Black=USED Documents

Red=Sample Resources for LEA provided by DOE

NOTICE TO ALL APPLICANTS:

EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm)) applies to applicants for grant awards under this program.

# ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

1. **Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.**

It is essential that all students are provided with an opportunity to achieve their highest academic goals. The LEA prioritizes the performance of all students while also closing the achievement gap through the implementation of system-level strategies and by measuring and tracking key performance metrics. Accordingly, this project will be accessible to all individuals eligible to participate.

1. **Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?**

The LEA prioritizes increased achievement and access for all students in district activities and works to identify and remove any barriers.

Potential barriers to access for specific projects are indicated below:

**Title I, Part A**: Some students may have limited access to educational resources because of differences in family income.

**Title I, Part C**: Migratory children and youth face unique challenges that may lead to limited academic achievement and opportunities because their families move frequently to follow growing seasons and to find new work. This movement may interrupt a student’s education, sometimes multiple times within the same school year.

**Title I, Part D**: Students served in neglected, delinquent and at-risk programs may be behind in academic achievement based on the many interruptions in education due to entering and continuing in the juvenile justice system.

**Title II, Part A** – LEA’s priority in recruiting and retaining qualified teachers as well as providing ongoing professional learning opportunities to increase student achievement.

**Title III, Part A**: LEAs may face barriers in participation for some English Language Learners (ELLs) who may have academic gaps due to having limited or interrupted educational opportunities.

**Title IV, Part A**: LEAs may face barriers to providing supplemental and enrichment activities that would

increase achievement for students in educational programs.

# **Title V, Subpart B**: Addressing the unique needs of rural and low-income students that may lack resources for students to meet challenging state academic content requirements.

# **Title IX, Part A**: Due to identification methods and procedures, all students may not be identified as

# homeless to ensure services are addressed.

# **IDEA Part B**: LEAs may face barriers in identifying children with disabilities, ages 3 to 21, and providing services covered under IDEA. These services include but are not limited to special education; related services such as physical, occupational, and speech therapy; and supplementary aids and services, such as adaptive equipment or unique communication systems.

1. **Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

The LEA will continue to utilize a data-driven approach, utilizing existing support and services while increasing and improving district resources and training. Additionally, the LEA will continue increasing collaboration between the LEA district and schools by providing ongoing technical assistance and opportunities to collaborate.

Barriers to access and participation will be addressed by the proper implementation of the activities described in the project applications.

1. **What is your timeline, including targeted milestones, for addressing these identified barriers?**

Currently, the LEA is working to close the achievement gap, and will continue this progress over the course of the 1-year grant cycle. Milestones will include monitoring data and adjustments as needed.

# Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.