Comprehensive Centers Education Innovation and Research

Title IV, Part F, Elementary & Secondary Education Act (Every Student Succeeds Act)

The field-initiated Modern Classrooms (MC) instructional model was developed by two math teachers in urban schools in 2016 out of frustration with existing models that failed to (a) create in classroom time to provide individualized instruction and support, particularly for low-performing students, and (b) engage all students in learning. To better meet their students' needs, the teachers developed a student-centered instructional model that can be used with any curriculum to provide personalized, individually paced, and mastery-based instruction delivered through coordinated physical and digital learning environments. Teachers develop and use video recordings of instruction, individualized student learning paths, student progress trackers, mastery-based assessments, and technology to meet students' learning needs and promote engagement. The MC instructional model was recognized for its innovation in 2018 with District of Columbia Public Schools' Excellence in Classroom Innovation Award, and the two teachers who originally developed the model founded MCP to spread its use. MCP trained and supported eight teachers in 2018 and close to 3,000 teachers by the end of 2021.

Individualized Math Instruction with the Modern Classrooms Project was awarded an early phase Education Innovation and Research (EIR) grant in 2022 to help math teachers in high-need middle schools provide opportunities for all students, including underserved students, to be successful in Science, Technology, Engineering, and Math (STEM). In partnership with districts that serve high-need students, this project will refine, test, and understand the "take up" and sustainability of the MC instructional model and associated teacher supports in Grades 6-8 math teachers for iterative improvement of the program, followed by an evaluation of a teacher-level randomized control trial to generate rigorous evidence on the impact of the program on two cohorts of teachers.

DESCRIPTION

The Education Innovation and Research (EIR) program supports local efforts to develop, implement, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-needs students, followed by rigorous program evaluation. The structure of the three categories of EIR grants – early-phase, mid-phase and expansion – reflect the scientific principles of scaling up education innovation to produce robust, effective, and replicable outcomes. All EIR grants require an independent evaluation of the effectiveness of their grant-funded activities to help identify and increase the number of interventions that work and meet the highest levels of evidence defined in the Every Student Succeeds Act (ESSA). This year, in addition to four absolute priorities focusing on evidence, field-initiated innovations, STEM, and student citizenry, including social and emotional learning, EIR included three competitive priorities to encourage research in high-need areas. The priorities encouraged supporting computer science education, addressing the impact of COVID-19 for underserved students and educators, and promoting equity in student access to educational resources and opportunities.

FUNDING HISTORY (in millions)

FY 2021	FY 2022	FY 2023	FY 2024 PRESIDENT's REQUEST

$194.00	$234.00	$284.00	$405.00

IMPACT OF PRESIDENT'S BUDGET

The Administration's FY 2024 budget proposes much needed increase in funding for the EIR program. These funds would allow for the creation of more innovative evidence-based resources to address the myriad educational challenges facing the nation. Of the requested increase, $121 million would support a priority focus on improving outcomes for students in foster care through comprehensive academic, social, emotional, mental health, and other services. Students in foster care, who have higher rates of chronic absenteeism than non-foster students, are especially at risk for poor educational outcomes, including low rates of high school completion, and could benefit from innovative practices designed to improve these outcomes.

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