

# Title I-A CIP Budget Narrative Checklist

*This checklist is aligned with the criteria that ODE program specialists use when reviewing budget narratives. It is offered as an optional tool for districts to use in reviewing their Title I-A narrative prior to submission.*

## Overview Page

- ☐ Is there a **calculable** [methodology statement](#)?
- ☐ Does the statement indicate that **General Funds are allocated without consideration of I-A status**?
- ☐ **If applicable**, have the three questions for TAS programs been answered for **every** TAS school?

## Targeting Page

- ☐ Are enrollment and poverty numbers entered **for every school** regardless of I-A status?
  - ☐ Were poverty and enrollment counts taken at the same point in time?
  - ☐ Was the same measure used in all schools to determine the number of students from families experiencing poverty?
- ☐ Does the district has any schools with a **poverty level of 75% or above**?
  - ☐ IF YES, are these schools being **served** [in rank order](#), regardless of grade span?
- ☐ **For schools below 75% poverty**, do the schools with the highest percentage of students experiencing poverty have an equal or higher per pupil amount (PPA) than other schools (within the same grade band) with a lower percentage of students experiencing poverty?
- ☐ Is any school funded that has less than 35% of students experiencing poverty?
  - ☐ **If YES**, have we made sure that **all schools** are receiving 125% of the district PPA%?
- ☐ Does the “Dollars Remaining” field equal zero?
- ☐ Does the Target School Allocations total match the Budget Narrative Lines total on the Budget Narrative page?

## Set Aside Page

- ☐ **Are object codes included** in every [set-aside description](#)?
- ☐ **Does the Houselessness Set Aside** describe the **activities or initiatives the district will undertake to** remove barriers to engagement and participation in education for students experiencing houselessness?
- ☐ **IF the district has a District Administration Set aside**, are the FTE and responsibilities included?
- ☐ **IF the district has a Salary Equalization Set Aside**, is an amount for base salary and benefits listed?
- ☐ **IF the district has an Extended Time Set Aside**, does it describe the specific activities the district will undertake to support before, after and/or summer school programs?
- ☐ **IF the district allocation is \$500,000 or greater**, is the Parent/Family Set-Aside:
  - ☐ Equal to 1% of the total allocation?
  - ☐ Is 90% of the set-aside going directly to schools?
  - ☐ Are there engagement activities for all Title I-A funded schools?

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- ☐ **IF the district has a Professional Development Set Aside:**
  - ☐ Does it describe how activities will support instruction across Title I-A funded schools?
  - ☐ Does set aside include **content** of the PD (**WHAT**), the **participants (WHO)** and the way the **impact** of the PD will be measured (**HOW**)?
  - ☐ Do all costs include function and object codes?
- ☐ **IF the district has within its boundaries a local (not state run) residential facility for students without parental supervision**, have the services and programs been described?
- ☐ **IF there are participating private schools:**
  - ☐ Does the Private School Set Aside describe how the equitable share for each school will be used?
  - ☐ Is each school getting the right amount based on the per pupil allocation?
    - **Calculation of Equitable Share** = % of private school students experiencing poverty from Targeting Page X **total allocation**
    - **Per Pupil Allocation (PPA)** = Equitable share / # of private school students experiencing poverty

## Budget Narrative Page

- ☐ Is there a line item for every Title I-A funded school listed on the Targeting Page?
  - ☐ Do the amounts for each school on the Budget Narrative page match the amount for that school on the Targeting Page?
- ☐ For any FTE (certificated and classified) are job duties/responsibilities described?
  - ☐ Are instructional assistants described as working in close and frequent proximity to licensed teacher?
- ☐ Are all activities [allowable](#) (necessary, reasonable and allocable)? (pp. 15-18 of Federal Funds Guide)
  - ☐ Are supplies and materials described sufficiently?
  - ☐ Do technology purchases include some description of purpose?
- ☐ Does each object code have a description in the narrative?
  - ☐ Do the object codes selected match the activities described?

## Resources

- [Title I-A Improving Basic Programs](#)
- [Oregon Federal Funds Guide](#)
- [Title I-A Basics](#) (PPT)
- [Family Engagement under Title I-A](#) (PPT)
- **ESSA Quick Reference Briefs**
  - [Community Eligibility Provision \(CEP\) and Title I-A](#)
  - [Methodology under Title I-A](#)
  - [Rank and Serve under Title I-A](#)
  - [Set Asides under Title I-A](#)
  - [Schoolwide Programs](#)
  - [Targeted Assistance Programs](#)

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