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

**Planning Recommendations:**

* Costs associated with bringing together stakeholders to review school performance, and discuss the sustained improvement plan to be developed, using translation services when necessary;
* Costs associated with surveying staff, students, and parents as part of the needs assessment
* Costs associated with conducting an assessment of assets and challenges at the school, probing for root cause of identified challenges, specifically focusing on achievement gaps for historically marginalized students;
* Staff stipends for activities directly related to sustainable improvement plan development and planning;
* Substitutes for coverage of educators participating in sustainable improvement plan development activities;
* In-state travel/mileage expenses related to technical assistance sessions, or professional development activities directly related to sustainable improvement plan planning activities;
* Contractual services/consultants directly related to the development of a sustainable improvement plan and to activities outlined in the grant submission;
* Costs associated with the rigorous review, recruitment, screening, and selection of external providers whose area(s) of expertise align with sustainable improvement plan development activities outlined in proposal. 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 sustainable improvement plan. Some partners have been verified to meet federal evidence-based requirements of federal ESSA law;
* Costs associated with identifying and purchasing instructional materials that are research-based, aligned with state academic standards, have data-based evidence of raising student achievement, and align with activities related to sustainable improvement plan development (cap of 10% of total award on instructional materials);
* Costs associated with hiring full or part-time teachers and staff to provide support directly related the development of a sustainable improvement plan and to the activities outlined in the grant submission;
* Supplies and materials directly related to activities supporting the development of the sustainable improvement plan (e.g. training materials, professional learning tools related to developing the sustainable improvement plan, etc.);
* Costs associated with strategies to immediately and effectively improve students graduation rates, dropout rates and credit recovery for secondary students;
* Instructional technology (cap of 10% of total award);
* Costs associated with family and community engagement activities, using translation services when necessary to reach all families;
* Costs associated with the development and piloting of a data system and procedures to analyze data and/or develop and adopt interim assessments;
* Costs to support the training of staff in targeted strategies that will provide intensive and accelerated learning opportunities for students in subgroups whose achievement necessitates sustainable improvement plan development.

**Implementation Grant Recommendations:**

* Costs to support the implementation of targeted strategies that will provide intensive and accelerated learning opportunities for students in subgroups whose achievement necessitated sustainable improvement plan development and/or for training of staff in areas such as the instructional delivery of evidence-based, effective strategies to serve subgroups, and cultural competency.
* Costs associated with providing direct instruction and support to students, such as hiring full or part-time teachers and staff to provide instruction, use of stipends to pay existing teachers to provide additional instruction to students, and the hiring of consultant that work directly with students on academic content;
* Stipends for educators for instructional planning, such as examining student data, collaborating within and across disciplines, and devising student assessments as each relates directly to the activities outlined in the existing sustainable improvement plan;
* Stipends for educators participating in and/or leading professional development activities related to the goals in the sustainable improvement plan;
* Costs associated with delivering job-embedded professional development, such as training staff on the implementation of new or revised instructional programs and policies that are aligned with the sustainable improvement plan, providing instructional support, coaching, structured common planning time, mentoring, and observations of classroom practice as they align with the existing sustainable improvement plan;[[1]](#footnote-1)
* Costs associated with implementing strategies to address achievement gaps for historically marginalized students;
* 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;
* Additional leadership, instructional staff, and/or specialists to support teaching and learning, as well as social-emotional supports to students;
* Instructional materials that are research-based, aligned with State academic standards, have data-based evidence of raising achievement, and are directly related to sustainable improvement plan strategies;
* Contractual services aligned with the sustainable improvement plan and/or job-embedded professional development;
* Costs associated with the rigorous review, recruitment, screening, and selection of external providers whose area(s) of expertise align with sustainable improvement plan development activities outlined in proposal. 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;
* Reimbursement for substitutes for coverage of educators PD related to sustainable improvement plan activities;
* In-state travel/mileage expenses related to professional development events and/or technical assistance sessions aligned with sustainable improvement plan activities;
* In-school and after-school instructional programs that provide remediation and enrichment to students and align with sustainable improvement plan;
* Costs associated with strategies to immediately and effectively improve students graduation rates, dropout rates and credit recovery for secondary students;
* Costs associated with the development and/or piloting a data system and procedures to analyze state and interim data as related to sustainable improvement plan strategies;
* Funds may be used to purchase curricula and other instructional materials related to sustainable improvement plan (cap of 10% of total award on instructional materials);
* Instructional technology (cap of 10% of total award);
* Costs associated with family and community engagement activities, using translation services when necessary;
* Costs associated with bringing together stakeholders to review school performance, and discuss the sustainable improvement plan implementation progress, using translation services when necessary;
* Costs for surveying staff, students, and parents to measure progress towards benchmarks and goals;

**Unallowable Expenditures:**

* Costs that supplant[[2]](#footnote-2) district allocations and expenditures to the school
* Out of state travel
* Contract buyouts
* Capital expenses
* Food or beverages
* Pre-existing student transportation costs
1. Job-embedded PD refers to day-to-day teaching practices designed to enhance teachers’ content-specific instructional practices with the intent of improving overall student learning ([Job Embedded PD Issue Brief](http://www.gtlcenter.org/sites/default/files/docs/JEPD%20Issue%20Brief.pdf) citation (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). In this model, PD is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice (Ibid citation (Hawley & Valli, 1999; National Staff Development Council, 2010) [↑](#footnote-ref-1)
2. Refer to “Supplement, Not Supplant Quick Reference Guide” at <http://www.doe.mass.edu/federalgrants/resources/> [↑](#footnote-ref-2)