

FY27 Title I-D, Subpart II LEA Grant Program Narrative Questions

For each program narrative question, describe how Title I-D, Subpart II grant funds will support the educational, reentry, and transition services provided by the LEA and partnering correctional facilities to support the academic success and successful transition of participating children and youth, including those returning from correctional settings and students at risk of dropping out. Responses must fully address each program narrative question to provide a comprehensive understanding of the LEA's Title I-D, Subpart II program design, including how Subpart II-funded instructional services, dropout prevention and credit recovery strategies, reentry planning, and interagency coordination will be used to improve academic achievement, school completion, and college, career, or employment readiness. When responding, reference the LEA's academic, transition, and other relevant outcome data for participating children and youth, as well as the [Arizona ESEA Consolidated State Plan](#); and Title I-D, Subpart II allowable uses of funds. Ensure clear alignment among identified needs, program narrative responses, planned activities, evaluation measures, formal agreements with facilities, and the proposed budget.

Needs Assessment

1. Describe the characteristics of the children and youth who will be served under Title I-D, Subpart II, including learning difficulties, substance use concerns, mental or behavioral health needs, disability status, English learner status, and other special needs. **Include children and youth returning from correctional facilities and students at risk of academic failure or dropout.**

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2. Describe the current academic outcomes for children and youth participating in the LEA's Title I-D, Subpart II program, including academic achievement in English language arts (ELA) and math, credit accrual, and progress toward a high school diploma or recognized equivalent (i.e., GED, etc.). **Data sources should include instruments used for academic assessment, including but not limited to State agency-approved standards-based benchmark assessments for K-8, course grades for 9-12, pre-GED assessments, and technical skills assessments.**

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3. Describe the current transition outcomes for children and youth exiting the LEA's Title I-D, Subpart II program, including graduation and dropout rates, school enrollments, post-secondary enrollments, job training, and employment rates. **Specify the data sources analyzed in the response.**

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4. Using the academic and transition data analyzed for Questions 1 & 2, describe the primary educational and transition-related needs, the contributing barriers, and the LEA's current ability to address the identified needs.

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Academic Achievement Goals

5. Using the academic data cited in Question 2 and the identified educational needs in Question 4, provide the specific, measurable, relevant, and time bound (S.M.A.R.T.) academic goal(s) to be achieved by the end of the 2026-2027 school year for participating children and youth.

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6. Provide a brief plan of the data-driven **instructional Title I-D-funded activities requested in this grant application**, including the monitoring and evaluation processes to **continually adjust the Title I-D-funded activities throughout the grant period**, to achieve the Academic Achievement Goal(s) established in Question 5.

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Transition-Related Goals

7. Using the data cited in Question 3 and the identified transition-related needs in Question 4, provide the specific, measurable, relevant, and time bound (S.M.A.R.T.) transition-related goal(s) to be achieved by the end of the 2026-2027 school year for participating children and youth.

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8. Provide a brief plan of the data-driven **transition-related Title I-D-funded activities requested in this grant application**, including the monitoring and evaluation processes to **continually adjust the Title I-D-funded activities throughout the grant period**, to achieve the Transition Goal(s) established in Question 7.

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Title I-D Program & Transition Management Plan

9. Describe the LEA's process to identify, consult, and coordinate with locally-operated facilities to ensure that children and youth are enrolled in an education program that is comparable to the one provided by the local school they would otherwise attend, including how the LEA ensures that facilities are aware of and can implement a child's or youth's individualized education plan (IEP). **Please visit the Related Documents page to submit relevant board-approved job descriptions for staff and/or vendors providing these activities and services through Title I-D funding, and the Title I-D, Subpart II Collaborations document for relevant services scheduled for upcoming grant project.**

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10. Describe the services the LEA provides children and youth returning from correctional facilities and those who are at risk of dropping out, its process to coordinate with existing social, health, probation, and community services to meet their needs, involve parents and guardians, and secure alternative placements when a child or youth cannot attend a regular public school program. Services may include prenatal health care, nutrition services, parenting and child development classes, childcare, reentry and outreach programs, referrals to community resources, and scheduling flexibility.

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11. Describe the LEA's process to coordinate with all local, State, and Federal programs, including Title I, vocational and technical education, dropout prevention and special education, and programs under the Juvenile Justice and Delinquency Prevention Act (JJDP), to meet the needs of participating children and youth, and to maximize the use of the Title I-D, Subpart II funds to meet the Academic Achievement and Transition-Related Goals established in Questions 5 and 7.

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