

# ESSA, PERKINS V AND WIOA:

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

### EQUITY: More effectively address the strengths and needs of each participant and thereby further progress for all

Connections span all three statutes except where noted

<p><b>Expectations</b> at the school, local education agency, institution or program level depending on the statute</p>	<p><b>Goals:</b> States must set goals for preparing all students/participants for success  <b>Services:</b> Programs must effectively serve each individual, including subgroups, special populations, those with barriers to employment and those who need extra support to succeed  <b>Accountability:</b></p> <ul style="list-style-type: none"> <li>- ESSA and Perkins V require accountability targets and gap closure for all students and subgroups</li> <li>- WIOA accountability reports include disaggregated data</li> </ul> <p><b>Improvement:</b> Providers not meeting performance targets must develop and implement improvement plans and receive technical assistance and support</p>	<p><b>QUESTIONS STATE LEADERS SHOULD ASK</b></p> <ol style="list-style-type: none"> <li><b>How does our ed tech and data use currently support equity?</b> <ul style="list-style-type: none"> <li>- When was the last time we conducted an <b>inventory</b> of technology and data use in the K-12, CTE and workforce training sectors?</li> <li>- Do we <b>understand how well our efforts are working?</b></li> </ul> </li> <li><b>How well do we coordinate efforts to address equity?</b> <ul style="list-style-type: none"> <li>- How often do educators implementing ESSA, Perkins V and WIOA                             <ul style="list-style-type: none"> <li>o <b>share resources?</b></li> <li>o engage in joint <b>professional learning on ed tech?</b></li> </ul> </li> <li>- How often do we analyze data together to guide planning?</li> </ul> </li> <li><b>What opportunities do we have to collaboratively improve our use of ed tech and data to promote equity?</b> For example:                             <ul style="list-style-type: none"> <li>- Study how <b>other sectors</b> – e.g., healthcare – use technology and data</li> <li>- <b>Support local leaders</b> in coordinating the funding</li> <li>- Engage the overlapping groups of <b>shareholders and ed tech experts</b></li> <li>- Coordinate <b>state plans</b> for ESSA, Perkins V and WIOA</li> </ul> </li> </ol>
<p><b>Educator capacity</b></p>	<p>Educators must receive <b>professional learning</b> and local leaders must receive <b>technical assistance</b> to support their efforts to help each student master program content.</p>	
<p><b>Voices</b></p>	<p>Shareholders, including those representing the diversity of the populations served, must participate in <b>planning, implementing, evaluating and improving programs.</b>          State and local leaders must engage several of the same groups of shareholders.</p>	
<p><b>Ed tech and Data</b></p>	<p>Ed tech and data are major resources:</p> <ul style="list-style-type: none"> <li>- to improve <b>teaching and learning</b>, access and outcomes; specific mentions in the statutes of ed tech for those learning English, with disabilities, in rural communities, and needing extra support</li> <li>- <b>coordinate</b> across programs and sectors</li> <li>- connections to <b>Individuals with Disabilities Act</b></li> </ul> <p>States collect, manage, analyze, safeguard and annually <b>report</b> disaggregated data to communicate the progress of all students/participants and programs and inform improvement actions</p>	

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