



This is an overview of a district’s responsibility to address the elimination of barriers that prevent Equitable Access or participation in the educational process. Requirements are provided in Section 427 of the General Education Provisions Act, also known as GEPA.



Equitable Access Screen

Information requested on this screen applies to funding for all grant sources included in the Consolidated Application.

Section 427 of the GEPA highlights six types of barriers that can impede equitable access or participation: **gender, race, national origin, color, disability or age.**

Based on local circumstances, applicants should determine how these or other barriers may prevent students, staff, parents and families, and other beneficiaries from accessing or participating in the Federally-funded programs.



Remember to review the **Help Document** as you complete this screen.

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Many Consolidated Applications are returned for modifications due to the lack of adequate statements that address Equitable Access. Sometimes, a district will indicate that it does not have any barriers. Please keep in mind that some students, staff, parents and families have specific challenges that impede their program participation.

Federal guidance indicates that the following civil rights concerns can create barriers to equitable access that are based on **gender, race, national origin, color, disability or age.** Statements are not limited only to these areas of concern because other challenges might exist that are unique to local situations.

As you complete this portion of the Consolidated Application, please carefully review the section in the **Help Document** regarding equitable access for information that can assist with successful completion of this requirement.



Equitable Access Statements

GEPA statements for students, staff and parents should consist of specific explanations of the following:

1. The local educational agency's proposed use of grant funds;
2. Identification of a specific barrier or barriers to equitable participation; and
3. How the school district addresses the identified barrier to access and participation in the Federally-funded programs.

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Barriers must be examined as to how they impact three specific groups:

1. Students
2. Staff
3. Parents and Families

The district's statements should

1. Describe the funded program where the barrier exists
2. Specifically identify the barrier(s) to equitable participation, as well as
3. Explain HOW the district plans to address the barrier(s) they've identified.

A reminder: "We have no barriers" is not an acceptable statement.



Types of Barriers

Federal statute highlights six types of barriers that can impede equitable access or participation in federally funded programs:

- **Gender**
- **Race**
- **National origin**
- **Color**
- **Disability**
- **Age**

The law references that there could be other barriers unique to the district.

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Federal statute highlights six types of Barriers. They include the following:

1. Gender
2. Race
3. National origin
4. Color
5. Disability or
6. Age

Remember: Barriers are ANY hinderances to Federally- funded programs and activities, and MAY include others *such as Poverty*.



Equitable Access for Students

Common Types of Barriers for **Students**:

- Gender - Identity, stereotyping, bullying, clothing and dress, hair, policies and procedures
- Race, Color and National Origin - Discrimination, low expectations, stereotyping
- Disability - Assumptions about ability, low expectations and lack of understanding
- Age - Assumptions about ability based on being too young or over-aged

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Let's first examine Common Types of Barriers for *Students*.

Student barriers may include:

Read Screen bullets



Student Response

A Response might include -

Our district will strengthen its district-wide Science, Technology, Engineering, and Math (STEM) initiative. We know that STEM-related classes tend to disproportionately attract boys. Therefore, we are implementing outreach strategies to encourage more girls to participate in our STEM initiative.

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Read the Screen



Equitable Access for Staff

Common Types of Barriers for **Staff**:

- Gender –Stereotyping, job assignments, advancement opportunities
- Race, Color and National Origin – Lack of diversity and advancement opportunities
- Disability – Location of meetings, assignments, handicapped accessibility
- Age – Policies and procedures, discrimination, hiring, firing, forced resignations, stereotyping of abilities

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Now let's examine Common Types of Barriers for *Staff*.

Staff barriers may include:

Read Screen bullets



Staff Response

A Response might include –

Our district will provide funds for teacher training in the area of cultural sensitivity. This will assist staff in understanding how to engage effectively with diverse student and family backgrounds.

Read the Screen



Equitable Access for Parents

Common Types of Barriers for **Parents and Families:**

- Gender – Lack of communication with non-custodial parent and extended families; policies and procedures
- Race, Color and National Origin – Discrimination, language barriers, communication
- Disability – Lack of transportation, handicapped accessibility
- Age – Discrimination towards younger or older parents and grandparents; accessibility

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And finally, let's examine Common Types of Barriers for *Parents and Families*.

Parent and Family barriers may include:

Read Screen bullets



Parent Response

A Response might include ,

Our district will host a parent and family night activity. A significant portion of our students are at or below the poverty level. Therefore, we will provide transportation, child care and a meal for families to attend the event.

Read the Screen



Equitable Access

Removing Barriers for Students, Staff, Parents and Families



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Questions???