

Applying for Investing in Innovation (i3)

Understanding the
Evidence Requirements
in the i3 Guidelines



Criteria for i3 Grants

- ▶ Strength of the existing research evidence
- ▶ Significance of effect in support of the proposed project
- ▶ Magnitude of the effect on improving student achievement or student growth, closing achievement gaps, decreasing drop-out rates, or increasing high school graduation rates
- ▶ Applicants may also demonstrate success through an intermediate variable that is directly correlated with improving these outcomes, such as teacher or school leader effectiveness, or improvements in school climate

Levels of Evidence

Scale-Up Grants	Strong evidence
Validation Grants	Moderate evidence
Development Grants	Research based findings or reasonable hypotheses

Scale-Up Grants

Strong evidence that the proposed practice, strategy, or program will have a statistically significant effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, or increasing high school graduation rates, and that the effect will be substantial and important

[Federal Register Notice, page 52222](#)

Strong Evidence

- ▶ Evidence from previous studies that support causal conclusions (high internal validity)
- ▶ Studies that include enough of the range of participants and settings to support scaling up to the State, regional, or national level (high external validity). Examples:
- ▶ More than one experimental study or well-designed and well-implemented quasi-experimental study; or
- ▶ One large, well-designed and well-implemented randomized controlled, multisite trial

[Federal Register Notice, page 52220](#)

Validation Grants

Moderate evidence that the proposed practice, strategy, or program will have a statistically significant effect on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, or increasing high school graduation rates and that *with further study*, the effect may prove to be substantial and important.

[Federal Register Notice, page 52223](#)

Moderate Evidence

- ▶ Experimental or quasi-experimental research
- ▶ *Internal validity* (supports causal conclusions) but limited *external validity* (generalizability), or:
- ▶ High *external validity* but moderate *internal validity*
- ▶ Does not demonstrate equivalence between intervention and comparison groups at program entry but no other major flaws related to internal validity
- ▶ Correlational research that controls for selection bias and reveals the influence of internal factors

[Federal Register Notice, page 52221](#)

Development Grants

Research-based findings or reasonable hypotheses that support the proposed project, including related research in education and other sectors.

[Federal Register Notice, page 52225](#)

Research-based Findings or Reasonable Hypotheses

Sources:

- ▶ Critical Links
- ▶ Champions of Change
- ▶ Arts Integration Frameworks, Research & Practice

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For More Information:

Go to **[U.S. Department of Education
i3 Website](#)**

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