

# 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.*

<b>Expectations</b> <i>at the school, local education agency, institution or program level depending on the statute</i>	<p><b>Goals:</b> States must set goals for preparing all students/ participants for success.</p> <p><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.</p> <p><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>	<b>Questions State Leaders Should Ask</b>  <b>1. 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> <b>2. 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>› <b>share resources?</b></li><li>› 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> <b>3. What opportunities do we have to collaboratively improve our use of ed tech and data to promote equity?</b> <p>For example:</p> <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>
<b>Educator capacity</b>	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.	
<b>Voices</b>	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.	
<b>Ed tech and data support all of the above</b>	Ed tech and data are major resources: <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>• to <b>coordinate</b> across programs and sectors</li><li>• to connect <b>Individuals with Disabilities Act</b></li></ul> 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.	

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