ESSA, Perkins V and WIOA
Integration Points to Support the Improved Use of Education Technology

INTEGRATION POINT FOUR:
ACCOUNTABILITY AND IMPROVEMENT

June 6, 2019
Mini-webinar #4 in this SREB series
Kim Anderson, Wanda Barker, Tiffany Harrison
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
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

**ESSA, PERKINS V, AND WIOA**
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
**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!
- kim.anderson@sreb.org
- wanda.barker@sreb.org
- tiffany.harrison@sreb.org
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](#).
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

...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

NOW IS THE TIME!
In 2019 and 2020, states submit or revise all 3 plans!
Integration Points: **ACCOUNTABILITY**

Under ESSA, Perkins V and WIOA
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>
<thead>
<tr>
<th>Accountability of the state and school, local education agency, institution or program/val operating on the statute</th>
<th>States can establish accountability indicators that prioritize the same 3 types of achievements:</th>
<th>QUESTIONS FOR STATE LEADERS</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. Progress towards postsecondary readiness and success. Indicators include:</td>
<td>1. Do we understand overlaps in performance expectations across K-12, CTE and workforce training?</td>
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<td></td>
<td>• Achievement and growth on standards</td>
<td>• 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?</td>
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<td>• Advanced coursework participation, credit earned</td>
<td>2. How well are we communicating results across the three sectors?</td>
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<td>• Work-based learning participation, completion</td>
<td>• Are accountability reports under ESSA, Perkins V and WIOA easily accessible and user-friendly for educators, families, business leaders, and other stakeholders?</td>
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<td>• Postsecondary enrollment, persistence, credit, completion</td>
<td>• How will do the data systems used for reporting under the three statute work together?</td>
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<td>2. Completion of credentials. Indicators include:</td>
<td>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?</td>
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<td>• Secondary diplomas</td>
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<td>• Earning family-sustaining wages</td>
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Reporting
Same basic reporting requirements

- **Timing**: Annual reports of the state and local levels
- **Context**: Performance and participation, disaggregated
- **Dissemination**: User-friendly and electronic format

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
- Share 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 interconnectivity 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

Visit us at [https://www.sreb.org/technology-cooperative](https://www.sreb.org/technology-cooperative)
Under ESSA, Perkins V and WIOA, states prioritize overlapping expectations for success
### 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

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**Details:** Required Accountability Indicators by Statute

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

**Indicators 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

*States can establish accountability indicators that prioritize the same 3 types of achievements:*
Under ESSA, Perkins V and WIOA, states report on outcomes in very similar ways

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

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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Selecting and designing strategies and programs based on evidence that they are effective or show promise to be effective.

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

Assessing progress, scaling up promising practices and identifying hurdles based on data and evidence.
Under ESSA, Perkins V and WIOA, the state must assist local education agencies, schools or programs that do not meet accountability targets.

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

**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
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%)
PERKINS V

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
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
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)
• 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

Get materials at SREB.org!
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.