

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.

Expectations <i>at the school, local education agency, institution or program level depending on the statute</i>	<p>Goals: States must set goals for preparing all students/ participants for success.</p> <p>Services: Programs must effectively serve each individual, including subgroups, special populations, those with barriers to employment and those who need extra support to succeed.</p> <p>Accountability:</p> <ul style="list-style-type: none">• ESSA and Perkins V require accountability targets and gap closure for all students and subgroups• WIOA accountability reports include disaggregated data <p>Improvement: Providers not meeting performance targets must develop and implement improvement plans and receive technical assistance and support.</p>	Questions State Leaders Should Ask 1. How does our ed tech and data use currently support equity? <ul style="list-style-type: none">› When was the last time we conducted an inventory of technology and data use in the K-12, CTE and workforce training sectors?› Do we understand how well our efforts are working? 2. How well do we coordinate efforts to address equity? <ul style="list-style-type: none">› How often do educators implementing ESSA, Perkins V and WIOA<ul style="list-style-type: none">› share resources?› engage in joint professional learning on ed tech?› How often do we analyze data together to guide planning? 3. What opportunities do we have to collaboratively improve our use of ed tech and data to promote equity? <p>For example:</p> <ul style="list-style-type: none">› Study how other sectors – e.g., healthcare – use technology and data› Support local leaders in coordinating the funding› Engage the overlapping groups of shareholders and ed tech experts› Coordinate state plans for ESSA, Perkins V and WIOA
Educator capacity	Educators must receive professional learning and local leaders must receive technical assistance to support their efforts to help each student master program content.	
Voices	Shareholders, including those representing the diversity of the populations served, must participate in planning, implementing, evaluating and improving programs. State and local leaders must engage several of the same groups of shareholders.	
Ed tech and data support all of the above	Ed tech and data are major resources: <ul style="list-style-type: none">• to improve teaching and learning, access and outcomes; specific mentions in the statutes of ed tech for those learning English, with disabilities, in rural communities, and needing extra support• to coordinate across programs and sectors• to connect Individuals with Disabilities Act States collect, manage, analyze, safeguard and annually report disaggregated data to communicate the progress of all students/ participants and programs and inform improvement actions.	

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