Title IV, Part A Application Checklist and Rubric

Introduction

As a formula grant program, Title IV, Part A (Title IV-A) requires each local education agency (LEA) that wants to receive funding to submit an application to the State education agency (SEA). According to the Title IV-A statute, mandatory information must be present within each LEA application. At a minimum, each application should include descriptions of the LEA's planned programs and activities, its objectives and intended outcomes, and its plans for outcome evaluations. Each application should also include how LEAs will meet the various assurances outlined in Section 4106 (e)(2).

After LEAs submit applications, SEAs must review them. In practice, this means that the Title IV-A State coordinator or other Title IV-A team members review each application in detail to ensure they meet program assurances and include the required application information. Depending on the number of LEAs applying, this may mean each SEA Title IV-A team member reviews hundreds of applications. To support this work, the T4PA Center developed this resource to help streamline the LEA application review process. It includes two ready-to-use tools: an LEA application checklist, and an LEA application rubric. Both tools are designed to help SEAs ensure the LEA applications meet minimum statutory requirements.

SEAs may choose to use only the checklist, only the rubric, or both as they review Title IV-A applications. They may also consider distributing the checklist and rubric to LEAs at the beginning of the application process so that LEAs can use it to verify the completeness and quality of their application package. Instructions for using the checklist and rubric are listed below and repeated on the individual tools for convenience.

When to use the Checklist vs. Rubric

The **checklist** will aid SEAs in ensuring that applications solicit all information from LEAs as required by the statute, whereas the **rubric** gives SEAs a way to quantify the quality of an LEA's application. It can assist SEAs in evaluating the extent to which LEA applications meet all statutory requirements and identifying any room for improvement.

LEA Application Checklist

Instructions: The checklist includes space for the LEA's name, application date, date of review, reviewer's name, and general application feedback. Then, the checklist features seven categories — allocation amount, program assurances and documentation, convening stakeholder groups, needs assessment, activities, outcome measures, and budgetary constraints. Read each indicator and mark the checkboxes if it is included in the LEA's application. There is space provided for notes after each category.

Name of LEA	
Application Date	
Date of Review	
Name of Reviewer	
Application Feedback	

Category	Indicator	Included in Application	Notes
Allocation Amount	LEA has identified its allocation amount and demonstrates an understanding of any corresponding budgetary requirements or constraints.		
Program Assurances and Other Documentation	LEA has provided proof of consultation with private school officials to provide services and benefits to eligible students (e.g., signed letter from private school officials, minutes of meetings with private school officials, correspondence with private school officials, etc.).		
Convening Stakeholder Groups	LEA has provided proof of consultation with various stakeholder groups in design of its application (e.g., stakeholder meeting attendance sheets, meeting minutes, documented evidence from an exercise that took place during a stakeholder meeting, etc.).		
Needs Assessment	*(For LEAs requesting $30,000 or more in Title IV-A funds)* LEA has completed a comprehensive needs assessment.		
	(For LEAs requesting less than $30,000 Title IV-A funds) LEA has identified needs using a comprehensive needs assessment or other processes.		
Activities	LEA has described all activities that will be implemented under Title IV-A.		
	Each activity described by the LEA is directly related to one or more needs identified in the LEA's needs assessment.		
	Each activity described by the LEA falls into one of three priority categories of Title IV-A: Well-Rounded Educational Opportunities, Safe and Healthy Students, or Effective Use of Technology.		

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Category	Indicator	Included in Application	Notes
Outcome Measures	LEA has articulated desired and measurable outcomes from activities under Title IV-A.		
	Desired outcomes are responsive to needs identified in the needs assessment.		
	LEA has articulated which performance measurement tools will be used to measure progress on desired outcomes.		
Budget and Budgetary Constraints	*(For LEAs requesting $30,000 or more in Title IV-A funds)* LEA meets all three budgetary requirements with proposed activities (see box below).		
	(For LEAs requesting less than $30,000 in Title IV-A funds) LEA meets one of the budgetary requirements with proposed activities (see box below).		
	Overall budget expenses do not exceed allocation amount.		

Budgetary Requirements

1. At least 20 percent of funds received must support one or more activities related to **Well-Rounded Educational Opportunities**.
2. At least 20 percent of funds received must support one or more activities related to **Safe and Healthy Students**.
3. A portion of funds must support one or more activities related to the **Effective Use of Technology**; however, no more than 15 percent of funds in this category should be used for technology infrastructure.

To view the full statutory language, please visit the [T4PA Center's Searchable Statute](#).

LEA Application Scoring Rubric

Instructions: The rubric is divided into two sections. The first section includes a list of yes or no questions related to items such as program assurances and convening stakeholder groups. For this section, the LEA either meets the requirement or does not, scoring a 1 or 0 respectively. Applications can receive up to 5 points on this section, indicating that the LEA met all requirements. Use the checkboxes to mark if an LEA either met or did not meet each requirement. There is space for notes after each indicator.

The second section contains indicators for outcome measures and activities. In this section, the LEA can score a range of 0-2 points where "2" indicates they fully met the requirement, "1" indicates they partially met the requirement, and "0" indicates they did not meet the requirement. In this section, applications can receive a score of up to 14 points, meaning that the LEA met all requirements. Highlight the indicator that best describes each application requirement, and there is space for notes on the right-hand side.

After completing the rubric, add the totals of each section to determine the LEA's overall score. Across both sections, applications can receive up to 19 points. Any applications that receive a score less than 19 suggests that the SEA should ask the LEA to provide more information related to the missing or partial requirements before approving the application. Below are suggested score ranges and descriptions. SEAs may wish to adjust the scoring ranges to best reflect their program guidelines.

- Score of 19: The LEA meets all application requirements.
- Score of 17-18: The LEA partially meets requirements, but application needs minor revisions.
- Score of 14-16: The LEA partially meets requirements, but application needs moderate revisions.
- Score of 0-13: The LEA does not meet requirements, needs significant revisions.

Note: Scoring LEA applications is not required by Title IV-A statute or the U.S. Department of Education. This is an optional way to gauge the quality of an LEA application and may assist SEAs when providing application feedback during the review process.

Name of LEA	
Application Date	
Date of Review	
Name of Reviewer	

	Section 1 Total	Section 2 Total	Overall Score
Overall Score	+	=	

Application Feedback	

Section 1

Instructions: Use the checkboxes to mark if an LEA either met or did not meet each requirement. There is space for notes after each indicator.

Application Requirements	No (0 Points) *Did Not Meet Requirement*	Yes (1 Point) *Meets Requirement*
Allocation Amount LEA has located its allocation amount and understands any corresponding budgetary requirements or constraints.		
Program Assurances and Other Documentation LEA has provided proof of consultation with private school officials to provide services and benefits to eligible students.		
Convening Stakeholder Groups LEA has provided proof of consultation with various stakeholder groups in design of its Title IV, Part A (Title IV-A) application.		
Needs Assessment *(For LEAs requesting $30,000 or more in Title IV-A funds)* LEA has completed a comprehensive needs assessment. *(For LEAs requesting less than $30,000 Title IV-A funds)* LEA has identified needs using a comprehensive needs assessment or other processes.		
Budget and Budgetary Constraints *(For LEAs requesting $30,000 or more in Title IV-A funds)* LEA meets all three budgetary requirements with proposed activities. *(For LEAs requesting less than $30,000 in Title IV-A funds)* LEA meets one of the budgetary requirements with proposed activities.		
Section 1 Total		

Section 2

Instructions: Highlight the indicator that best describes each application requirement. There is space for notes on the right-hand side.

Application Requirements	0 Points *Did Not Meet Requirement*	1 Point *Partially Meets Requirement*	2 Points *Meets Requirement*	Notes
Activities	LEA described no or few activities that will be implemented under Title IV-A.	LEA described most activities that will be implemented under Title IV-A.	LEA described all activities that will be implemented under Title IV-A.	
	No or few activities described by the LEA are directly related to one or more needs identified in the LEA's needs assessment.	Most activities described by the LEA are directly related to one or more needs identified in the LEA's needs assessment.	Each activity described by the LEA is directly related to one or more needs identified in the LEA's needs assessment.	
	No or few activities described by the LEA fall into one of three priority categories of Title IV-A: WRE, SHS, or EUT.*	Most activities described by the LEA fall into one of three priority categories of Title IV-A: WRE, SHS, or EUT.	Each activity described by the LEA falls into one of three priority categories of Title IV-A: WRE, SHS, or EUT.	
	The desired outcome of no or few activities described by the LEA can be measured using a performance measurement tool.	The desired outcome of most activities described by the LEA can be measured using a performance measurement tool.	The desired outcome of each activity described by the LEA can be measured using a performance measurement tool.	

Application Requirements	0 Points *Did Not Meet Requirement*	1 Point *Partially Meets Requirement*	2 Points *Meets Requirement*	Notes
Outcome Measures	LEA did not articulate desired or measurable outcomes from activities under Title IV-A.	LEA articulated desired outcomes from activities under Title IV-A.	LEA articulated desired and measurable outcomes from activities under Title IV-A.	
	No or few desired outcomes are responsive to needs identified in the needs assessment.	Most desired outcomes are responsive to needs identified in the needs assessment.	Desired outcomes are responsive to needs identified in the needs assessment.	
	LEA articulated which performance measurement tools will be used to measure progress on no or few desired outcomes.	LEA articulated which performance measurement tools will be used to measure progress on most desired outcomes.	LEA articulated which performance measurement tools will be used to measure progress on all desired outcomes.	
Section 2 Total		+	=	

* WRE is Well-Rounded Educational Opportunities, SHS is Safe and Healthy Students, and EUT is Effective Use of Technology.

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