**GENERAL EDUCATION PROVISIONS ACT (GEPA) Sec. 427 Attestation –**

**WORKFORCE INNOVATION and OPPORTUNITY ACT,**

**TITLE II – ADULT EDUCATION AND FAMILY LITERACY ACT**

The purpose of the General Education Provisions Act (GEPA) is to assist the US Department of Education in implementing its mission to ensure equal access to education and to promote educational excellence.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in its Federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc., from such access or participation in, the Federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant 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.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. 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.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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This attestation outlines the steps that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Local Adult Education Agency) will ensure to take in order to be eligible for Adult Education funding.

According to the WIOA Arkansas State Plan, the Arkansas Division of Workforce Services, Arkansas Adult Education Section will ensure equitable access and participation in the federally funded Title II programs and meet the requirements of Section 427 of the General Education Provisions Act (GEPA). The Adult Education Section will provide training on and access to tools that address the barriers to education, including gender, race, national origin, color, disability, or age. These trainings are focused on particular issues and topics related to each of the barriers. For example, the Adult Education Section has and will continue to provide training on Learning Disabilities that includes assessment tools, accommodations, and instructional materials; Diversity Awareness on various topics, such as age, socioeconomic status, gender, sexual orientation, and race; trainings on recruiting, retaining, and instructing English Language Learners. See Section III.b.8 for additional and detailed information on Learning Disability trainings and accommodations.

The Local Education Agency ensures that the following steps will be taken to ensure equitable access to and equitable participation in Adult Education activities to be conducted with federal adult education assistance by addressing the access needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

Please describe the steps to be taken to comply with the GEPA requirements.

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Local Education Agency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature, Title, and Date)

Adult Education Program Director:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Signature, Title, and Date)