

# ESSA, PERKINS V AND WIOA

## Points of connection to improve the use of education technology

### ACCOUNTABILITY AND IMPROVEMENT:

Focus efforts with aligned expectations and actions to improve

Table lists connections spanning all three statutes.

<p><b>Accountability</b> at the state and school, local education agency, institution or program level depending on the statute</p>	<p><b>States can establish accountability indicators that prioritize the same 3 types of achievements:</b></p> <p><b>1. Progress towards postsecondary readiness and success.</b> Indicators include:</p> <ul style="list-style-type: none"> <li>• Achievement and growth on standards</li> <li>• Advanced coursework participation, credit earned</li> <li>• Work-based learning participation, completion</li> <li>• Postsec. enrollment, persistence, credit, completion</li> </ul> <p><b>2. Completion of credentials.</b> Indicators include:</p> <ul style="list-style-type: none"> <li>• Secondary diplomas</li> <li>• Postsecondary certificates and degrees</li> <li>• Industry certificates</li> </ul> <p><b>3. Success in life.</b> Indicators include:</p> <ul style="list-style-type: none"> <li>• Securing employment or military or other service</li> <li>• Improving job skills</li> <li>• Earning family-sustaining wages</li> </ul>	<p><b>QUESTIONS FOR STATE LEADERS</b></p> <p><b>1. Do we understand overlaps in performance expectations across K-12, CTE and workforce training?</b></p> <ul style="list-style-type: none"> <li>- Are leaders of the state's ESSA, Perkins V and WIOA grants familiar with each other's <b>accountability indicators</b>, and have they identified overlaps in performance expectations that could guide cross-sector collaboration?</li> </ul> <p><b>2. How well are we communicating results across the three sectors?</b></p> <ul style="list-style-type: none"> <li>- Are accountability reports under ESSA, Perkins V <i>and</i> WIOA easily <b>accessible and user-friendly</b> for educators, families, business leaders and other shareholders?</li> <li>- How well do the <b>data systems</b> used for reporting under the three statutes work together?</li> </ul> <p><b>3. How often do we collaborate across K-12, CTE and workforce training, to</b></p> <ul style="list-style-type: none"> <li>- strengthen the <b>use of data</b> and research to improve, and</li> <li>- <b>coordinate</b> our use of education technology?</li> </ul>
<p><b>Reporting</b></p>	<p><b>Same basic reporting requirements</b></p> <ul style="list-style-type: none"> <li>• <b>Timing:</b> Annual reports at the state and local levels</li> <li>• <b>Content:</b> Performance and participation, disaggregated</li> <li>• <b>Dissemination:</b> User-friendly and electronic format</li> </ul>	
<p><b>Continuous improvement</b></p>	<p><b>Educators undertake the same improvement efforts</b></p> <ul style="list-style-type: none"> <li>• Plan based on data</li> <li>• Select and design programs based on data, evidence</li> <li>• Train educators on the use of data and evidence</li> <li>• Assess progress and adjust practice based on data</li> </ul> <p><b>States assist local providers that struggle, by providing</b></p> <ul style="list-style-type: none"> <li>• Information, guidance and tools</li> <li>• Technical assistance and professional learning</li> </ul>	
<p><b>Ed tech and data support all of the above</b></p>	<p><b>Collect, manage, report, use, safeguard data - focus on</b></p> <ul style="list-style-type: none"> <li>• Internet access, infrastructure</li> <li>• Hardware, computers, devices</li> <li>• Operating systems, software, applications</li> <li>• Systems interoperability and user-friendliness</li> </ul> <p><b>Virtual communication, for</b></p> <ul style="list-style-type: none"> <li>• Reporting results</li> <li>• Managing improvement and tracking progress</li> </ul> <p><b>Ed tech use in everyday programs and services to help educators and students/participants reach their goals</b></p>	

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