

**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.

New Hampshire's (NH) Administrative Rules He-M 510 defines Family Centered Early Supports and Services (FCESS) as "means a wide range of activities and assistance, based on peer-reviewed research to the extent practicable, that develops and maximizes the family's and other caregivers' ability to care for the child and to meet his or her needs in a flexible manner."

NH engages in Sustainable Early Engagement for Change (SEE Change). The mission of SEE Change is to build the capacity of those who work with or care for young children with disabilities to implement evidence-based practices that promote child engagement in everyday settings and activities. Local providers are using the DEC Recommended Practices that focus on parent/child engagement. The focus on parent/child engagement allows parents the ability to develop and maximize their ability to care for the child and to meet his or her needs.

NH providers have also participated in a Diversity and Cultural Competence (D&CC) training ensuring all providers are sensitive to the diversity of families and their unique family cultures.

Ensuring that all NH children birth through two years and their families have equitable access to services, NH is in the process of creating a public awareness campaign that will be shared through social media, print, and streaming video. NH is also working on ensuring that all printed materials be available in multiple languages. Local programs will be charged with reaching out within their local communities to share the public awareness campaign materials.

NH's State Systemic Improvement Plan focuses on all infants and toddlers with IFSPs demonstrating improved acquisition and use of knowledge and skills (including early language/communication) in Indicator 3B, SS2.

The measurement of progress is the Child Outcome Summary data is also disaggregated by race/ethnicity and gender. It is anticipated that the improvement strategies targeting boys and children included in the minority group (self-identify as non-white), will result in improved outcomes for all children across NH.

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

Currently all providers in NH have participated in both SEE Change and D&CC trainings. To ensure that all children and families continue to have equitable access to family/child engagement strategies and ensure that all providers are sensitive to the diversity of families and their unique family cultures, it is imperative that all new NH local providers have continued trainings in these two elements.

The public awareness campaign will allow families in rural areas and those with language barriers know what FCESS is and how to contact a local FCESS program if they have concerns or questions regarding their child's development. Many families who live in our rural towns and those who are non-English speaking are unaware that our services even exist or that services are provided in the family's natural environment not allowing for equitable access to services.

NH has seen that boys and children, whose families identify as non-white, are not demonstrating improved acquisition and use of knowledge and skills (including early language/communication) at the same rate as infants and toddlers who are female or whose families identify as white.

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?

NH continues to support the Comprehensive System of Personnel Development (CSPD) through (a) implementing evidence-based practices (EBPs) with fidelity, (b) scaling up EBPs across the system using principles of implementation science, and (c) sustaining promising practices with ongoing support. This structure of the CSPD system is a multi-tiered system to support staff as they learn and implement new evidence-based practices. The multi-tiered system includes in-state trainers and coaches using adult learning strategies to support local staff within each content area for ongoing integration of promising practices and sustain changes in practice. NH maintains funding within the CSPD budget to support trainers and coaches within each content area.

NH engages in Sustainable Early Engagement for Change (SEE Change) using the DEC Recommended Practices that focus on parent/child engagement. All staff in NH have had training on the Child Outcome Summary rating to ensure that all children are being rated equally.

The public awareness campaign will ensure that the families throughout NH will be aware of FCESS, the supports the program provides, and how to access if they have concerns or questions regarding their child's development.

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

NH will be launching the public awareness campaign in the spring of 2023. The State will review referral rates including sources and towns during FFY23 to ensure that all areas of the state particularly rural areas demonstrate an increase referral rate. NH will also review race/ethnicity specifically in those who identify as non-white to ensure that our referral rates are increasing in that area as well. Since local programs will be charged with distributing many of the printed material, we will request a breakdown of agencies and locations they distributed information. The State will look for patterns in referral rates.

Improved acquisition and use of knowledge and skills will increase from 2020 baseline of 48.44% to 48.64% in 2025.

We will know that we have succeeded improvement strategies targeting boys and children included in the minority group when the following have occurred:

- a) SS1. The % of boys who enter the program below age expectations in Outcome B, substantially increased their rate of growth by the time they turn 3 years or exit the program increases from 2020 baseline of 60.22% to 60.42% in 2025.
- b) SS2. The % of boys who are functioning within age expectations in Outcome B by the time they turn 3 years or exit the program increases from 2020 baseline of 46.27% to 47.27% in 2025.
- c) SS2. The % of children in the minority group who are functioning within age expectations in Outcome B by the time they turn 3 years or exit the program increases from 2020 baseline of 35.56% to 38.06% in 2025.

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.