

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.

Rhode Island is committed to ensuring equity in the public education system of the state as illustrated through the [Basic Education Program](#) (BEP), which is a set of regulations promulgated by the Council on Elementary and Secondary Education pursuant to its delegated statutory authority to determine standards for the Rhode Island public education system. Further, the [Rhode Island's Strategic Plan for Public Education: 2022-2027](#) provides the framework for the agencies strategic direction specifically addressing equity as the first priority in the plan (see page 11). Finally, in response to the COVID pandemic and recovery efforts, in February 2021, Commissioner Angélica Infante-Green announced the Learning, Equity & Accelerated Pathways (LEAP) Task Force who convened and engaged in a participatory, evidence-informed, data-driven process to understand impact on Rhode Island student learning in partnership with educational experts, practitioners, families, students and community members across the State of Rhode Island. To address ongoing concerns with Rhode Island's learning recovery, the Task Force focused on, but was not limited to, the following goals:

1. Assess the conditions of learning loss in the schools and communities across Rhode Island;
2. Identify research-based, high leverage strategies for equitable learning recovery; and
3. Establish strategic focus for learning recovery in Rhode Island and align stimulus funding to identified priorities.

See the full [Learning, Equity & Accelerated Pathways \(LEAP\) Task Force Report](#).

Lastly, is the [Rhode Island's Every Student Succeeds Act State Plan](#) which includes the descriptions of the federal formula grant programs and RIDEs plan for equitable implementation of the programs are applied to the IDEA Part B Grant.

The BEP, RIDE Strategic Plan, the LEAP Task Force Report and the ESSA State Plan serve as the guides for the development and implementation of the IDEA Part B Grant Application and its implementation.

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

There are no anticipated barriers that may impede equitable access to the activities of the IDEA Part B Grant since the Procedural Safeguards, which are fully implemented in Rhode Island, will be carried out for the duration of the grant period.

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?

Implementation of the IDEA Part B Grant will include implementation of the Procedural Safeguards, investigation of areas of suspected non-compliance and subsequent verification of compliance at the student and systems level.

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

The timeline for addressing identified barriers or issues of non-compliance will be addressed in accordance with the timelines established in the IDEA and Regulations.

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.