*This checklist is aligned with the criteria that ODE program specialists use when reviewing carryover narratives. It is offered as an optional tool for districts to use in reviewing carryover narratives prior to submission.*

# All Programs

Is there a description of **which** approved activities from the original narrative did not take place or were reduced in funding and **why**?

Are the requested carryover strategies aligned with the currently approved program narrative?

For any FTE (certificated or classified), are job duties/responsibilities described?

Are costs [allowable](https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Documents/ESSA%20Oregon%20Guide.docx) (necessary, reasonable and allocable)?

Does the narrative description match the object codes selected?

# Title I-A

**IF** the district is seeking a waiver to carryover more than 15%:

Has it been at least three years since the district received a waiver for this purpose?

Is there an explanation of why the waiver should be granted?

Are district-level activities related to set-asides clearly labeled?

*NOTE: If a district is required to spend a specific amount of its Title I-A allocation in a given year for a specific purpose (e.g. family engagement), the district must meet that obligation. If it does not do so in the year for which funds were allocated,* ***unspent funds must be carried over and spent for the specific purpose the following year****.*

Is the name of each school included in any school-level line item?

**For any TAS schools**, does the narrative description include how the activity is focused on qualifying students?

# Title II-A and Title IV-A

**IF** **the district transferred funds out of II-A or IV-A in the initial grant year,** are the activities allowable under the requirements of the program into which funds were transferred?

**IF the district is REAP,** are carryover strategies aligned with the approved REAP narrative?

Does each line item include:

A named or numbered prioritized need (WHY)?

A description of the knowledge and skills participants will receive (WHAT)?

A description of who will be participating (WHO)?

A description of how the impact of the strategy will be measured (HOW)?

A clear indication of how the strategy meets the USED definition of PD as “high-quality, sustained and intensive” (e.g. frequency, how it is part of a larger plan for professional learning)?

**IF the district did not meet the spending parameters under Title IV-A in the initial grant year:**

Are activities included which allow the district to meet that obligation?

*NOTE: Under ESSA, districts receiving $30,000 or more in Title IV-A funds are required to allocate at least 20% of funds to activities under Well-Rounded Education, at least 20% to activities under Safe and Health Students, and no more that 15% to support Technology Infrastructure. If a district has not met these spending parameters during the initial grant year, it must do so through its carryover application.*