



# General Education Provisions Act (GEPA)

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*Supporting Schools and Students to Achieve*

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# General Education Provisions Act (GEPA)



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# GEPA—What is it?



- 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.

# How does GEPA apply to LEAs?



- Section 427 of GEPA affects applicants for federal grant award under this program. ALL applicants for new awards (annual) 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 must provide a GEPA statement 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.
- The description does not need to be lengthy to satisfy the statement requirements.

# What does the GEPA provision require?



- Section 427 requires:
  - A description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its Federally-assisted program for students, teachers and other program beneficiaries with unique needs.
  - Applicants to develop their description based on *local circumstances*.
  - Must address barriers that may impede participation or equitable access.

# 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.
- GEPA addresses a need to identify barriers to accessing or participating in federally-funded activities.



# Barriers



Statute and guidance highlight the possible types of barriers that *may* be identified, inclusive of students, families and educators.

Applicants are **NOT** required to write a statement for all possible barriers, only those applicable to the LEA.

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.



## Possible Barriers to Equitable Access or Participation

Gender	Race	National Origin	Color	Disability	Age	Other
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Statements such as “No students in our LEA face a barrier of any kind” do not meet the requirements of the GEPA statement and will not be accepted. Additionally, please do not copy and paste the SDE GEPA statement and submit that. The GEPA statement is to be reflective of the unique circumstances of YOUR LEA.



# Examples



- An LEA 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 LEA that proposes to develop instructional materials for classroom use might describe how it will make 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 LEA that proposes a project to increase school safety might describe the special efforts it will take to address concerns of LGBTQ+ students, and efforts to reach out to and involve the families of these students.

# Examples, continued



- Our LEA will use the (**insert program name**) funds to increase safety and enhance the social emotional well-being of our students. Our LEA 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 LEA will initiate professional development in this area for all staff.
- A majority of students in the LEA are from low socioeconomic families, with over 50% qualifying for the Free/Reduced Lunch Program. As a result, we plan to use (**insert program name**) 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 LEA will have equal access to these resources. In addition, all teachers will have access to professional development, including those who serve at-risk students.

# CSFGA Compliance



- Compliance with GEPA is currently assured by submission of the Consolidated Application with a signed assurance and required uploaded document with your LEA GEPA statement in the Submit/Assurances 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

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*





- Annual LEA Process:
  - Review the current GEPA statement and determine changes/updates that need 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 the CSFGA, if necessary.

# Links/References



- <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>
- <https://apps.sde.idaho.gov/CFSGA/Home/Home>
- <https://www.sde.idaho.gov/topics/consolidated-plan/>
- Presentation adapted from Colorado Department of Education

# Questions?

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