**Fund Use Recommendations for the FY22 Targeted Assistance Grant (TAG)**

As you plan your budget expenditures, please keep in mind that TAG funds are intended to support the implementation of key initiatives in schools’ updated Sustainable Improvement Plans (SIPs). The fund use examples below have been aligned to Department guidance related to agency evidenced-based priorities, such as:

[Student Opportunity Act (SOA)](https://www.doe.mass.edu/commissioner/spec-advisories/soa.html)

[ESSER COVID-19 recovery funding](https://www.doe.mass.edu/federalgrants/esser/)

[Acceleration Roadmap](https://www.doe.mass.edu/covid19/on-desktop/roadmap/)

[Deeper Learning](https://www.doe.mass.edu/deeperlearning/)

[High Quality Instructional Materials (HQIM)](https://www.doe.mass.edu/instruction/impd/)

[Mass Literacy Initiative](https://www.doe.mass.edu/massliteracy/)

[Multi-Tier System of Support (MTSS)](https://www.doe.mass.edu/sfss/mtss/)

[Culturally Responsive Teaching & Leading](https://www.doe.mass.edu/instruction/culturally-responsive/)

[Current COVID-19 guidance](https://www.doe.mass.edu/covid19/)

The examples below are organized by budget expense categories (line items). Just click on the arrow to expand or collapse the category. Please keep in mind these are intended to be illustrative, not exhaustive. If you have any questions about planned expenditures that do not appear in these examples, please do not hesitate to contact your SSoS Regional Assistance Team. Districts are encouraged to strategically align TAG expenditures with other key funding sources (e.g., SOA, ESSER, other federal Title funding).

# Administrator, Instructional/Professional Staff/Support Staff Salaries

*Funds may be used to support salaries of additional staff necessary to implement the key activities described in sustainable improvement plans. As TAG is a one-year funding source, districts/schools will need to consider how funding for staff salaries will be sustained.*

* Coaches or specialists to provide job-embedded training, classroom observations, and embedded support/feedback designed to strengthen the implementation of sustainable improvement plan strategies
* Additional staff to support implementation of new instructional models (e.g., co-teaching models, expanded learning time, deeper learning)
* Additional staff to support students’ mental health needs and the implementation of social-emotional learning models
* Family involvement coordinator to strengthen meaningful [culturally responsive family engagement](https://www.doe.mass.edu/sfs/?section=family)
* Additional staff to monitor and promote attendance
* Literacy/reading specialists, interventionists, or other professional or paraprofessional staff to provide small-group or individualized literacy instruction
* Math and/or science specialists, interventionists, or other professional or paraprofessional staff to provide small-group or individualized math and/or science instruction

# Stipends and Substitutes

*Funds may be used to pay stipends to staff or hire substitutes in order to provide additional time outside of contracted work hours for staff to engage in activities that support plan implementation. These include but not limited to:*

* ***Participating in or delivering professional development that builds the skills and knowledge necessary to:***
  + Utilize new organizational systems and structures effectively and efficiently (e.g., instructional leadership teams, professional learning communities, data collection systems necessary for program monitoring)
  + Implement key programs and practices (instructional and non-instructional) in the school’s sustainable improvement plan
  + Deliver culturally responsive instruction and evidence-based practices
  + Implement research-based early literacy instructional materials assessments, interventions, and/or instructional practices
  + Deliver instruction that is experiential, immersive, and relevant and aligned with Deeper Learning practices (may include book studies, professional development, contract delivered trainings, etc.)
  + Development of Deeper Learning assessments (e.g. performance tasks, culminating projects, portfolios, etc.)
* ***Engaging in work associated with teaming structures*** *(e.g., PLC, ILT, SST)*
  + Providing time and accommodations for students to actively and meaningfully participate in school decision-making processes
  + Providing school-based teams (instructional and non-instructional) with additional planning time necessary to plan and implement elements of the Acceleration Roadmap
  + Providing school-based teams (instructional and non-instructional) with additional planning time necessary to plan and implement elements of the Multi-Tiered System of Support
  + Educator team meetings to collaborate within and across disciplines (e.g., to look at student work resulting from jointly developed assignments and assessments; to examine student data to inform instruction and identify individual student needs)
  + Instructional Leadership Team meetings engaging in progress monitoring of the sustainable improvement plan implementation and outcomes
  + Providing time for school-based literacy teams leading implementation of evidence-based early literacy practices, assessment administration, progress monitoring and data analysis
  + Collecting and analyzing data that supports implementation and progress monitoring (e.g., diagnostic assessments, learning walkthrough data; surveys/focus groups of educators, students, parents)
  + Develop and implement systems (e.g., student surveys, interviews, representative focus groups, representation on school ILT) to ensure that the perspectives of different student groups are sought in ways in which their unique perspectives, experiences, and needs can be understood and included in the delivery of instruction
  + Engage in learning walkthroughs and peer observations with meaningful feedback (virtual and in-person)
  + Engage in the rigorous review, recruitment, screening, and selection of:
    1. evidence-based practices and programs that meet federal evidence-based requirements of federal ESSA law
    2. external providerswith the qualifications to support districts and schools with the implementing selected evidence-based practices[[1]](#footnote-2)
    3. Curriculum and high-quality instructional materials
  + Engaging in a community of practice to promote deeper learning
* ***Delivering plan-related services outside of contracted work hours***
  + Instruction and facilitation associated with credit recovery programs
  + Enrichment and academic support programs delivered during school vacations and in summer (e.g., Acceleration Academies, expanded learning time)

# Contractual Services

*Funds may be used to contract with outside vendors to provide services and supports directly related to the implementation of sustainable improvement plans. Outside vendors may also provide additional services required due to COVID-19. Services include, but are not limited to:*

* Providing professional development, facilitation and embedded supports that foster the development of skills and knowledge necessary to implement:
* Evidence-based strategies in sustainable improvement plans
* Research-based early literacy instructional materials, assessments, interventions, and/or instructional practices
* Deliver culturally responsive instruction and evidence-based practices
* Delivering services described in sustainable improvement plans, such as:
* In-school and after-school instructional programs that provide learning acceleration and enrichment to students and align with sustainable improvement plans
* Wrap-around services supporting students’ [mental health](https://www.doe.mass.edu/covid19/mental-health.html) and [SEL](https://www.doe.mass.edu/sfs/sel/)
* Developing and piloting new data systems and procedures as detailed in the Acceleration Roadmap (analyze data, provide diagnostic data, monitor students’ understanding, and assess needs going forward)
* Costs associated with the recruitment, hiring, and retention of high-quality staff that reflect the races and ethnicities of the students served by the school
* Contractual costs associated with stakeholder and family engagement activities (e.g., translation services, meeting facilitators, professional development providers)
* Engagement of partners/local resources to enhance the student learning experiences

# Supplies and Materials

*Funds may be used to purchase supplies and materials necessary to support the implementation of sustainable improvement plans (e.g., training materials, professional learning tools related to developing the sustainable improvement plan, etc.). Districts should limit expenditures in supplies and materials to less than 10% of the overall TAG allocation. For questions about going over this limit, please contact your SSoS Regional Assistance Team.*

* Curricula and other instructional materials, including licenses for on-line resources that are research-based, aligned with Massachusetts Curriculum Frameworks, and are directly related to key strategies in sustainable improvement plans
* curriculum materials “rated partially meets” or above by [EdReports](https://www.edreports.org/reports/?s=ela) or [CURATE](http://www.doe.mass.edu/instruction/curate/?section=ela)
* high quality screening assessment in early literacy that are defined by the criteria in [Early Literacy Screening](http://www.doe.mass.edu/instruction/screening-assessments.html)
* high quality screening assessments for literacy, math, science, etc.
* Further advance instructional technology to support alternative learning models introduced due to COVID-19
* Instructional materials for History Social Science and/or Science Technology and Engineering
* Instructional technology that enables design projects, collaboration, and additional opportunities for students to present work.
* Instructional supplies to support project-based learning and hands-on learning experiences for students.
* Books for professional book study related to equity, culturally responsive practices, and / or Deeper Learning.

# Travel

*Funds may be used to cover in-state travel/mileage expenses related to planning and implementation of sustainable improvement plans. Districts should limit expenditures in travel to less than 5% of the overall TAG allocation. For questions about going over this limit, please contact your SSoS Regional Assistance Team.*

* Take part in professional development and technical assistance sessions
* Participate in networks
* District/school visits to observe similar strategies or strategies under consideration being implemented

1. Districts and schools can refer to <http://www.doe.mass.edu/sfss/partnerships/approved-priority-partners.html> for information on state-approved priority partners for turnaround. Some partners have been verified to meet federal evidence-based requirements of federal ESSA law [↑](#footnote-ref-2)