ESSER III-ARP EGMS Application Evidence-Based Interventions

Overview of Requirement

LEAs are federally required to use at least 20 percent of their overall ESSER III-ARP allocation to address learning loss through the implementation of evidence-based interventions that respond to students' academic needs as well as social and emotional needs.

'Evidence-based' means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:

- strong evidence from at least one well-designed and well-implemented experimental study (tier 1)
- moderate evidence from at least one well-designed and well-implemented quasi- experimental study (tier 2);
- promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias (tier 3); or
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention (tier 4).

LEAs must also ensure that these evidence-based interventions address the disproportionate impact of COVID-19 on underrepresented student subgroups:

- Major racial and ethnic groups
- Children from low-income families
- Children with disabilities
- English learners
- Gender
- Migrant students
- Students experiencing homelessness
- Children and youth in foster care

Instructions for Completing This Form

In this form, LEAs should describe the evidence-based interventions which will be supported by ESSER III- ARP funds. There is space in the form for up to five interventions to be listed. There is, however, no expectation that an LEA would implement five interventions. The only requirement is that the ESSER III- ARP funding supporting the(se) intervention(s) is at least 20 percent of the LEA's total allocation. You may use responses provided in your 2021-2022 school year Continuous Education Plan in these responses.

The description for each intervention should include:

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- A brief description of the intervention
- Which underrepresented student subgroups will be supported through the intervention
- Which tier the evidence-based the intervention is categorized as (as defined on the prior page)
- A description of the evidence based for the intervention. This response could include a link to where the intervention is listed in a database of evidence-based interventions (e.g. What Works Clearinghouse), a citation of a study that meets the definition for that tier of an evidence-based intervention, or an evaluation of the LEA's past data that demonstrated the efficacy of the intervention and a description of the studies/evaluation for that intervention (e.g. how the intervention in the study was implemented, key recommendations from the study).
- What the expected outcome is for intervention and how the LEA will measure if that outcome has been achieved. This response should include what data or metrics will be used to assess the outcome and how those will be monitored.

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Intervention #1

1. Briefly describe the intervention and how it will be implemented at the LEA.

2. Which underrepresented student subgroups will be supported through this intervention? (Check all that apply)

Major racial and ethnic groups

Children from low-income families

Children with disabilities

English learners

Gender

Migrant students

Students experiencing homelessness

Children and youth in foster care

3. Which tier is evidence-based intervention?

4. Describe the evidence base for the intervention.

5. What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?

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Intervention #2

1. Briefly describe the intervention and how it will be implemented at the LEA.

2. Which underrepresented student subgroups will be supported through this intervention? (Check all that apply)

       Major racial and ethnic groups

       Children from low-income families

       Children with disabilities

       English learners

       Gender

       Migrant students

       Students experiencing homelessness

       Children and youth in foster care

3. Which tier is evidence-based intervention?

4. Describe the evidence base for the intervention.

5. What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?

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Intervention #3

1. Briefly describe the intervention and how it will be implemented at the LEA.

2. Which underrepresented student subgroups will be supported through this intervention? (Check all that apply)

Major racial and ethnic groups

Children from low-income families

Children with disabilities

English learners

Gender

Migrant students

Students experiencing homelessness

Children and youth in foster care

3. Which tier is evidence-based intervention?

4. Describe the evidence base for the intervention.

5. What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?

Intervention #4

1. Briefly describe the intervention and how it will be implemented at the LEA.

2. Which underrepresented student subgroups will be supported through this intervention? (Check all that apply)

        Major racial and ethnic groups

        Children from low-income families

        Children with disabilities

        English learners

        Gender

        Migrant students

        Students experiencing homelessness

        Children and youth in foster care

3. Which tier is evidence-based intervention?

4. Describe the evidence base for the intervention.

5. What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?

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Intervention #5

1. Briefly describe the intervention and how it will be implemented at the LEA.

2. Which underrepresented student subgroups will be supported through this intervention? (Check all that apply)

   Major racial and ethnic groups

   Children from low-income families

   Children with disabilities

   English learners

   Gender

   Migrant students

   Students experiencing homelessness

   Children and youth in foster care

3. Which tier is evidence-based intervention?

4. Describe the evidence base for the intervention.

5. What is the expected outcome for this intervention and how will the LEA measure if this outcome is achieved?