

**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.

It is the policy of the Nebraska Department of Education (NDE) not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs. Nebraska Department of Health and Human Services (NDHHS) complies with applicable federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, sex or disability in admission to its programs, services or activities; in access to them; in treatment of individuals with disabilities; in provision of benefits, in its hiring or employment practices; or in any aspect of their operations.

The Nebraska Department of Health and Human Services is committed to providing equal access to employment, programs, service, activities, and benefits to qualified individuals with disabilities. It is the mission of the Nebraska Department of Health and Human Services to help all people live better lives. It is the mission of the Nebraska Department of Education to create a dynamic vision that drives change through proactive leadership to support learning, build connections amongst stakeholders to take action in support of success for all learners, provide all Nebraskans significant opportunity to receive fair, equitable, and high quality education and services to close achievement gaps, allow all learners to achieve their fullest potential in transitioning through phases of school and into civic life, ensure all educators are effective in instructional strategies and monitoring child/student progress using multiple measures of proficiency, prepare all learners to be college, career, and civic ready. NDE leverages policy authority to ensure delivery of high quality, equitable education, and services, beyond compliance with state and federal regulations by:

- Assuring access to fair, equitable, and high-quality early intervention/education, and services.
- Ensuring that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success.
- Monitoring EI programs to ensure adherence to regulations and setting expectations beyond compliance for accountability and growth in development and learning.
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement.

As the statutory lead agencies for IDEA Part C, NDE and NDHHS regulations and policies ensure all infants and toddlers with disabilities within the state, who are eligible for early intervention services, are identified, located, and evaluated, including Indian infants and toddlers with disabilities

residing on a reservation geographically located within Nebraska, infants and toddlers with disabilities who are homeless, in foster care and wards of the State, and infants and toddlers with disabilities who are the subjects of substantiated cases of abuse or neglect, or identified as directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure.

Nebraska Early Development Network (EDN) serves a diverse population of infants/toddlers with disabilities and their families, including 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. The Nebraska Early Development Network is strongly committed to equal access, participation, and treatment for all infants and toddlers with disabilities, and their families, EDN providers/services coordinators, and the general public.

The Nebraska Early Development Network monitors local EI programs, coordinates, and recommends action to ensure compliance with the above policies. Dispute Resolution procedures are available for use by families, providers, and the general public related to equal access and participation.

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

No barriers identified. Nebraska's Child Find data reflects equitable access for diverse populations.

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?

In order to address and reduce potential barriers, the following steps have been implemented by the Nebraska Early Development Network:

1. All sub-recipients must comply with Section 427 of GEPA.
2. All meetings, professional development, and technical assistance activities should be held in ADA accessible and compliant facilities.
3. Sub-recipients should coordinate and offer cultural sensitivity and ADA training for program staff.
4. The Nebraska Early Development Network and local EI programs will hire, recruit, and involve individuals and stakeholders from social and ethnic minority groups, multi-lingual individuals, individuals with disabilities, individuals of diverse gender, ages, race, ethnicity, and national origin, geographic location, and sexual orientation.
5. The Nebraska Early Development Network and local EI programs will offer multi-lingual and accessibility of materials in individuals' mode of communication for families, stakeholders, EDN providers/services coordinators and the general public.
6. The Nebraska Early Development Network and local EI programs will provide multiple modes of access to program information and professional development including virtual/electronic/internet/website posting, print materials in multiple languages in communities, etc.
7. The Nebraska Early Development Network promotes use of evidence-based practices and interventions to support inclusive practices for infants/toddlers with disabilities and their families through the Results Driven Accountability-State Systemic Improvement Planning process.

8. The Nebraska Early Development Network awards sub-recipient discretionary grant projects focusing on child find outreach and awareness for diverse special populations assuring referrals to the local EI program.
4. What is your timeline, including targeted milestones, for addressing these identified barriers? All steps identified above, in response to potential barriers, are in progress and will remain in ongoing implementation status.

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.