**Fund Use Examples for the FY21 Targeted Assistance Grant (TAG)**

The examples below are organized by budget expense categories (line items). In light of the ongoing pandemic and its impact on SY2020-21, districts and schools will have additional flexibility in how TAG funds may be utilized this year, so that they may better meet plan implementation challenges posed by COVID-19. Examples of COVID-related expenditures that are appropriate are included within most budget expense categories.[[1]](#footnote-2) Districts with an established focus on early literacy[[2]](#footnote-3) may also use TAG funding to support efforts that directly or indirectly benefit schools implementing sustainable improvement plans. Examples of early literacy expenditures that are appropriate are included within several budget expense categories.

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 Regional SSoS Team.

**Administrator, Instructional/Professional Staff/Support Staff Salaries**

Funds may be used to support salaries of additional staff necessary to implement the key activities of described in sustainable improvement plans. *This includes additional human resources necessary to implement sustainable improvement plans due to COVID-19.*

* Coaches or specialists to provide job-embedded training, classroom observations, and embedded support/feedback designed to strengthens the implementation of sustainable improvement plan strategies
* Additional staff to support implementation of new instructional models (e.g. co-teaching models; adaptations related to remote/hybrid/in-person COVID instructional models)
* Additional staff to support students’ mental health needs and the implementation of social-emotional learning models
* Family involvement coordinator to strengthen meaningful engagement with families
* Literacy/Reading Specialists, interventionists, or other professional or paraprofessional staff to provide small-group or individualized literacy 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 and for additional planning time necessary due to COVID. 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

**Stipends and Substitutes** *(continued)*

* + implement research-based early literacy instructional materials assessments, interventions, and/or instructional practices
	+ deliver high quality instruction in multiple learning environments and instructional formats due to COVID-19 *(e.g., lesson planning utilizing remote learning technologies, integrating on-line learning platforms into instruction).*
* ***Engaging in work associated with teaming structures*** *(e.g., PLC, ILT, SST)*
	+ Providing school-based teams (instructional and non-instructional) with additional planning time necessary to address impact of COVID-19;
	+ Educator team meetings to collaborate within and across disciplines *(e.g., to look at student work resulting from jointly develop assignments and assessments; to examine student data to inform instruction and identify individual student needs.*
	+ Instructional Leadership Team meetings engaging in monitoring the plan implementation and outcomes and developing plan renewals.
	+ School-based literacy team 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., learning walkthrough data; surveys of educators, students, parents)
	+ Engage in learning walkthroughs and peer observations (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.[[3]](#footnote-4)
* ***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).*

**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
	+ strategies in sustainable improvement plans
	+ research-based early literacy instructional materials, assessments, interventions, and/or instructional practices

**Contractual Services** *(continued)*

* delivering services described in sustainable improvement plans, such as:
* in-school and after-school instructional programs that provide remediation and enrichment to students and align with sustainable improvement plans;
* wrap-around services supporting students’ mental health and SEL;
* developing and piloting new data system and procedures to analyze data
* 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;
* on-line courses delivered by vendors, including DESE Remote Learning Partners to:
* support remote learning strategies during COVID-19 pandemic;
* provide credit recovery courses for students at-risk of not graduating
* Contractual costs associated with stakeholder and family engagement activities (e.g., translation services, meeting facilitators, professional development providers)

**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.) and high-quality early literacy. *In light of the COVID pandemic the cap on supplies materials is being raised to* ***50%*** *in FY21 so that districts and schools can better support remote-learning approaches that support plan implementation.*

* 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;
* Instructional technology to support remote/hybrid learning models introduced due to COVID-19
* High quality, evidence-based early literacy instructional materials and screening assessments
	+ 1. curriculum materials for early literacy (core or foundational) 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)
		2. high quality screening assessment in early literacy that are defined by the criteria available on this page: [Early Literacy Screening](http://www.doe.mass.edu/instruction/screening-assessments.html)
* Instructional materials for History Social Science and/or Science Technology and Engineering

**Travel**

*Funds may be used to cover in-state travel/mileage expenses related to planning and implementation of sustainable improvement plans.*

* 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. State and federal COVID-relief funds (e.g., [Remote Learning Technology Essentials](http://www.doe.mass.edu/grants/2021/117-118/), [Coronavirus Relief Fund](http://www.doe.mass.edu/grants/2021/102/), [Elementary and Secondary School Emergency Relief Fund](http://www.doe.mass.edu/grants/2021/113/)), of course, are districts’ key mechanisms for funding the majority of COVID-related costs (e.g., personal protective gear, cleaning supplies, district-wide technology needs). [↑](#footnote-ref-2)
2. For instance, a district’s SOA Plan includes a focus on implementation of research-based early literacy programs in pre-kindergarten and earl elementary grades. [↑](#footnote-ref-3)
3. 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-4)