



General Education Provisions Act (GEPA)

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Supporting Schools and Students to Achieve

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4/26/2021

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2 - What is GEPA?



- Section 427 of the U.S. Department of Education's Department General Education Provisions Act (GEPA) requires grantees to describe the steps the grantee will take to ensure equitable access to, and participation in, the Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- It outlines several statutory provisions that are applicable to title programs.

3 - How does GEPA apply to LEAs?



- Section 427 of GEPA affects applicants for federal grant awards under this program. All applicants for new awards must include information in the CFSGA application to address this provision in order to receive funding under this program.
- Local school districts or other eligible applicants that apply to the State for federal funding need to provide a GEPA statement description in the CFSGA application to the State for funding. The State is responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 GEPA statement.

4 - What does the GEPA provision require?



- Section 427 requires each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.
- This provision allows applicants discretion in developing the required description.
- The statute highlights six types of barriers that can impede equitable access or participation: **gender**, **race**, **national origin**, **color**, **disability**, or **age**.

5 - What should the GEPA statement address?



- Barriers to be address may consist of, but are not limited to,
 - gender, race, national origin, color, disability, or age.
- Based on local circumstances, the LEA should determine whether these or other barriers may prevent your students, teachers, and other stakeholders from such access or participation in, the Federally-funded project or activity.

6 - What should the GEPA Statement address contd.?



- The description in an LEA's CFSGA application of steps to be taken to **overcome** these barriers does not need to be lengthy.
- Statement should be specific to local circumstances.
- The LEA may provide a brief, clear and succinct description of how the LEA plans to address those barriers that are applicable to their environment.
- Describe the activity that will be or has been **implemented** to address the barrier.
- SDE GEPA statement

7 - What are barriers?



- Barriers are not the same as overt discriminatory practices.
 - Barriers limit access, restrain, obstruct progress or access.
 - They can be intentional or unintentional.
- Civil rights statutes prohibit the use of discriminatory practices in federally-funded programs and the applicant's creation and implementation of a non-discrimination policy often addresses such requirements.
- GEPA, on the other hand, addresses a need to identify barriers to accessing or participating in federally-funded activities.
- Identifying a barrier does not equate to identifying discriminatory practices; though, if in the process of assessing potential barriers the applicant identifies such practice, it would be incumbent upon the applicant to address and remedy the practice.

8 - What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?



Examples:

- An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

9 - What are Examples of How an Applicant Might Satisfy the Requirement of This Provision contd.?



Examples:

- Our district will use the xxx funds to increase safety and enhance the social emotional well-being of our students. Our district will focus on non-discrimination awareness programs for all sub-groups including gender, race, ethnicity, gender orientation and socio-economic status, through outreach to families and community members. Additionally, our district will initiate professional development in this area for all staff.
- Our district will use xxx grant funds to purchase computers and laptops as part of our school-wide technology upgrade. Due to a large number of our students in the district being from low socioeconomic families, the district will use grant funds to integrate technology in all classrooms. All students in the district will have equal access to these resources. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.
- A majority of students in the school district are from low socioeconomic families, with over 50% available for Free/Reduced Lunch Program. As a result, we plan to use grant funds to integrate technology in all classrooms and on teacher professional development. Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to professional development, including those who serve at-risk students.

10 – How does this affect the CSFGA?



- Currently:
 - Compliance with GEPA is assured by submission of the consolidated application with signed assurances

11 – How does this affect the CSFGA contd.?



- New for 2021-2022:
 - Upload of your GEPA statement is required
 - Located under Submit/Assurances

A screenshot of a web form interface. At the top, there are three tabs: "Submit", "Assurances", and "Files". Below the tabs is a "Print Preview" button. A red error message is displayed, stating "Cannot submit due to the below errors". Below the error message, a bullet point reads: "Please attach a file containing your 427 GEPA Statement on the Files tab".

Submit Assurances Files

Print Preview

Cannot submit due to the below errors

- Please attach a file containing your 427 GEPA Statement on the Files tab

12 – How does this affect the CSFGA contd.?



- New for 2021-2022:
 - Upload of your GEPA statement is required
 - Located under Submit/Assurances

Submit Assurances Files

Print Preview

Cannot submit due to the below errors

- Please attach a file containing your 427 GEPA Statement on the Files tab

Please upload a document containing your 427 GEPA Statement
Warning! Be sure data on all other tabs has been saved before adding files.

Upload Files

Select File Choose File No file chosen

Upload Note: maximum file size is 100MB

13 – How does this affect the CSFGA contd.?



- LEA Process:
 - Annually review the current GEPA statement to determine any changes to be made
 - Identify existing barriers in the LEA and address such barriers
 - Document steps taken to resolve barriers
 - Upload a revised GEPA statement to CSFGA

Links/ References



- <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
- <https://www.sde.idaho.gov/topics/consolidated-plan/files/Idaho-Consolidated-State-Plan-Final-March-28-2018.pdf>
- <https://apps.sde.idaho.gov/CFSGA/Home/Home>
- Presentation adapted from Colorado Department of Education

Questions?



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