

## Technology Use for System Efficiencies Program Self-Assessment



The Workforce Innovation and Opportunity Act (WIOA) supports the use of technology for the improvement of teaching, learning, professional development, productivity, and system efficiencies.<sup>1</sup> The following checklist is a tool program staff can use to determine how they are currently using technology to improve system efficiencies and opportunities to use technology further. Additional support for using technology and exploring new uses is available by contacting your agency consultant.

### Scale description<sup>2</sup>

- 0 – No evidence to support statement. No development or actions have been considered or planned.
- 1 – Minimal evidence or somewhat supports the statement. Some groundwork has been laid, but significant additional planning is needed.
- 2 – Substantial evidence to support the statement. Element is essentially in place, but some additional development work is needed.
- 3 – Evidence fully supports statement. No or very little additional planning and development is needed.

### Communication

#	Element	0	1	2	3	Practices and Examples	Notes and Next Steps
1.1	All program staff have access to and are able to use email.						
1.2	All program staff know how to join and participate in webinars.						
1.3	Technology is used to improve communication among all staff at different locations (e.g., email, webinars, etc.).						
1.4	Technology is used to efficiently communicate with students (e.g., group email/text messaging, social media, website, etc.).						
1.5	Technology is used to efficiently share resources and collaborate on documents (e.g., Google Suite, Dropbox, etc.).						
1.6	Technology is used to share program information with learners, partners, and the public (e.g., websites, social media).						
	Other communications activities that use technology to drive system efficiencies:						

<sup>1</sup> U.S. Department of Education, Office of Career, Technical, and Adult Education. (2018, September 19). OCTAE - Federal Initiatives. Retrieved from US Department of Education: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/integrating-technology.pdf>.

<sup>2</sup> Adapted from: WIOA Program Readiness and Self-Assessment Tool for Wyoming AEFLA Programs. Retrieved from: <https://communitycolleges.wy.edu/wp-content/uploads/2018/03/WIOA-Program-Readiness-Self-Assessment-Citation-Reference.pdf>. September 19, 2018.

## Data Collection, Input, and Analysis

#	Element	0	1	2	3	Practices and Examples	Notes and Next Steps
2.1	Technology is used to ensure the student intake forms are complete, accurate, and error-free.						
2.2	Technology is used to ensure that pre- and post-test results data are complete, accurate, and error-free.						
2.3	Appropriate program staff are trained in how to input and export student data in eData.						
2.4	Technology is used to monitor and track student data when eData isn't available (1 <sup>st</sup> quarter).						
2.5	Technology is used to monitor and track student performance data when eData is available (2 <sup>nd</sup> – 4 <sup>th</sup> quarter).						
2.6	Program uses eData error reports to monitor data quality.						
2.7	Program retrieves and uses eData Microsoft Access Template reports.						
2.8	Program creates and runs agency-level queries using the eData Microsoft Access Template.						
2.9	Program exports eData reports to Excel.						
2.10	Technology is used to conduct analysis of performance-related reports.						
2.11	Technology is used, as appropriate, to communicate between data collection and data entry staff.						
	Other data collection, input, and analysis activities that use technology to drive system efficiencies:						

## Instruction and Student Support

#	Element	0	1	2	3	Practices and Examples	Notes and Next Steps
3.1	Instructional staff and student support coordinators have access to technology to use when working with students (e.g., internet in the classroom, projectors, computers or tablets, etc.).						
3.2	Instructional staff and student support coordinators are able to use the technology that is available to them (e.g., computers, tablets, projectors, smartboards, etc.).						
3.3	Instructional staff and student support coordinators use technology to track students' progress in a secure way.						
3.4	Instructional staff use technology as a means of remediating/retaining students who need to miss class.						
3.5	Technology is used to provide extra instruction and/or practice for students (blended learning).						
3.6	Distance education and blended learning is offered to appropriate students.						
3.7	Technology is used as a means of (non-eData related reporting) assessment for students (i.e., diagnostic, formative, summative).						
	Other instruction and student support activities that use technology to drive system efficiencies:						

## Program Management

#	Element	0	1	2	3	Practices and Examples	Notes and Next Steps
4.1	Technology is used for fiscal activities and budget monitoring (e.g., efficient coding of income and expenditures, reports available to monitor expenditures, etc.).						
4.2	Technology is used for the completion of fiscal reports.						
4.3	Technology is used to ensure an efficient fiscal recordkeeping system.						
4.4	Administrator or other instructional leadership has a way to identify and assess how teachers and student support coordinators are using technology to complete tasks.						
4.5	Administrator or other instructional leadership has a way to identify and assess the implementation/use of instructional technologies.						
4.6	Administrator or other instructional leadership has a way to identify staff who are not comfortable with using technology and support their development.						
4.7	Program staff have opportunities to share how they are using technology with other staff and are able to participate in professional development to further their growth.						
	Other program management activities that use technology to drive system efficiencies:						

## Program Tasks

#	Element	0	1	2	3	Practices and Examples	Notes and Next Steps
5.1	Program has a process to determine who has access to and passwords for key websites.						
5.2	Program has a process to back up key information on staff's computers.						
5.3	Technology is used to efficiently complete work tasks (e.g., time and effort logs completed electronically, electronic timesheets).						
5.4	Technology is used, as appropriate, to provide a secure way to complete student folders and/or electronic records.						
5.5	Technology is used to create professional marketing materials.						
	Other program tasks that use technology to drive system efficiencies:						

### References:

1. Email from Destiny (March 26, 2018) about the World Ed IDEAL group from Rhode Island and the work they are doing with the Google for Education Fundamentals.
2. U.S. Department of Education, OCTAE, Workforce Innovation and Opportunity Act white paper, *Integrating Technology in WIOA*, published March 24, 2015.
3. *Learning for Life: The Opportunity for Technology to Transform Adult Education, Part 1: Interest in and Aptitude for Technology*, November 2014.
4. Online search for definitions of "system efficiencies."
5. Practitioner and project management experience.