

# Education, Innovation and Research (EIR) Program (EIR) Grant, CFDA 84.411A, B, C

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## Purpose

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 and attainment for high-need students; 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.

There are three types of grants under EIR: “Early-phase” grants, “Mid-phase” grants, and “Expansion” grants. These grants differ in terms of the

- ✓ Level of prior evidence of effectiveness required for consideration for funding,
- ✓ Expectations regarding the kind of evidence and information funded projects should produce,
- ✓ Level of scale funded projects should reach, and
- ✓ Amount of funding available to support each type of project.

## Application Timeline

RFP Announcement – December 13, 2016  
Application Due – April 11, 2017

## Project Period

Up to 60 months

## EIR Grant Funding

Available Funding: \$141,000,000

Estimated Number of Awards:

- ✓ Early-Phase grants: 24-38 awards
- ✓ Mid-phase grants: 15-20 awards
- ✓ Expansion grants: 3-5 awards

Estimated Range of Awards:

- ✓ Early-Phase grants: \$700,000–\$800,000 per year/5 years
- ✓ Mid-phase grants: \$1,400,000–\$1,600,000 per year/5 years
- ✓ Expansion grants: \$2,750,000–\$3,000,000 per year/5 years

Estimated Average Size of Awards/Maximum Award:

- ✓ Early-Phase grants: \$3,740,000/\$4,000,000 for entire project period
- ✓ Mid-phase grants: \$7,750,000/\$8,000,000 for entire project period
- ✓ Expansion grants: \$14,500,000/\$15,000,000 for entire project period

## Eligibility

Eligible applicants are:

- a) An LEA;
- b) A State education agency;
- c) The Bureau of Indian Education;
- d) A consortium of State educational 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 organization,
  - (2) A business,
  - (3) An educational service agency, or
  - (4) An institution of higher education.

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### Priorities

Each type of grant includes Absolute Priorities – see grants.gov by clicking on the links below:

- ✓ [“Early-phase” grants](#) – 6 priorities,
- ✓ [“Mid-phase” grants](#) – 5 priorities, and
- ✓ [“Expansion” grants](#) – 2 priorities.

Each of the three grant types includes the following absolute priority:

- ✓ Supporting high-need students: projects designed to improve academic outcomes for high need students.

The Early-Phase grant includes the following absolute priority which is an excellent fit with the AVID system:

- ✓ ***Increasing Postsecondary Preparedness***: 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.

### The AVID System Can be a Good Fit for EIR

- ✓ **AVID’s Mission** is to close the achievement gap by preparing *all* students for college readiness and success in a global society.
- ✓ **Most AVID students are underrepresented minorities**—about 52% are Hispanic, 17% are African American, and 66% are low income (qualify for the Free or Reduced Lunch program) yet 79% of AVID graduates were accepted into a four-year college.
- ✓ **AVID prepares students for post-secondary success and significantly closes the achievement gaps between groups of students.** [About 93% of AVID students complete course requirements for admission to a four-year college or university](#); proportions were nearly consistent for each sub-group of students, with a gap of only 2 percentage points from the highest performing to the lowest nationally.
- ✓ **AVID students take algebra in middle school**: 68% of 2016 AVID grade students enroll in algebra or higher level math courses. Students who take algebra in eighth grade are prepared for more advanced coursework in math and science in high school. They are more likely to attend and graduate from college than are eighth graders who do not take algebra.
- ✓ **Attendance rates for AVID middle and high school students are extraordinarily high** because AVID engages students and encourages them to be their best – 95% middle school; 94% high school.
- ✓ **The AVID schoolwide system transforms schools** in four key areas of a school, Instruction, Systems, Leadership, and Culture, thus ensuring college readiness for all AVID Elective students and improved academic performance for all students based on increased opportunities AVID creates a college-going culture schoolwide.
- ✓ **AVID instructional methodologies, known as WICOR**, were developed to open student access to rigorous college preparatory coursework. The methodologies are research-based and proven effective, and they form the foundation for AVID student instruction, curriculum materials, and professional development for educators
- ✓ **Intensive professional development for educators** prepares them to implement AVID and trains them to make learning more effective by providing engaging, rigorous, and collaborative classrooms.
- ✓ Additional [grant writing resources](#) including the [AVID K-12 Grant Budget Development Chart](#) are available
- ✓ Additional evidence of AVID’s success and AVID research are available [here](#)