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| **FUND** | **Spending** | **Guidelines** | **Examples** |
| **Family Involvement** | Activities shown to be effective at increasing family and community engagement in the school, including family literacy programs.  Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved economic, educational, health, safety, and other outcomes that address the issues of intergenerational poverty. | The school may use Title I funds to support accessibility for all by providing the following:   * Choices of meeting dates and times based on input from parents/guardians * Childcare at the school during family engagement meetings * Transportation * Supplies for families to take home, such as math games | * Virtual / Live Book Club * How to read with your child event * Family math games event * Connect to Kindergarten * Multicultural Night |
| **Discretionary** | Purchase required materials from the [**Tier II List**](https://docs.google.com/document/d/1LNcf7hebJeVDbYSb4lgl38qU70-lJ-lfegc56JYTnvQ/edit?usp=sharing).  Prioritize training for Title staff on materials or strategies needed to deliver intervention effectively.  Building needs aligned with allowable expenses. | The school may use Title I funds to support any reasonable activity designed to improve the school’s educational program, as long as it is consistent with the school’s comprehensive needs assessment and plan.  Depending on its needs, a schoolwide program school could use Title I to support:   * Increased learning time * Evidence-based strategies to accelerate the acquisition of content knowledge for English learners * Counseling, school-based mental health programs, mentoring services, and other strategies to improve students’ nonacademic skills * School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports) * Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making * Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs * Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities). | * MTSS Data Teams * Playworks * Well-Rounded Activities (i.e. Flocabulary) * Well-Rounded PD (i.e. OR Writing Project) * Leveled Libraries * Tier II & III Activities / Materials * Calm corner supplies * Games with the principal * Supplies |