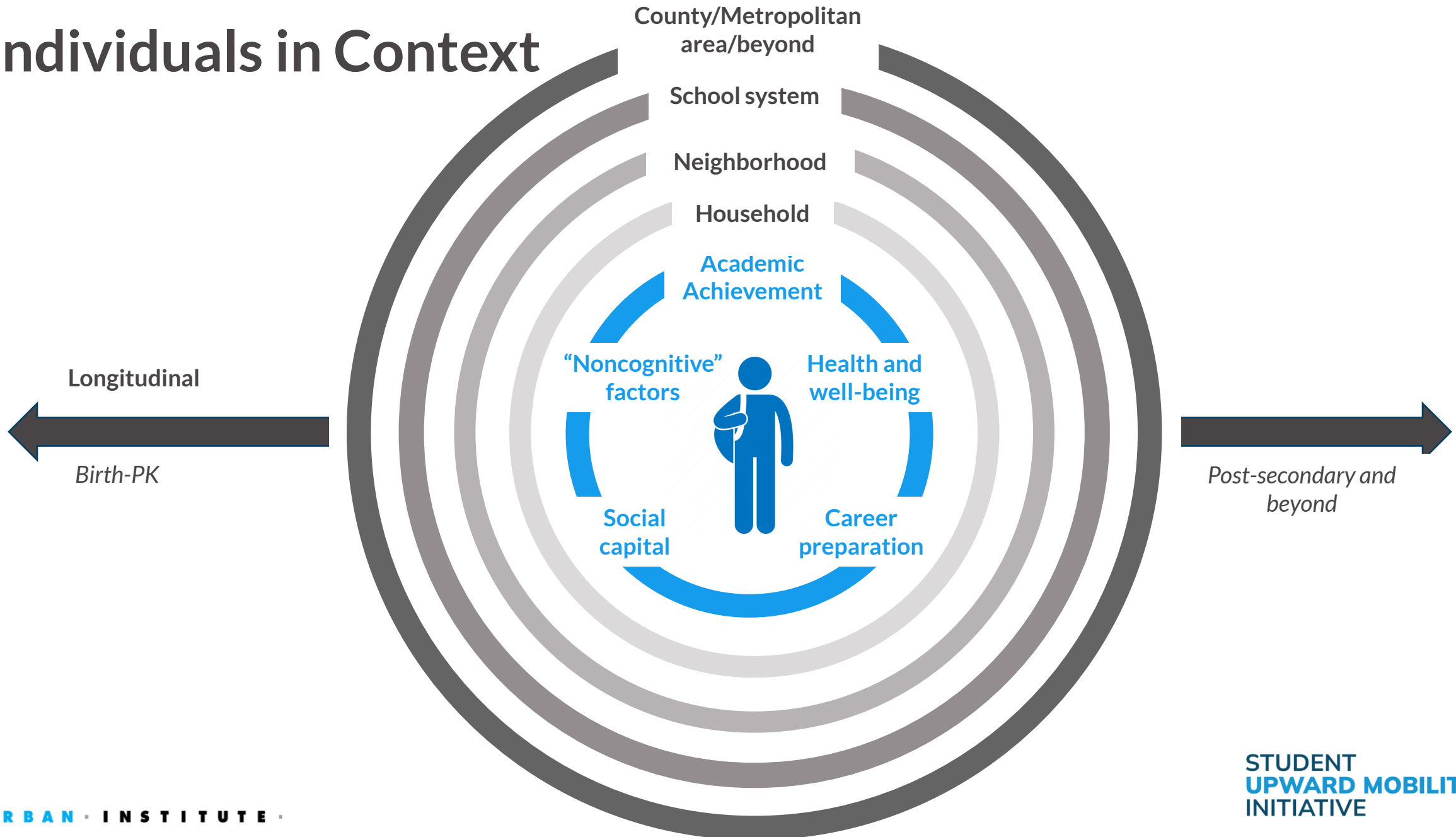
Credit: Urban Institute's [Upward Mobility Framework](#)

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 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

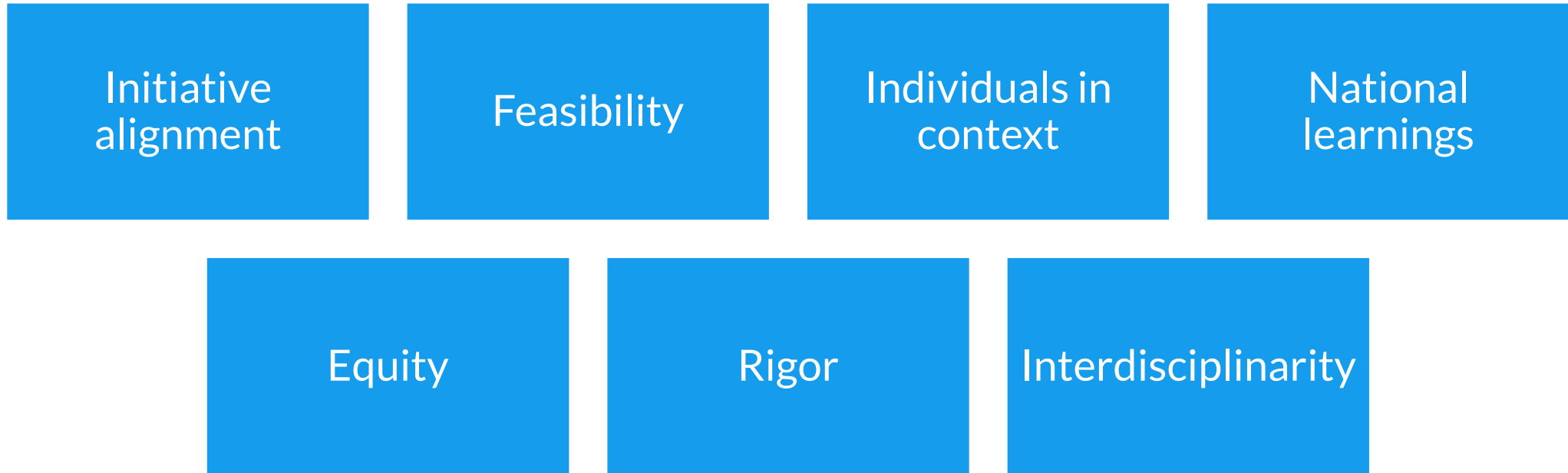
RFP Administrative Details

- 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
- 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
- Complete the event survey (see chat for link)

Questions?



Student Upward Mobility Initiative 2024 Request for Proposals: Informational Webinar

#LiveAtUrban