

Priority Mobility Drivers

The following is a noncomprehensive list of the mobility drivers SUMI is prioritizing in its second RFP. The list was informed by multiple inputs: (1) what educators, communities, and employers say are the skills and competencies that drive long-term success and upward mobility; (2) the subset of those skills and competencies that are generally within the control of PK–12 schools; (3) the gaps in the literature validating those skills and competencies as drivers (inclusive of [emerging work from our first cohort of grantees](#)); and (4) the gaps in what we know about how to measure those drivers, particularly informed by the [emerging and evolving](#) indicators from the [Education-to-Workforce Indicator Framework](#).

Given the fuzzy boundaries between these categories and the fact that skills can be hard to definitively place in one versus the other, we are not sticklers about what goes where. Instead, we think of the categories as a useful organizational tool as we think about our grantmaking and the field’s development more broadly.

Academic skills and competencies: Academic subject–specific knowledge and abilities

Core subject subskills Performance on subcomponents of subject-specific assessments (formative, summative, SAT and ACT, AP or IB) in math, language arts, science, civics, and other subjects.

Career preparation skills and competencies: Knowledge and abilities related to seeking out, acquiring, and performing the technical requirements of a job or career

Digital skills Digital information literacy; ability to engage with commonly used digital tools, platforms, and artificial intelligence, and other technology required for workforce success.

Entrepreneurial skills Ability to act on opportunities and ideas and transform them into value for others.

Job and career exploration skills Writing a résumé and cover letter, conducting a job search, awareness of career options and paths, interview skills, etiquette and ethics.

Job knowledge Awareness of job and career options and paths.

Technical skills Specialized ability related to a specific job or field (e.g., coding or plumbing).

Cognitive, Social, and Emotional Skills and Competencies: Abilities related to how people think, feel, behave, and perform intellectual tasks that support people’s school, work, and community lives

Learning and “higher-order” skills Cognitive abilities, including complex reasoning, critical thinking, creative thinking, memory, executive functioning, speed, and metacognition.

Mindsets Belief that intelligence and abilities can be developed through effort; beliefs students hold about themselves, their abilities, and the learning process that influence their academic behavior and performance.

Relationship skills	Ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacity to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed (adapted from the Collaborative for Academic, Social, and Emotional Learning, or CASEL).
Responsible decisionmaking	Ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being (CASEL).
Self-awareness and identify development	Ability to understand one’s own emotions, thoughts, and values and possible futures and how they influence behavior across contexts. This includes capacity to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose (CASEL).
Self-management	Ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacity to delay gratification, manage stress, feel motivation and agency, and demonstrate self-control and resilience to accomplish personal and collective goals (CASEL).
Social awareness	Ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports (CASEL).
Social Capital Skills and Competencies: Skills and competencies related to building and using one’s social network and the various kinds of support contained within them	
Career-connected network-building skills	Seeking and acquiring durable connections through the completion of internships, apprenticeships, and other career-connected learning
Network mobilization skills	Ability to tap into one’s network to gather informational, material, emotional, and esteem support
Overcoming help-seeking aversion	The mindsets and confidence to seek out help and support (i.e., to build and mobilize a network)
Social capital literacy	An understanding of what social capital is, how it operates as an engine of opportunity in our society, and how to build it