TN Department of Education

ESSER 3.0 Learning Loss Set-Aside Example Allowable Uses

Based on the amount allocated from the State's ARP ESSER award, each LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs to address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, students from low-income families, students with disabilities, English learners, gender, migrant students, students experiencing homelessness, and students and youth in foster care).

	Purchasing and Expense Examples: *These examples will be revised as ESSER 3.0 office hours continue. The allowable column shows items that are allowable under ESSER 3.0, while the 20% Yes and 20% No columns show what options are and are not allowable under the Learning Loss set-aside requirement.*	**Allowable**	**20% Yes**	**20% No**
Hiring for Positions	Learning Loss Supervisor	✔	✔	
	Curriculum Supervisor	✔		✔
	Additional Teachers (Class Size Reduction)	✔	✔	
	Additional Paraprofessionals	✔	✔	
	Additional Art/Music Teachers	✔	✔	
	District-Wide or School-Based Learning Loss Instructional Coaches	✔	✔	
	Staff to Support Data Analysis *(including, but not limited to the disaggregation of data for students, student sub-groups, teacher effectiveness, program effectiveness, curriculum, and interventions)*	✔		✔
	Additional School Counselors for Student and Family Outreach	✔	✔	
	Additional Social Workers	✔	✔	
	Stipends for Teachers Participating in After-School or Summer Programs to Improve Instruction	✔	✔	
	Stipends for After-School and Summer Program Site Administrators	✔	✔	
Materials/Instructional Supports	Textbooks to Standards (Tier I)	✔		✔
	Intervention Programs (Tier II and Tier III)	✔	✔	
	Effective Instructional Materials *(including intervention materials for students with skill deficits)*	✔	✔	
	Effective Instructional Materials *(to meet the needs of underrepresented student subgroups)*	✔	✔	
	Developing Teacher Pacing and Sequencing Guides *(for grade- and subject-level objectives to support the upgraded curriculum (Tier I))*	✔		✔
	Developing Grade- and Subject-Level Assessments *(to measure student progress with the upgraded curriculum (Tier I))*	✔		✔
	Developing Sample Lesson Plans and Assessments for the Upgraded Curriculum (Tier I)	✔		✔
	Developing Teacher Training Materials Aligned with the Upgraded Curriculum (Tier I)	✔		✔
	Textbooks to Support the Upgraded Curriculum	✔		✔
	Supplemental Materials to Support the Upgraded Curriculum (Tier I)	✔		✔
Extended Programming	Providing Transportation for Students Attending After-School or Summer Programs	✔	✔	
	Instructional Supplies and Materials to Implement After-School or Summer Programs	✔	✔	
	Instructional Software and Equipment to Implement After-School or Summer Programs	✔	✔	
	Implementing School-Based Instructional Improvement Strategies *(such as credit recovery programs, reengagement strategies, smaller learning communities, competency-based instruction, and acceleration of basic reading and mathematics skills (i.e., middle and high school programming))*	✔	✔	
	Offering extended school day, week, or year programs to support students	✔	✔	
	Implementing After-School or Summer Programs	✔	✔	