With the passage of [The American Rescue Plan (ARP)](#), states, districts, and schools now have significant federal resources available to implement evidence-based and practitioner-informed strategies to respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).[1] The US Department of Education (ED) released [ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs Volume 2](#), an updated resource for states, districts, schools, and teachers as they reopen schools safely and support students.

To support school systems with planning and budgeting for the use of ESSER III Evidence-Based funds, this document includes general information regarding U.S. Department of Education (ED) [requirements relevant to the ESSER III funds](#) for evidence-based interventions, as well as resources to support school systems with determining interventions that would support their students.

LEA Use of ARP ESSER III Funds

Of the total amount allocated to an LEA from the State's ARP ESSER III award, LEAs must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions for :

- **Meeting students' social, emotional, mental and physical health, and academic needs**, including through meeting basic student needs; reengaging students; and providing access to a safe and inclusive learning environment;
- **Addressing the impact of COVID-19 on students' opportunity to learn**, including closing the digital divide; implementing strategies for accelerating learning; effectively using data; and addressing resource inequities; and
- **Supporting educator and staff well-being and stability**, including stabilizing a diverse and qualified educator workforce.

From section [8101(21)(A) of the ESEA](#), the term 'evidence-based,' when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on evidence, (ii) 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.

In evaluating the strength of evidence within interventions, school systems should consider the four levels of evidence recognized by the Every Student Succeeds Act.

Level of Evidence	Supported by...
Strong evidence	At least one well-designed, well-implemented experimental study (randomized group)
Moderate evidence	At least one well-designed, well-implemented quasi-experimental study (matched groups)
Promising evidence	At least one well-designed, well-implemented correlational student with statistical controls for selection bias
Demonstrates a rationale	High-quality research findings or positive evaluation suggests this will likely improve student outcomes

The [Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide](#) provides school systems with simplified steps to take in order to evaluate whether educational interventions are supported by "strong" evidence.

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[1] https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

Approved Clearinghouses

Initiatives released through the Achieve! Priorities-Based Planning Guide for School Systems can be budgeted with the 20% of ESSER III evidence-based funds. **School systems funding initiatives listed on pages 11-13 of the Achieve! Priorities-Based Planning Guide for School Systems are not required to provide research to LDOE relevant to the level of evidence of the intervention.**

Additionally, below is a table of evidence-based educational intervention resources accessible through ED from the National Center for Educational Evaluation and Regional Assistance. School systems can access the websites through the links provided, as well as review a brief description of each site. School systems that identify interventions from one of these clearinghouse websites are not required to provide research to LDOE relevant to the level of evidence of the intervention.

Clearinghouse Website	Description
The What Works Clearinghouse	Organized by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, and the public with a central, independent, and trusted source of scientific evidence of what works in education.
The Promising Practices Network	Highlights programs and practices that credible research indicates are effective in improving outcomes for children, youth, and families.
Blueprints for Healthy Youth Development	Identifies evidence-based intervention programs to reduce antisocial behavior and promote a healthy course for developing youth.
Social Programs That Work	Offers a series of papers developed by the Coalition for Evidence-Based Policy on social programs that are backed by rigorous evidence of effectiveness.

If a school system plans to budget ESSER III evidence-based funds for interventions *not* from the clearinghouse websites or the initiatives listed within the Achieve! Priorities-Based Planning Guide for School Systems, the school system will be required to upload research evidence to the Department through the upload feature of the Achieve! application in eGMS. School systems wanting support with planning for the allocation of ESSER III funds for evidence-based interventions, should email LDOE.grantshelpdesk@la.gov and include Evidence-Based Interventions in the subject line.

It is important for school systems to strategically plan for the implementation of evidence-based interventions. School system plans should address communication of the intervention to stakeholders, professional development for teachers and leaders, guidance for implementation of the intervention at the school level, and progress monitoring expectations to determine the impact on student outcomes.