



ESSER LEARNING LOSS FAQ'S

ELIGIBLE EXPENDITURES AND FUNDING REQUIREMENTS

ESSER 3 (ARP ESSER) requires 20% of ESSER 3 funds to be used on “Evidenced-Based Learning Loss” related expenditures. ESSER 1 and 2 do not require a certain amount to be spent on learning loss.

- Please note that these reserves are only minimum requirements; spending a larger share of funds for this purpose is allowable and may be necessary to address the needs of students.
- Federal documents also refer to “Learning Loss” as the “Academic impact of lost instructional time.”

WHAT IS AN ELIGIBLE LEARNING LOSS EXPENDITURE?

- Expenditures that support students’ social, emotional, mental health, and academic needs, including implementing school-wide strategies that enhance support and interventions for students as well as targeted assistance for students who need such support.
- Learning loss interventions should address the disproportionate impact of the COVID-19 pandemic on students from low-income families, students of color, English learners, children with disabilities, migratory students, students experiencing homelessness, and children and youth in foster care.
- In addition to more traditional uses district might also address the needs of students arising from the COVID-19 pandemic by using ESSER and GEER funds to implement or expand arts programs, such as music programs, including purchasing instruments; expand sports programming so more students can participate; or initiate clubs. This does not include the building or remodeling of sports facilities.

Additional examples can be found in the [ED COVID-19 Handbook – Volume 2 - 2021](#)

WHAT IS CONSIDERED “EVIDENCE-BASED?”

- The ARP Act defines the term “evidence-based” as having the meaning in section 8101(21) of the ESEA. Accordingly, “evidence-based” includes several tiers of evidence. Specifically, “evidence-based,” means an activity, strategy, or intervention that:
 - Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - Tier 1- Strong evidence from at least one well-designed and well-implemented experimental study.
 - Tier 2- Moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
 - Tier 3- Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
 - Tier 4- 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.
- The [What Works Clearing House](#) is a resource for evidence-based interventions.

CLAIMING REIMBURSEMENT FOR LEARNING LOSS EXPENDITURES

ESSER requires districts and states to track and report learning loss expenditures separately from non-learning loss expenditures. This section will provide instructions to accurately claim learning loss expenditures.

HOW DO I INDICATE LEARNING LOSS EXPENDITURES?

- Code learning loss expenditures using the classification codes as described in the [NDFARMS](#) on page 20.
 - ESSER II (non-learning loss) - 109, ESSER II (learning loss)- 111
 - ESSER III (non-learning loss)- 110, ESSER III (learning loss)- 112
- When completing WebGrants Ledgers:
 - Include all expenditures (learning loss & non-learning loss) in the "Expenses this Period" column.
 - If you have coded a qualified learning loss expense, you will enter ONLY the amount of the learning loss expenses under "Match Expenses this Period*."

HOW DO I KNOW IF THE DISTRICT IS MEETING THE 20% LEARNING LOSS REQUIREMENT?

1. Log in to the ESSER III grant through WebGrants
2. Under the Grant Components heading open General Information. You will find match requirements near the bottom of the page.

Comments: 20% learning loss = 1.703 096 20

Vendor ID:

3. Next open the most recent claim (editing, paid, or submitted) and find the "Total Match" column. Scroll to the bottom of the column.

Match		
Expenses		
This	Prior Match	
Period	Expenses	Total Match

4. Subtract the Total Match from the learning loss requirement note. This is the remaining amount of the reward that must be set aside to spend on learning loss expenditures.

* NOTE

"Match Expenses this Period" = "Learning Loss" expenses when working with ESSER funds. The district does not actually match any funds for ESSER. To avoid the need to file two separate claims, WebGrants has worked to adapt to the unique needs of ESSER by using these columns to delineate different funding types.



NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

IF A PREVIOUS CLAIM INCLUDED LEARNING LOSS ELIGIBLE EXPENDITURES THAT WERE CLAIMED AS NON-LEARNING EXPENDITURES CAN THE DISTRICT RE-CLASSIFY THE PREVIOUSLY SUBMITTED EXPENSES?

- Yes, if:
 1. The claim reimbursement **has not been reported to the USDE.**

Date Reimbursement Paid	No Longer Eligible for Re-classification
Before July 1, 2022	May 1, 2023
Before July 1, 2023	March 1, 2024
Before July 1, 2024	March 1, 2025*
Before July 1, 2025	March 1, 2026*

*Date subject to change

2. The proposed reimbursements for movement meet all learning loss **eligibility requirements.** See “Eligible Expenditures” above.
 3. The change is **necessary** for the school district to meet the 20% learning loss set-aside requirement.
- If the expenditures meet all the qualifications above, please complete this amendment form and submit it through WebGrants for review and approval. **(COMING SOON)**

LEARNING LOSS EXPENDITURE- ANNUAL REPORTING

Beginning with 2024 ESSER annual reporting the US Department of Education will require school districts to document student subgroup participation in ESSER funded Interventions.

- The interventions to be tracked include summer learning or enrichment programs, evidenced-based afterschool programs, extended instructional time, tutoring, early childhood expansions or enhancement, full-service community schools, and educational technology purchases.
- The student subgroups include students with disabilities, students in foster care, migratory students, students experiencing homelessness, American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, Two or more races, and other student populations.

Use this supplemental form to begin tracking 23-24 data and retrieving 22-23 school year data. **(COMING SOON)**

Please contact the NDDPI ESSER Program Manager for additional information or clarification. Anne Butterworth – abutterworth@nd.gov or 701-328-4051.