

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.

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| <p>Accountability at the state and school, local education agency, institution or program level depending on the statute</p> | <p>States can establish accountability indicators that prioritize the same 3 types of achievements</p> <ol style="list-style-type: none">Progress towards postsecondary readiness and success. Indicators include:<ul style="list-style-type: none">Achievement and growth on standardsAdvanced coursework participation, credit earnedWork-based learning participation, completionPostsec. enrollment, persistence, credit, completionCompletion of credentials. Indicators include:<ul style="list-style-type: none">Secondary diplomasPostsecondary certificates and degreesIndustry certificatesSuccess in life. Indicators include:<ul style="list-style-type: none">Securing employment or military or other serviceImproving job skillsEarning family-sustaining wages | <p>Questions for State Leaders</p> <ol style="list-style-type: none">Do we understand overlaps in performance expectations across K-12, CTE and workforce training?<ul style="list-style-type: none">Are leaders of the state's ESSA, Perkins V and WIOA grants familiar with each other's accountability indicators, and have they identified overlaps in performance expectations that could guide cross-sector collaboration?How well are we communicating results across the three sectors?<ul style="list-style-type: none">Are accountability reports under ESSA, Perkins V and WIOA easily accessible and user-friendly for educators, families, business leaders and other shareholders?How well do the data systems used for reporting under the three statutes work together?How often do we collaborate across K-12, CTE and workforce training, to<ul style="list-style-type: none">strengthen the use of data and research to improve, andcoordinate our use of education technology? |
| <p>Reporting</p> | <p>Same basic reporting requirements</p> <ul style="list-style-type: none">Timing: Annual reports at the state and local levelsContent: Performance and participation, disaggregatedDissemination: User-friendly and electronic format | |
| <p>Continuous improvement</p> | <p>Educators undertake the same improvement efforts</p> <ul style="list-style-type: none">Plan based on dataSelect and design programs based on data, evidenceTrain educators on the use of data and evidenceAssess progress and adjust practice based on data <p>States assist local providers that struggle, by providing</p> <ul style="list-style-type: none">Information, guidance and toolsTechnical assistance and professional learning | |
| <p>Ed tech and data support all of the above</p> | <p>Collect, manage, report, use, safeguard data — focus on</p> <ul style="list-style-type: none">Internet access, infrastructureHardware, computers, devicesOperating systems, software, applicationsSystems interoperability and user-friendliness <p>Virtual communication, for</p> <ul style="list-style-type: none">Reporting resultsManaging improvement and tracking progress <p>Ed tech use in everyday programs and services to help educators and students/participants reach their goals</p> | |

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