

**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.

The Michigan Individuals with Disabilities Education Act (IDEA) Part C State

- The Michigan Department of Education (MDE), along with contracted local lead agencies, implements the purpose of this part, which is to provide assistance to: enhance the capacity of the local community to identify, evaluate, and meet the needs of historically under-represented populations, particularly minority, low-income, inner-city and rural populations and infants and toddlers in foster care.
 - In combination, these activities assist the state in achieving continuous progress toward a vision of community-based, family centered, and culturally competent early intervention services which are coordinated, easily accessible, and produce optimal outcomes for children and families.
2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Michigan has identified the following as possible barriers which may impede equitable access and participation of children, educators, or other beneficiaries of the IDEA Part C program:

- a. Multiple languages and cultures of children and families throughout the state create challenges due to communication and trust.
- b. Large geographical areas within rural parts of the state create challenges in reaching families for service provision.
- c. Rural and economically disadvantaged populations have challenges in use of technology related to lack of internet access or availability of devices.

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?

Actions currently being taken to address identified barriers include:

Barrier a:

- Written materials have been translated into multiple languages.

Barrier b:

- Allowance for use of virtual service delivery.

Barrier c:

- Financial and technical support for technology to enable families and providers to connect virtually.

Contracted study of the Michigan IDEA Part C program regarding diversity, equity, and inclusion:

- Designed to further explore barriers and identify strategies for addressing those barriers (including diverse stakeholder engagement and efforts to gain feedback from families who were referred but did not participate in evaluation and/or services).
- Deliverables to include report, recommendations, and training materials.

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

- Translated written materials – ongoing
- Allowance for use of virtual service delivery - ongoing
- Financial and technical support for technology to enable families and providers to connect virtually - ongoing
- Contracted study of the Michigan IDEA Part C program regarding diversity, equity, and inclusion –
 - deliverables by November 2023
 - share with appropriate partners including agency partners, Michigan Interagency Coordinating Council (MICC), and local service areas – by February 2024
 - develop a workplan for addressing identified barriers and recommendations – by June 2024

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.