ESSA, PERKINS V AND WIOA

Points of connection to improve the use of education technology

Programs

Coordinate the work to better serve individuals, educators and industries

Connections span all three statutes except where noted.

Planning and Implementation	• Based on data including workforce and labor market data • Grounded in evidence-based and promising practices • Leveraging partnerships between K-12 or secondary schools, postsecondary institutions, workforce programs and others
Academics	ESSA's academic standards for reading/English language arts, math, science and English language proficiency to be used, as appropriate, under Perkins V and WIOA; **STEM focus**
Well-rounded education	Enriched curriculum including the arts, languages, music, **CTE, STEM fields, digital literacy** and career preparation under ESSA and Perkins V
CTE content	• Based on the state's established career and technical standards • Career pathways under Perkins V and WIOA • Job training and, under Perkins V and WIOA, employability skills
Postsecondary expectations	Expectations of the state's system of public higher education form a basis for ESSA's academic standards and CTE technical and employability skills.
Industry needs	Programs must prepare individuals for success in **increasingly technology-dependent** workplaces, particularly in fields classified as "in-demand" under WIOA.
Building work experience	Work-based learning opportunities, including internships, apprenticeships, job shadowing, career exploration
Support	Services to help individuals access and succeed in the programs

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Questions State Leaders Should Ask

1. Are our content and ed tech aligned across K-12, CTE, higher education and workforce training?

To what extent do programs address the required aligned content and provide coherent experiences for individuals?

How do we use ed tech in programs under each statute?

2. Are our efforts coordinated?

Do state leaders and educators understand how well their efforts are working — each and jointly — to address their shared content, tackle their common challenges and use ed tech to its fullest potential?

How often do K-12 schools, area CTE schools, institutions of higher education and WIOA one-stop centers and workforce boards in a region meaningfully collaborate?

3. Is our data accessible and helpful?

How easy is it for leaders, educators and the public to use state K-12, CTE, postsecondary education and workforce development data to understand their own and each other's programs, needs and progress?

4. Where are the bright spots of coordinated use of ed tech?

Where can we go in our state to see examples of the use of technology and data to support aligned content, materials, spaces, and teaching and learning under ESSA, Perkins V and WIOA?

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