

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

For each program narrative question, describe how the Title I-D, Subpart I grant funds will **supplement** the existing educational and transition services provided by the State agency to support the successful transition to school or employment of participating children and youth in State-operated facilities. Responses must fully address each program narrative question to provide a comprehensive understanding of the State agency's Title I-D program design, including how Title I-D, Subpart I-funded services, programmatic coordination, and interagency partnerships, will be utilized to improve the academic achievement, successful reentry, and college, career, and postsecondary readiness of participating children and youth. When responding, reference the State agency'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 I allowable uses of funds. Please ensure clear alignment of the identified needs, program narrative responses, planned activities, evaluation measures, and proposed budget.

Needs Assessment

1. Based on pre- and post-assessment data, describe the current academic outcomes for children and youth participating in the State agency's education programs, 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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2. Describe the current transition outcomes for children and youth exiting the State agency's education programs, 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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3. Using the academic and transition data analyzed for Questions 1 & 2, describe the primary educational and transition-related needs, the contributing barriers, and the State agency's current ability to address both the identified needs and the Title I-D goals and indicators detailed in the [Arizona ESEA Consolidated State Plan](#).

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Academic Achievement Goals

4. Using the academic data cited in Question 1 and the identified academic needs in Question 3, 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. **Describe how the goal(s) align with the statewide Title I-D goals and performance indicators included in the [Arizona ESEA Consolidated State Plan](#).**

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5. 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 4.

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Transition-Related Goals

6. Using the data cited in Question 2 and the identified transition-related needs in Question 3, 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. **Describe how the goal(s) align with the statewide Title I-D goals and performance indicators included in the [Arizona ESEA Consolidated State Plan](#).**

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7. 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 6.

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Title I-D Program & Transition Management Plan

8. Describe the State agency's process to identify, partner, and coordinate with businesses and community-based organizations (CBOs) to provide academic services, job training, and mentorship to participating children and youth. **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 I Collaborations document for relevant services scheduled for upcoming grant project.**

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9. Describe the State agency's plan and process to consult with experts and provide ongoing data-driven professional learning to teachers and other staff to plan and operate high-quality institution-wide projects. **Specify the data sources analyzed in the response.**

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10. Describe the State agency's process to coordinate with all local, State, and Federal programs, including Title I, vocational and technical education, dropout prevention and special education, to maximize the use of the **supplemental** Title I-D, Subpart I funds to meet the Academic Achievement and Transition-Related Goals established in Questions 4 and 6.

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11. Describe the State agency's process to ensure that participating correctional facilities coordinate with the local education agencies (LEAs) and alternative education programs previously attended by students to acquire their assessments and academic records, and to support the students' transitions to the next correctional facility, school system, post-secondary pathway, or employment.

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12. Describe the additional transition and support services provided to eligible children and youth, including career counseling, distance learning, and assistance in securing student loans and grants.

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