

Example GEPA Statement

Application for 2026–2027 Federal ESEA Title Programs

Section 427 of the United States Department of Education’s General Education Provisions Act (GEPA) requires applicants for federal education funds to describe the steps they will take to ensure equitable access to, and participation in, federally funded programs for students, families, educators, and other program beneficiaries.

Districts applying for federal ESEA Title funds must complete a GEPA statement as part of their federal application process. The statement should describe potential barriers that may impact equitable participation and the strategies the district will implement to address those barriers.

This sample is intended to provide general guidance and should be adapted to reflect your district’s specific programs, barriers, and planned activities.

1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

[District Name] is committed to ensuring all students have equitable access to high-quality educational opportunities and supports. The district’s mission, policies, and continuous improvement efforts prioritize removing barriers to participation and improving outcomes for impacted student groups, including, but not limited to, students experiencing poverty, multilingual learners, students experiencing disabilities, migratory students, students experiencing housing instability, and students navigating the foster care system.

The district uses data-informed planning processes to identify student needs and allocate resources through federal ESEA Title programs to support equitable access to instruction, intervention services, family engagement opportunities, social-emotional supports, and well-rounded educational experiences. District policies and practices also support language access, non-discrimination, inclusive instructional practices, and culturally sustaining engagement with students and families.

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

Potential barriers may include:

- Limited access to transportation or technology
- Language barriers for students and families
- Limited awareness of available programs and services
- Scheduling that impacts participation in extended learning or family engagement opportunities
- Staffing shortages or limited educator capacity
- Social, emotional, behavioral, or mental health needs
- Economic barriers that impact student participation and engagement
- Geographic isolation or limited access to community resources in rural areas

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?

To address identified barriers, the district will:

- Provide translated materials and interpretation services for families as needed
- Use multiple communication methods to engage students and families
- Offer flexible scheduling for family engagement opportunities when possible
- Coordinate transportation, technology access, or supplemental supports as feasible
- Provide professional learning and coaching for staff
- Utilize federal funds to provide targeted academic, behavioral, mental health, and engagement supports
- Collaborate with community organizations and service providers to increase access to resources and supports for students and families

The district will continuously monitor participation and program implementation data to identify gaps and make adjustments as needed.

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

The district will implement these activities throughout the 2026–2027 school year.

Key milestones may include:

- Summer/Fall 2026: Review needs assessment and finalize implementation plans
- Fall 2026: Begin program implementation and communicate available supports to students and families
- Winter 2026–2027: Review participation and implementation data; adjust supports as needed
- Spring 2027: Evaluate program effectiveness and identify areas for continuous improvement
- Ongoing throughout the year: Monitor access, participation, and stakeholder feedback