TRIVIUM CONSULTING:
FUNDING OPPORTUNITY BRIEF

Department of Education

TRIVIUM CONSULTING FUNDING OPPORTUNITY BRIEF

Education Innovation and Research Program EARLY-PHASE Grants

https://www.federalregister.gov/documents/2016/12/15/2016-30085/applications-for-new-awards-education-innovation-and-research-program-early-phase-grants (CFDA) Number: 84.411C

SUBMISSION DEADLINES

Deadline for Notice of Intent To Apply: **February 13, 2017.**

Deadline for Transmittal of Applications: **April 13, 2017.**

Deadline for Intergovernmental Review: **June 13, 2017.**

EIR GRANT FUNDING and PROJECT PERIOD

Type of Award: Cooperative agreements.

Estimated Available Funds: The Administration has requested $180,000,000 for the EIR program for FY 2017, of which approximately $141,000,000 would be used, in total, for new awards under the Early-phase, Mid-phase, and Expansion competitions.

Estimated Range of Awards:

Early-phase grants: $700,000-$800,000 per year.

Mid-phase grants: $1,400,000-$1,600,000 per year.

Expansion grants: $2,750,000-$3,000,000 per year.

Estimated Average Size of Awards:

Early-phase grants: $3,750,000 for the entirety of the project period.

Mid-phase grants: $7,750,000 for the entirety of the project period.

Expansion grants: $14,500,000 for the entirety of the project period.

Estimated Number of Awards:

Early-phase grants: 24-38 awards.

Mid-phase grants: 15-20 awards.

Expansion grants: 3-5 awards.

Maximum Awards:

Early-phase grants: $4,000,000 for the entirety of the project period.

Mid-phase grants: $8,000,000 for the entirety of the project period.

Expansion grants: $15,000,000 for the entirety of the project period.

Project Period: Up to 60 months.

ELIGIBLE APPLICANTS

(a) An LEA; (b) A State educational agency; (c) The Bureau of Indian Education; (d) A consortium of State educational agencies or LEAs; (e) A nonprofit organization; and (f) A State educational agency, an LEA, a consortium described in (d), or the Bureau of Indian Education, in partnership with— (1) A nonprofit (as defined in this notice) organization; (2) A business; (3) An educational service agency; or (4) An institution of higher education.

MATCHING FUNDS

Under section 4611 of the ESEA, as amended by ESSA, each grant recipient must provide, from Federal, State, local, or private sources, an amount equal to 10 percent of funds provided under the grant, which may be provided in cash or through in-kind contributions, to carry out activities supported by the grant. Grantees must include a budget showing their matching contributions on an annual basis relative to the annual budget amount of EIR grant funds and must provide evidence of their matching contributions for the first year of the grant in their grant applications. Section 4611 of the ESEA, as amended by ESSA also authorizes the Secretary to waive this matching requirement on a case-by-case basis.

PURPOSE of the EIR PROGRAM

The Education Innovation and Research (EIR) Program, provides funding to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement (as defined in this notice) and attainment for high-need students (as defined in this notice); and rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent educational challenges and to support the expansion of effective solutions to serve substantially larger numbers of students.

The central design element of the EIR program is its multi-tier structure that links the amount of funding that an applicant may receive to the quality of the evidence supporting the efficacy of the proposed project, with the expectation that projects that build this evidence will advance through EIR's grant tiers. Applicants proposing innovative projects that are supported by limited evidence can receive relatively small grants to support the development, iteration, and initial evaluation of the practices (as defined in this notice); applicants proposing projects supported by evidence from rigorous evaluations, such as large randomized controlled trials (as defined in this notice), can receive larger grant awards to support

expansion across the country. This structure provides incentives for applicants to: (1) Explore new ways of addressing persistent challenges that other educators can build on and learn from; (2) build evidence of effectiveness of their practices; and (3) replicate and scale successful practices in new schools, districts, and states while addressing the barriers to scale, such as cost structures and implementation fidelity.

EXPECTATIONS of EARLY-PHASE GRANTS

EIR Early-phase grants provide funding to support the development, iteration, implementation, and feasibility testing of practices that are expected to be novel and significant relative to others that are underway nationally. These Early-phase grants are not intended simply to implement established practices in additional locations or address needs that are unique to one particular context. The goal is to determine whether and in what ways relatively newer practices can improve student achievement for high-need students.

ABSOLUTE PRIORITIES for the EARLY-PHASE GRANT

This competition includes six absolute priorities.

Absolute Priority 1—Supporting High-Need Students. Under this priority, we provide funding to projects that are designed to improve academic outcomes for high-need students.

Absolute Priority 2—Improving School Climate. Under this priority, we provide funding to projects that are designed to improve student outcomes through reducing or eliminating disparities in school disciplinary practices for particular groups of students, including students of color and students with disabilities, or reducing or eliminating the use of exclusionary discipline (such as suspensions, expulsions, and unnecessary placements in alternative education programs) by identifying and addressing the root causes of those disparities or uses and promoting alternative disciplinary practices.

Absolute Priority 3—Promoting Diversity. Under this priority, we provide funding to projects that are designed to help LEAs prepare students for success in an increasingly diverse society by increasing the diversity—including racial, ethnic, and socioeconomic diversity—of students enrolled in the individual schools in the LEAs.

Absolute Priority 4—Increasing Postsecondary Preparedness. Under this priority, we provide funding to projects that are designed to increase the number and proportion of K-12 high-need students who are academically and socially prepared for and subsequently enroll in college, other postsecondary education, or other career and technical education.

Absolute Priority 5—Improving the Effectiveness of Principals. Under this priority, we provide funding to projects that are designed to increase the number and percentage of highly effective principals by creating or expanding practices and strategies to recruit, select, prepare, and support individuals to significantly improve instruction in schools.

Absolute Priority 6—Re-Engagement of Disconnected Youth. Under this priority, we provide funding to projects that are designed to improve student achievement through strategies that provide disconnected youth (as defined in this notice) with high-quality educational opportunities.

DEPARTMENT of EDUCATION POINT of CONTACT

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