

**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](#)) 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.

Idaho's Mission Statement states:

"The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students, and parents."

Idaho's Guiding Principles and Goals further support Idaho's mission for equitable access and participation by driving change based on the needs of children, where every student can learn and must have a highly effective teacher in every classroom, and current and new resources must focus on the demands of the 21<sup>st</sup> Century, all while holding education stakeholders in Idaho accountable.

Idaho's Guiding Principles:

1. The needs of children must drive any necessary change.
2. Every student can learn and must have a highly effective teacher in every classroom.
3. Current and new resources must focus on the demands of the 21<sup>st</sup> Century.

Idaho's Goals reflect equity by addressing "All Idaho students" as follows:

Idaho Education Goals:

1. All Idaho students persevere in life and are ready for college and careers.
2. All education stakeholders in Idaho are mutually responsible for accountability and student progress.
3. Idaho attracts and retains great teachers and leaders.

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

1.) Linguistic barriers

- a) Although most of the EL population in Idaho are Spanish speakers, we also serve students and families from a variety of cultures and linguistic backgrounds.
- b) Resources for parents and families are routinely provided in English and Spanish, but few resources are available in other languages.

2.) Rural and low socioeconomic status (SES)

- a) Idaho is primarily a rural state. The majority of our districts are rural and low SES.

- b) One of the barriers to this population is access to Wi-Fi or other technologies that make accessing resources, current information, and communication challenging.
- 3.) Disability status
  - a) Accessing materials and training may be more challenging for individuals who are Deaf/Hard of Hearing or Visually Impaired.
- 3. 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?
  - 1.) Linguistic barriers
    - a. Translate critical document, such as Procedural Safeguards into the top 6 languages spoken in Idaho.
    - b. Continue to provide parent resources in both English and Spanish.
    - c. Work with whole State Department of Education to develop a Language Access Plan.
  - 2.) Rural/Low socioeconomic Status (SES)
    - a. Support LEAs in ensuring rural school students have access to appropriate resources technology to achieve at the same level of proficiency as all other students through targeted technical assistance and oversight through Equitable Services Programs, REAP Grant Initiatives, and Title Programs.
    - b. Measure achievement goals through annual evaluation data reporting.
    - c. Connect with the community through Family and Community Engagement evidence-based practices to improve student outcomes.
  - 3.) Deaf/Hard of Hearing or Visual Impairment
    - a. Provide ASL or transcription for SDE events and webinars
    - b. Ensure interpreter list is current and available
    - c. Continue improving accessibility; ensure all documents posted are accessible. Require annual training.
- 4. What is your timeline, including targeted milestones, for addressing these identified barriers?
  - 1.) Linguistic barriers
    - a. Translate critical document, such as Procedural Safeguards into the top 6 languages spoken in Idaho. (One year)
    - b. Continue to provide parent resources in both English and Spanish. (Ongoing)
    - c. Work with whole State Department of Education to develop a Language Access Plan (One year)
  - 2.) Rural/Low socioeconomic Status (SES)
    - a. Support LEAs in ensuring rural school students have access to appropriate resources and technology to achieve at the same level of proficiency as all other students through targeted technical assistance and oversight through Equitable Services Programs, REAP Grant Initiatives, and Title Programs. (Ongoing)
    - b. Measure achievement goals through annual evaluation data reporting. (Ongoing)
    - c. Connect with the community through Family and Community Engagement evidence-based practices to improve student outcomes. (Ongoing)

- 3.) Deaf/Hard of Hearing or Visual Impairment
  - a. Provide ASL or transcription for SDE events and webinars (Ongoing)
  - b. Ensure interpreter list is current and available (Immediate; Ongoing)
  - c. Continue improving accessibility; ensure all documents posted are accessible. Require annual training. (Immediate; Ongoing)

**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](mailto: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.