**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](https://www.govinfo.gov/content/pkg/USCODE-2020-title20/html/USCODE-2020-title20-chap31-subchapII-part2-sec1228a.htm)) 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 Wyoming Department of Health’s mission is to promote, protect, and enhance the health of all Wyoming citizens. Wyoming Child Development Centers continue an intensive Child Find campaign to spread knowledge and awareness about developmental screenings and Part C services. The Early Intervention and Education program is committed to Child Find as well, providing written materials, websites, and media ads to promote screenings and services for all families who qualify.

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

Identified barriers include:

* Families who do not speak English or Spanish. Some providers have difficulty finding bilingual providers/interpreters. Google translate is difficult over the phone. When referrals are received from doctors, the family’s primary language is not always indicated so there can be a delay after family is contacted until interpreter is found
* Families experiencing substance exposure/addictions
* Growing number of families experiencing poverty
* Staff shortages across the state
* Access to healthcare- having to go out of state for high needs families. The cost of traveling to Denver/Salt Lake – some families don’t’ have access to transportation
* Limited access to psychological services- concerns with Autism and trying to get children evaluated sooner rather than later. Seeing more kids with complex needs and needing more psych supports for families.
* Lack of childcare and preschools
1. 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?

Now that these barriers are identified, continued discussions will occur during informational calls with Part C providers to discuss the status of the issues identified, and to share ideas and resources to make progress towards addressing the identified barriers. State staff will seek resources from other states, to include the Wyoming Department of Education, to share ideas on how to overcome barriers. Quarterly discussions will occur during meetings of the Interagency Coordinating Council to share ideas on how to address these barriers.

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

We have initiated discussions on how to address these barriers. These are complex issues that we anticipate will take quite some time to see noticeable progress.

**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.