ESSA, Perkins V and WIOA

Integration Points to Support the Improved Use of Education Technology

SREB

INTEGRATION POINT FOUR: ACCOUNTABILITY AND IMPROVEMENT

June 6, 2019

Mini-webinar #4 in this SREB series

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SREB: Where Policy Meets Practice

- 16 state interstate compact since 1948
- Governors and legislatures
- Pre-K to PhD
  - Leadership convenings
  - School improvement and professional learning
  - Research and publishing
  - Technical assistance and consulting
- >>> to improve the social and economic vitality of the region

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These SREB mini-webinars will

- Inform you about
    - Key elements of three federal education laws
    - Connections in the statutes that support improved use of Ed Tech

- Inspire you with perspectives from educators who have already begun to integrate Ed Tech across the sectors

- Give you access to all this on demand

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Integration Points to Support the Improved Use of Technology

JOIN US FOR A SERIES OF 5, 20-MINUTE MINI-WEBINARS
Register once for access to the live broadcasts and recordings of all 5 mini-webinars.

MAY 16, 2PM - GOVERNANCE: Focus state goals, create coherent programs and efficiently improve efforts in all three sectors

MAY 23, 2PM - PROGRAMS: Coordinate the work to better serve residents and industries

MAY 30, 2PM - EQUITY: Align expectations, capacity building, data use and shareholder engagement to strengthen educator efforts and student outcomes

JUNE 6, 2PM - ACCOUNTABILITY: Align performance indicators, the use of data and evidence, reporting and efforts to continually improve

JUNE 13, 2PM - HEARING FROM STATES: Hear from leaders in SREB states that have begun to use connections between ESSA, Perkins V and WIOA to integrate and improve the use of ed tech
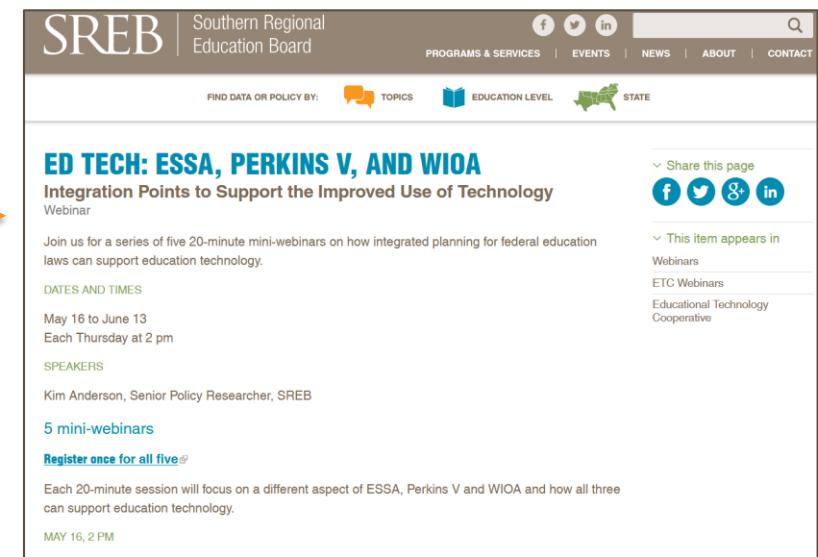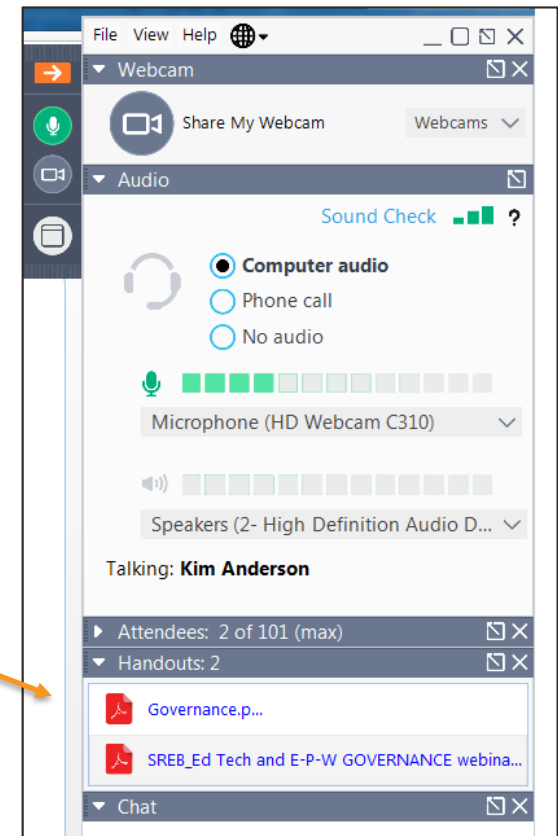
Access webinar content

Today: Get the Powerpoint and handout from your GoToWebinar window.

On demand: Get the mini-webinar recording, Powerpoint and handout at

https://www.sreb.org/webinar/ed-tech-essa-perkins-v-and-wioa

Share your questions and comments

Today: Use the **CHAT** box

Any time: Email us!

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Three federal statutes that provide funding for ed tech

Every Student Succeeds Act, 2015
(ESSA)

- K-12 education
- Academics, well-rounded education
- College and career readiness
- Read the legislation here.

Perkins V, 2018
(Perkins)

- Career and technical education (CTE)
- Secondary and postsecondary, youth and adults
- College and career readiness
- Read the legislation here.

Workforce Innovation and Opportunity Act, 2014
(WIOA)

- Secondary and postsecondary education
- Youth and adults
- Workforce training, career readiness and success
- Economic development
- Read the legislation here.

SUCCESSFUL TRANSITIONS

WHY should state leaders care about integrating ed tech across ESSA, Perkins V and WIOA?
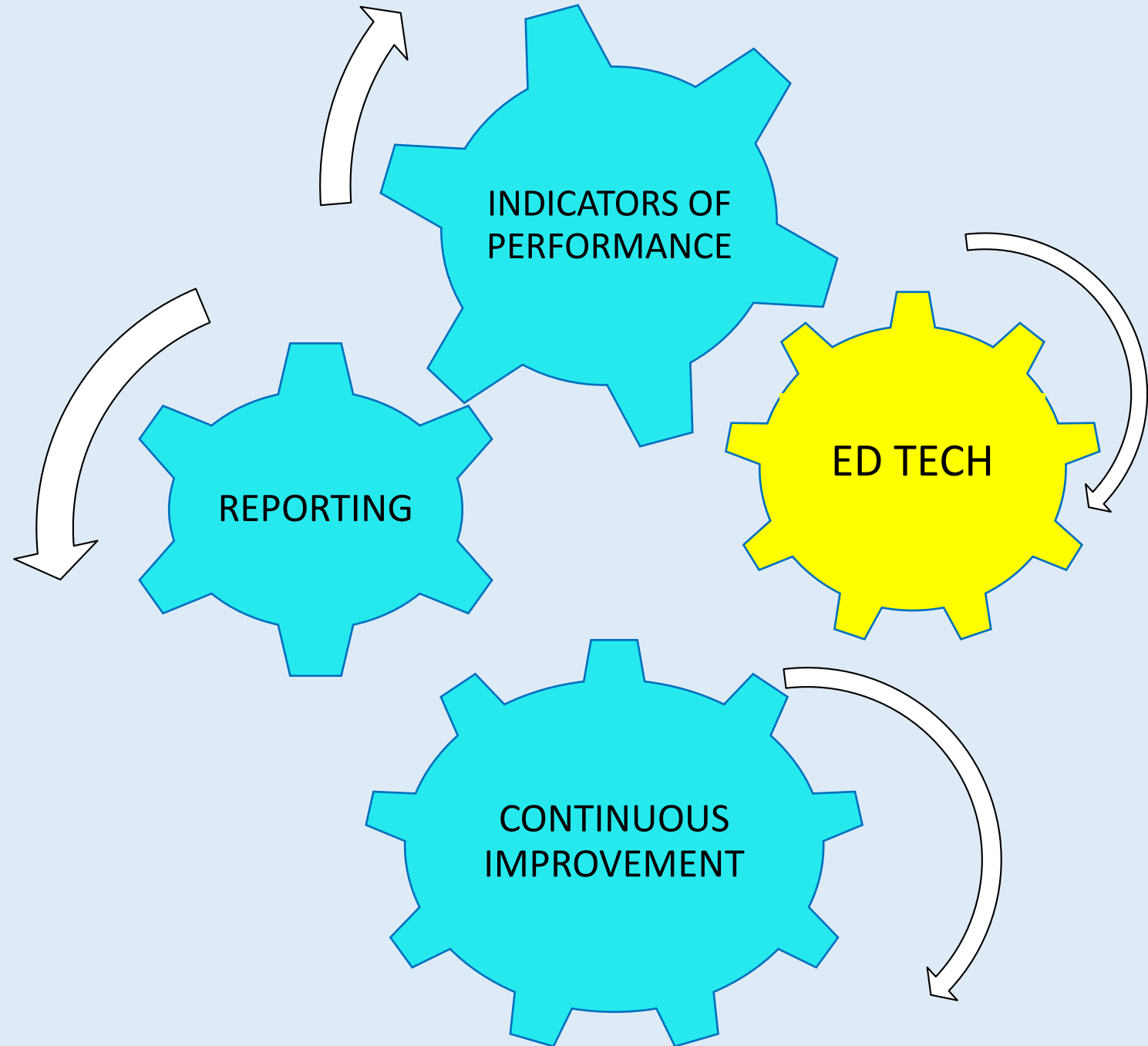
Because if they do, states can

- streamline data and information spanning early childhood through workforce

- shape disparate programs and services into a coherent system

- support educators in learning together and sharing resources and ideas

- use their funds more efficiently and effectively

NOW IS THE TIME!
In 2019 and 2020, states submit or revise all 3 plans!

...and members of the public can

- better understand the educational opportunities available to them throughout their lifespan

- experience stronger educational programs that support their journeys toward success in school, careers and life

Integration Points: **ACCOUNTABILITY** Under ESSA, Perkins V and WIOA

INDICATORS OF PERFORMANCE

ED TECH

REPORTING

CONTINUOUS IMPROVEMENT

HANDOUT →

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.

Accountability at the state and school, local education agency, institution or program level depending on the statute	States can establish accountability indicators that prioritize the same 3 types of achievements: **1. Progress towards postsecondary readiness and success.** *Indicators include:* • Achievement and growth on standards • Advanced coursework participation, credit earned • Work-based learning participation, completion • Postsec. enrollment, persistence, credit, completion **2. Completion of credentials.** *Indictors include:* • Secondary diplomas • Postsecondary certificates and degrees • Industry certificates **3. Success in life.** *Indicators include:* • Securing employment or military or other service • Improving job skills • Earning family-sustaining wages	**QUESTIONS FOR STATE LEADERS** 1. **Do we understand overlaps in performance expectations across K-12, CTE and workforce training?** - 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?
Reporting	**Same basic reporting requirements** • **Timing:** Annual reports at the state and local levels • **Content:** Performance and participation, disaggregated • **Dissemination:** User-friendly and electronic format	2. **How well are we communicating results across the three sectors?** - 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?
Continuous improvement	**Educators undertake the same improvement efforts** • Plan based on data • Select and design programs based on data, evidence • Train educators on the use of data and evidence • Assess progress and adjust practice based on data **States assist local providers that struggle, by providing** • Information, guidance and tools • Technical assistance and professional learning	
Ed tech and data support all of the above	**Collect, manage, report, use, safeguard data - focus on** • Internet access, infrastructure • Hardware, computers, devices • Operating systems, software, applications • Systems interoperability and user-friendliness **Virtual communication, for** • Reporting results • Managing improvement and tracking progress **Ed tech use in everyday programs and services to help educators and students/participants reach their goals**	3. **How often do we collaborate across K-12, CTE and workforce training, to** - strengthen the **use of data** and research to improve, and - **coordinate** our use of education technology?

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Under ESSA, Perkins V and WIOA, states prioritize overlapping expectations for success

INDICATORS OF PERFORMANCE

ESSA

1. Academic achievement as measured on annual state assessments of English language arts and math
2. English language proficiency for English learners
3. For elementary and middle grades schools, an additional academic indicator of the state's choice, such as student growth on state assessments
4. For high schools, four-year cohort graduation rate
5. School quality or student success, which includes measures of the state's choice, such as school climate and safety, student engagement and college and career readiness

Perkins V

For CTE concentrators at the secondary level:
1. Four-year cohort graduation rate, per ESSA
2. Proficiency on academic standards per ESSA
3. Percentage who, in the 2nd quarter after exiting from secondary ed., are in postsecondary ed. or advanced training, military or other service, or are employed
4. Indicators of program quality: percentage graduating from high school having ≥ 1:
   – attained a recognized postsec. credential
   – earned postsec. credits in CTE program
   – participated in work-based learning
   – *may* include other measures, state's choice
5. Percentage of concentrators pursuing non-traditional fields

For CTE concentrators at the postsecondary level:
1. Percentage who, during the 2nd quarter after program completion, remain enrolled in postsec. ed., are in advanced training, military or other service, or are employed
2. Percentage who receive a recognized postsec. credential during or within a year of program
3. Percentage pursuing non-traditional fields

WIOA

For adult programs:
1. Employment rate during the 2nd quarter after exit from the program
2. Employment rate 4th quarter after exit
3. Median earnings during the 2nd quarter after exit
4. Attainment rate of postsec. credential or secondary school diploma/equivalent, during program or within 1 year after
5. Participation rate during a program year in an ed. or training program leading to a recognized postsec. credential, or employment and rate of skill gains toward a credential or employment
6. Effectiveness in serving employers

For youth programs:
1. Participation in ed. or training activities, or in unsubsidized employment, during the 2nd quarter after exit
2. Participation in ed. or training activities, or in unsubsidized employment, 4th quarter after
3. Indicators #3 - #6 for adult programs

ESSA, Perkins V (at the secondary level) and WIOA allow states to establish additional indicators, beyond those required

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ESSA

1. **Academic achievement** as measured on annual state assessments of English language arts and math
2. English language proficiency for English learners
3. For elementary and middle grades schools, an additional academic indicator of the state's choice, such as **student growth on state assessments**
4. For high schools, four-year cohort **graduation rate**
5. School quality or student success, which includes measures of the state's choice, such as school climate and safety, student engagement and **college and career readiness**

Perkins V

For CTE concentrators at the secondary level:
1. Four-year cohort **graduation rate**, per ESSA
2. **Proficiency on academic standards** per ESSA
3. Percentage who, in the 2nd quarter after exiting from secondary ed., are **in postsecondary ed. or advanced training, military or other service, or are employed**
4. Indicators of program quality: percentage graduating from high school having ≥ 1:
   – **attained a recognized postsec. credential**
   – **earned postsec. credits in the relevant CTE program,**
   – **participated in work-based learning**
   – *may* include other measures, state's choice
5. Percentage of concentrators pursuing non-traditional fields

For CTE concentrators at the postsecondary level:
1. Percentage who, during the 2nd quarter after program completion, remain **enrolled in postsec. ed., are in advanced training, military or other service, or are employed**
2. Percentage who **receive a recognized postsec. credential** during or within a year of program
3. Percentage pursuing non-traditional fields

WIOA

For adult programs:
1. **Employment rate** during 2nd quarter after exit from the program
2. **Employment rate** 4th quarter after exit
3. **Median earnings** during the 2nd quarter after exit from the program
4. Attainment rate of **postsec. credential or secondary school diploma/equivalent**, during program or within 1 year after
5. Participation rate during a program year in an **ed. or training program leading to a recognized postsec. credential, or employment and rate of skill gains toward a credential or employment**
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For youth programs:
1. Participation **in ed. or training activities, or in unsubsidized employment, during the 2nd quarter after exit**
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3. Indicators #3 - #6 for adult programs

ESSA, Perkins V (at the secondary level) and WIOA allow states to establish additional indicators, beyond those required

States can establish accountability indicators that prioritize the same 3 types of achievements:

Progress towards postsecondary readiness and success

Indicators include:
- Achievement and growth on standards, per assessments
- Advanced coursework – participation, credit earned
- Work-based learning – participation, completion
- Postsecondary education or training – enrollment, persistence, credit earned

Completion of credentials

Indictors include:
- Secondary diplomas
- Postsecondary certificates and degrees
- Industry certificates

Success in life

Indicators include:
- Securing employment
- Military or other service
- Improving job skills
- Earning family-sustaining wages

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Under ESSA, Perkins V and WIOA, states report on outcomes in very similar ways

REPORTING

Timing: Annual reports at the state and local levels

Content: Reports include *disaggregated* data on
- Performance on indicators, gaps
- Participation

Dissemination: Design must be user-friendly and include an electronic format

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Under ESSA, Perkins V and WIOA, states and educators undertake a similar set of activities to ensure they are always focused on improving:

CONTINUOUS IMPROVEMENT

Plan **based on data** pertaining to student, community, educator, program and industry strengths and needs, instructional practice and program implementation, student outcomes, budgets and expenditures
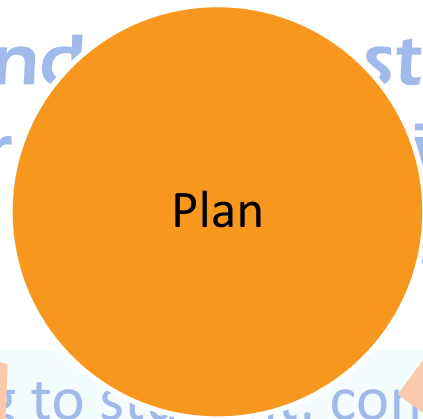
Select and design strategies and programs **based on evidence** that they are effective or show promise to be effective
- ESSA and Perkins V share a formal delineation of four tiers of research evidence
- WIOA leaves this matter less well-defined

Support educators with training on the **use of data and evidence** and opportunities to collaborate, test ideas, receive feedback and measure progress

Assess progress, scale up successful practices and identify hurdles **based on data and evidence**

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Under ESSA, Perkins V and WIOA, states and educators must undertake a similar set of activities to ensure they are always focused on learning:

Planning **based on** data pertaining to student, community and/or and industry strengths and needs, instructional practices, implementation outcomes, budgets and expenditures.

Selecting and designing strategies and programs **based on** evidence that they are effective or show promise to be effective.
- ESSA and Perkins V share a formal delineation of four tiers of research evidence
- WIOA leaves this matter less well-defined

Supporting educators with training on the **use of data and evidence** and opportunities to collaborate on ideas for improvement, receive feedback and measure progress.

Assessing progress, scaling up promising efforts and identifying hurdles **based on data and evidence**.

CONTINUOUS IMPROVEMENT

Plan

Select and design actions

Support educators

Assess progress

Scale up successful practices and identify hurdles

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Under ESSA, Perkins V and WIOA, the state must assist local education agencies, schools or programs that do not meet accountability targets

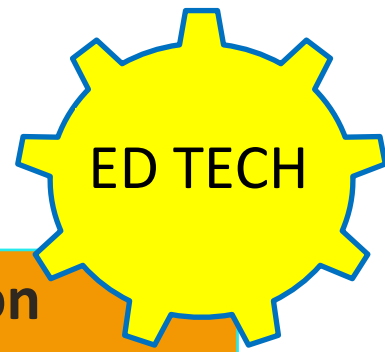CONTINUOUS IMPROVEMENT

For example, by

Providing information, guidance and tools

Providing or brokering technical assistance and professional learning, including

- Coaching
- Facilitating teams and collaboration across programs/schools
- Supporting data analysis and planning

Progress monitoring

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Ed tech is a major resource for promoting accountability under ESSA, Perkins V and WIOA

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DATA: States must collect, manage, safeguard – focus on
- Internet access
- Infrastructure
- Hardware, computers, devices
- Operating systems, software, applications
- Systems interoperability and user-friendliness

ACCOUNTABILITY communication
- Online reporting
  - Annual report cards
  - Data dashboards
- Improvement management – virtual
  - Planning platforms
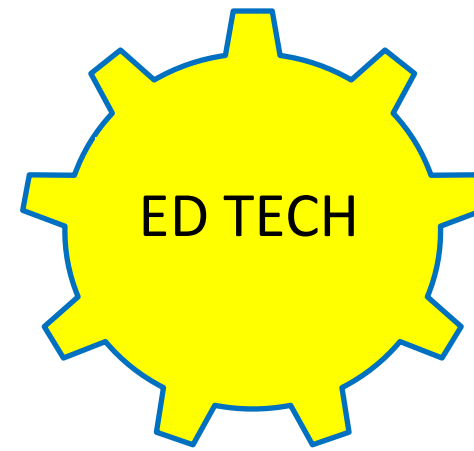 - Data entry and tracking
  - Progress reporting

Coordinate across programs and statutes, where applicable

ED TECH FOR PROGRAMS AND SERVICES TO GET PROVIDERS TO THEIR ACCOUNTABILITY GOALS
- Improve teaching and learning, e.g. OER, online courses and blended learning, adaptive assessment; assistive technology and ed tech to close gaps in access, achievement, attainment
- Support educators, e.g., training on tech and data, online professional learning, virtual collaboration
- Comprise part of a comprehensive approach to education, not a stand-alone strategy

The next 3 slides provide statute-specific details on the use of ed tech

ESSA

Overall, emphasizes

- Technology as one of a range of resources for *all* students
- Personalized and online learning
- Use of data for planning, reporting, and improvement
- State support for data systems for accountability and reporting

Academic achievement

- Instruction – personalized and blended, digital learning resources, digital literacy
- Assessment – computer-based, audits include a technology needs assessment
- School improvement – strategies can include ed tech and digital learning
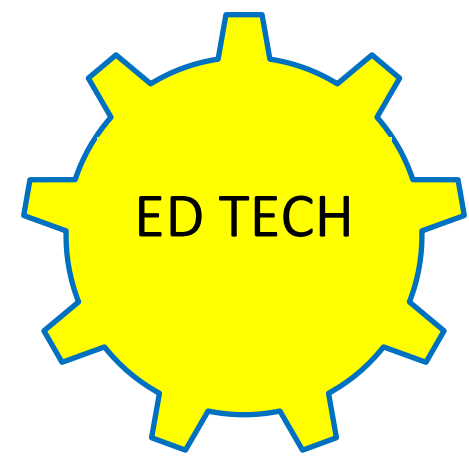- Accountability – increased number of data points, new online report cards, privacy and security

Developing high quality teachers and leaders

- Professional learning on using technology and data in planning and instruction

21st Century Schools – Student Support and Academic Enrichment grants

- Technology is one of three uses of grant funds – funds remaining (infrastructure <15% this) after well-rounded education (>20%) and safe and healthy students (>20%)

ED TECH
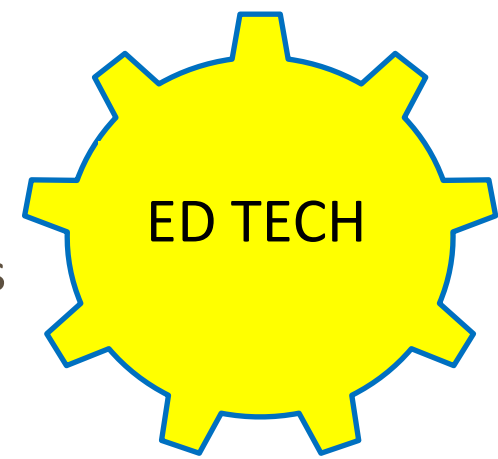
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PERKINS V

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State CTE activities

- Integrating STEM fields, including computer science
- Instructional content may include open educational resources
- Developing and supporting data and reporting systems
- Using labor market data to align programs of study to the needs of the state and regional and local economies

Local CTE activities

- Ensure educators have the appropriate equipment, technology and instructional materials aligned with business and industry needs
- Digital literacy
- Expand blended learning opportunities for students
- Provide professional learning for educators to
  - advance knowledge, skills and understanding of industry equipment and technologies
  - support the use of data and assessments

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WIOA

In general

- Technology plays a key role in creating a high-performing system that helps individuals attain a secondary school diploma, transition to postsecondary education and find career success
  - Digital literacy as a key competency

State leadership

- Provide technical assistance to local programs on the use of technology
- Support the local acquisition and implementation of technology and digital learning
- Support the alignment of technology and data systems across programs statewide

Local providers

- Should demonstrate:
  - Effective use of technology including case management systems and digital learning
  - Provide professional development for educators on using technology
  - Continually maximize the use of technology to improve services

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SREB's Big Message

Since, under ESSA, Perkins V and WIOA...

- Program governance must be coordinated (SREB mini-webinar #1)

- Programs use ed tech in the same ways (SREB mini-webinar #2)

- Educators must attend to equity (SREB mini-webinar #3)

Get materials at SREB.org!

- *Programs strive to meet overlapping accountability indicators*

- *States report on outcomes in similar ways*

- *Educators undertake a similar actions to continuously improve*

- *States provide similar sets of supports to assist struggling schools/programs*

- *Ed tech supports the implementation of accountability in the same ways*

- And, the statutes enable states to coordinate the submission/revision of their plans ...

...Why not unify accountability and ed tech, K to workforce?

The handout provides guiding questions for state leaders

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Remaining mini-webinar in this SREB series

5. **JUNE 13, 2:00 PM - HEARING FROM STATES**: Hear from educators that have begun to coordinate ed tech across ESSA, Perkins V and WIOA

   ❖ **Kentucky's** coordination of state data systems and reports and alignment of career pathways to labor market needs

   ❖ **Alabama's** EngageAL app that empowers students with disabilities to exercise their voice in their IEP planning and to plan their transitions through school and into careers

THANK YOU !

Contact SREB if you would like support in exploring this work further.