**Massachusetts Narrative Report PY 2018-2019**

***1. State Leadership Funds*** *(AEFLA Section 223)*

*(a) Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:*

* *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*
* The Adult and Community Learning Services (ACLS) and the Massachusetts Department of Elementary and Secondary Education (DESE) has a dedicated staff person responsible for career pathways development in MA (see additional information under permissible activities). This person works closely with adult education outstationed staff in One-Stop Centers in all 16 local workforce areas and coordinates quarterly conference calls to support them.
* Sixteen programs across the 16 workforce local areas were selected to offer outstationing at the One-Stop Career Centers (co-location to facilitate two way referrals and shared customers). Outstationed staff submitted mid and final outstationing reports to ACLS.
* Information on outstationing in MA can be found on ACLS [website](http://www.doe.mass.edu/acls/systemci.html).
* The Massachusetts state director participated in State Plan Advisory Committee that reviewed state plan task and provided guidance on WIOA implementation.
* *Establishment or operation of a high quality professional development programs as described in section 223(1)(b).*
* Massachusetts supports a robust adult education professional development (PD) system, known as SABES, that provided adult education staff with high quality professional development (HQPD) in PY2018-19, the first year of a four-year funding cycle.
* The PD system, funded through a combination of federal and state funds, consists of five PD centers:
  + Mathematics and Adult Numeracy Curriculum & Instruction PD Center
  + English Language Arts Curriculum & Instruction PD Center
  + [ESOL](http://sabes.org/pd-center/esol) Curriculum & Instruction PD Center
  + Program Support PD Center focused on such areas as educational leadership, career pathways, digital literacy, advising, and professional licensure
  + PD System Communication Center responsible for the statewide SABES website, calendar, and registration system as well as promoting SABES PD and maximizing adult educator participation in SABES PD
* In PY18-19, SABES PD centers provided a combination of online, face-to-face, and blended PD offerings and support that were designed for novice, proficient, and advanced practitioners. Additionally, PD centers offered coaching and local provider-based PD that were tailored to provider and practitioner need. All PD offerings were guided by the needs of adult education learners.
* ACLS has a dedicated staff person who is responsible for oversight of the state’s PD system and who regularly met with PD Center staff to provide support and guidance and to ensure alignment between our office priorities and PD system offerings. In addition, two ACLS program specialists and one ACLS program developer were assigned as liaisons to specific areas of PD center work.
* Information about the SABES PD system can be found on the [SABES website.](https://www.sabes.org/)
* *Provision of technical assistance to funded eligible providers as described in section 223(1)(c).*
* A combination of state and federal leadership funds were used to fund ACLS Program Specialists who had a caseload of programs and offered technical assistance and monitor programs in a variety of forms and venues:
  + ACLS sent out [monthly mailings](http://www.doe.mass.edu/acls/mailings/) that included resources, updates, and information on a range of topics including curriculum, instruction, assessment career pathways, and HQPD.
  + Desk reviews conducted by Program Specialists to monitor program data.
  + ACLS staff provided technical assistance in PY18-19, to address arears for improvement/concerns identified by program leadership and program specialist, collaboratively.
  + ACLS Program Specialists conducted phone orientations for new directors.

ACLS has a dedicated curriculum specialist who supported the PD content centers and provided curriculum guidance to programs. Information and resources were shared through our [website](http://www.doe.mass.edu/acls/frameworks/) and updates in monthly mailings. The curriculum specialist was involved in overseeing and supporting the development and release of the new [Massachusetts English Language Proficiency Standards (MA ELPS)](http://www.doe.mass.edu/acls/frameworks/frameworks.html) and the [Massachusetts English Language Arts and Mathematics Proficiency Guides](http://www.doe.mass.edu/acls/edueffectiveness/), tools designed to help teachers engage in the work of improving teacher practice. The proficiency guides are based on the [Massachusetts Professional Standards for Teachers of Adult Education](http://www.doe.mass.edu/acls/edueffectiveness/) and contain essential concepts teachers need to know and observable teacher and student behaviors.

* The annual [Directors’ Meeting](https://sites.google.com/view/dm2019/home), held on May 22, 2019, was used deepen capacity for our adult education system for programs that were awarded funding for the FY19-22 funding cycle. Massachusetts state staff presented on a broad range of important subjects: serving adult learners and business customers, the *Adult Education Accountability System*, data analysis, learning disabilities and workforce preparation and employability skills.

* *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1)(d).*
* In PY18-19, ACLS conducted 24 program quality reviews evaluating programs against four Indicators of Program Quality. Each program received a rating of either *Limited Evidence, Developing, Proficient,* or *Exemplary* for each of the indicators reviewed. In addition, ACLS program specialists conducted 65 site visits of programs across the state. The purpose for these visits is to learn more about each particular program and to offer technical assistance as needed.
* Using ACLS’ risk analysis, which ranked all providers by exposure, the DESE Audit and Compliance unit identified and conducted fiscal reviews of eight grantees in PY18-19. These onsite audits included technical assistance.

*(b) As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).*

* (D) Developing content and models for integrated education and training and career pathways. H. R. 803—192
* ACLS has a dedicated ACLS staff person to guide and support programs in the development and implementation of integrated education and training and career pathways:
  + The release of FY19-22 competitive Request for Proposals included an IET and IELCE service option to fund IET and IELCE services in all 16 local workforce areas. The results from this competitive RFP were announced in May 2018.
  + Information on current IET and IELCE programing can be found on [ACLS Career Pathways webpage](http://www.doe.mass.edu/acls/acp/?section=credential) including content specific to IET and IELCE models, IET/IELCE guidelines, and information and guidance about industry-recognized credentials.
  + Information in monthly mailings related to career pathway development including IET/IELCE models.
  + In September 2018, ACLS released a competitive IET/IELCE RFP in attempt to secure providers in local workforce areas that did not have such programming. In June 2019, ACLS released another competitive IET/IELCE RFP. The intent of the RFP was to expand the eligibility requirements, including allowing agencies that did not have or never have had an AE grant, for IET/IELCE programming and increase the number of providers with a special emphasis on local workforce areas that did not currently have such programming. The result of these two RFPs was the addition of seven new providers, including one new to the system, in four local workforce areas where there currently was not any IET/IELCE programming. By the end of FY 2020, Massachusetts will have one or more IET/IELCE programs in 15 of its 16 local workforce areas.
* (E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).
* Information on state MSG was shared with programs and posted on ACLS website. In PY18-19, ACLS assigned weighted targets to local providers and indicated that incentive funds would be awarded to grantees with the highest performance relative to targets.
* Program data review and technical assistance are part of desk reviews and site visits conducted by ACLS staff.
* (H) Activities to promote workplace adult education and literacy activities.
* ACLS staff provides support and technical assistance to workplace education programs as well as promotes workplace education and literacy activities through a two-phase RFP and workshops.
* An open and competitive RFP for workplace education was conducted in PY18-19.
* (J) Developing and piloting of strategies for improving teacher quality and retention.
* PY18-19 work continued to build resources to support programs in building the capacity of teachers to ensure high-quality standards-based instruction and improve student outcomes
* Educator Growth and Evaluation System (EGE) grounded in the professional standards was incorporated into the FY19-22 Professional Development Request for Proposals. Massachusetts continues to support programs in a meaningful teacher evaluation process that identifies teacher professional development needs and offers high quality professional development trainings. The EGE is currently supported by the SABES three content professional development centers (ESOL, ELA, and Math) and Program Support PD Center. Each of the six EGE stages (program planning, self-assessment, goal setting and PD planning, PD planning implementation, formative assessment, summative reflection) is supported by an online PD. To date, the first two modules have been released with a high success rate of practitioners’ participation.
* Using state funds ACLS contracted with The Technical Education Research Centers, Inc. (TERC) to develop a [Curriculum for Adult Learning Math (CALM)](https://external-wiki.terc.edu/display/CALM), which was implemented in PY18-19. CALM is a coherent curriculum that covers strategically selected standards from the CCRSAE Level B (to ensure a strong foundation in number and operation sense) through Level D, and will prepare students for earning a high school equivalency credential and lay the foundation for college and career readiness.

***2. Performance Data Analysis***

*Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years.*

The PY2018 Percentage of Periods of Participation with Measurable Skills Gain (Table 4, column K) was 46.75%, which exceeded the OCTAE assigned negotiated target of 43%.

We have identified four factors that contributed to improved performance:

* This was the first year of funding cycle. Several of our system’s lowest performing providers did not succeed in the competition which resulted in improved MSG.
* MA funds the Primary Instruction by Volunteers (PIV) grant with state funds and did not include these students in our report or in our state match. While PIV is an important component of the MA adult education system, the service model does not fully align with WIOA priorities and NRS requirements.
* Leading up the system competition, the state office actively promoted student outcomes, especially MSG and reinforced this emphasis in the RFP. In PY18-19, ACLS assigned weighted targets to local providers and indicated that, for the first time ever, incentive funds would be awarded to grantees with the highest performance relative to targets. Local program directors reported that they were increasingly aware of their students’ outcomes and were more diligent about post-testing.
* Improved persistence and posttest rates contributed to MA MSG improvement over the previous program year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | PY17-18 | | PY18-19 | |
|  | ABE | ESOL | ABE | ESOL |
| Average attended hours | 116 hrs. | 145 hrs. | 123 hrs. | 151 hrs. |
| Posttest Rate | 59% | 75% | 60% | 77% |
| Measurable Skills Gain | 33% | 51% | 37% | 51% |

While attended hours and posttest rates improved from PY17 to PY18, we aim to improve both with professional development and program quality reviews that focus on curriculum and instruction.

A review of Tables 5 and 6 and the SPR clearly indicate that Massachusetts needs to improve our follow up.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table 6 Employed at Intake | PY16-17 | PY17-18 | | PY18-19 |
|  | 51% | 52% | | 55% |
|  |  |  | |  |
| Employment Rate (Q2) | (Cohort Period: 07/01/2016 - 06/30/2017) | | (Cohort Period: 07/01/2017 - 06/30/2018) | |
|  | 37.41% | | 41.05% | |
| Employment Rate (Q4) | (Cohort Period: 07/01/2016 - 12/31/2016) | | (Cohort Period: 01/01/2017 - 12/31/2017) | |
|  | 38.37% | | 41.85% | |
| Credential Rate | 20.99% | | 21.23% | |

We believe that a larger percentage of exited students are working and that we are likely undercounting credentials attained. For the most recent cohort period (7/1/16-12/31/16), 561 MA participants attained their high school equivalency. However, we could only report only 432 (77%) because 138 did not have evidence of employment or post-secondary enrollment.

For the last three reporting years, 57% of Massachusetts adult education participants provided social security numbers. ACLS requires that local providers survey all exited students and recommend prioritizing those who did not provide an SSN.

As of the start of PY19-20, ACLS has implemented the following policies and procedures improve data collection and entry quality and improve performance:

* As part of annual grant renewal process, grantees must complete a data quality checklist modeled after the NRS checklist. The DQC items include social security number effort and post-exit survey process and staffing.
* Five times per year, grantees will submit a desk review that includes an analysis of employment rates for the available quarters.
* ACLS will have at least one webinar focused on the post exit indicators and data collection requirements.
* ACLS and MIS provider, LiteracyPro Systems (LPS), conduct two webinars on IET credential reporting requirements and process.
* LPS will conduct additional training on data system reports that support survey.

***3. Integration with One-stop Partners***

*Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.*

ACLS included $285,300 for outstationing services in all 16 local workforce areas in its FY 2019 Open and Competitive Request for Proposals for Community Adult Learning Centers and Adult Education in Correctional Institutions. The purpose of outstationing is to help eligible individuals access adult education and career center services by assisting MassHire Career Center staff with intake, assessments, and referrals. The adult education staff person, or outstationed coordinator, acts as a liaison between AE programs in the local workforce area and the career center. They may also plan and supervise AE class field trips to career centers and make presentations about career center services to students in AE classes. In PY18-19, ACLS convened the state’s outstationing coordinators each quarter to share information, clarify policy, and problem-solve. Additional information about the ACLS outstationing policy and a contact list of outstationed staff can be found [here](http://www.doe.mass.edu/acls/systemci.html).

Massachusetts has executed an ISA with the MassHire Department of Career Services to fund infrastructure cost in the amount of $150,000 and used a formula based on number of students served to determine the amounts for each local workforce area.

***4. Integrated English Literacy and Civics Education (IELCE) Program*** *(AEFLA Section 243)*

*Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:*

* *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

In PY17-18, Massachusetts included IET/IELCE in its Open and Competitive Request for Proposals for Community Adult Learning Centers and Adult Education in Correctional Institutions. 19 grants (12 IELCE, 7 IET) were awarded in the spring of 2018.

In PY18-19, posted two open and competitive IET and IELCE requests for proposals with the goal of funding at least one model in each workforce area. Six additional grants were awarded. There is at least one IET or IECLE in 15 of the 16 areas. Currently there are 25 IET/IELCE grants (14 IELCE, 11 IET) in Massachusetts.

* *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;*

All fourteen current Massachusetts IELCE programs include an integrated education and training (IET) component. Including an IET is a requirement for funding. Of our current programs, three partner with one of the state’s career/ vocational technical education (CVTE) schools for the workforce training component. Four grantees contract with a training provider and seven contract with a community college. More information on the programs can be found on our website at: <http://www.doe.mass.edu/acls/acp/?section=training>.

* *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals;*

Preparing students for unsubsidized employment in local high-demand industries is a requirement for Massachusetts IELCE funding. In addition, students must earn one or more industry-recognized credentials.

Our providers report positive working relationships with their MassHire Workforce Boards and CVTE schools. The workforce boards continue to help connecting adult education programs with employers, CVTE schools, and training providers. The workforce boards are also instrumental in identifying local emerging industries that offer self/family-sustaining employment. The CVTE schools continue to be pleased to expand their programming to include adult students, some of whom are parents of children attending school during the day.

* *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

MassHire Workforce Board staff were represented on all 16 its FY 2019 Open and Competitive Request for Proposals for Community Adult Learning Centers and Adult Education in Correctional Institutions reading teams. ACLS staff continue to present on IELCE programming at state and local workforce system meetings and conferences.

***5. Adult Education Standards***

*If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards.*

Strong alignment to the *College and Career Readiness Standards for Adult Education* ([*CCRSAE*](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf)) and the *Massachusetts English Language Proficiency Standards (MA ELPS)* is the foundation of ACLS’ vision for funding quality adult education. ACLS has required that providers align with the *CCRSAE* since their release in 2013. The Massachusetts Department of Elementary and Secondary Education [slightly revised](http://www.doe.mass.edu/frameworks/current.html) the state’s K-12 standards in 2017, but the DESE standards remain closely aligned to the Common Core State Standards and to the *CCRSAE*.

To ensure instructional rigor, Massachusetts’ policies require programs offering ABE instruction to use curriculum aligned to the *CCRSAE*. ABE curriculum and instruction are required to reflect the instructional shifts and to align fully with the *CCRSAE* levels A through D–E.

ACLS also recognized that the 2005 *Massachusetts Curriculum Framework Standards for ESOL* needed revision and contracted with World Education, Inc. to produce a revised set of Massachusetts adult ESOL standards and benchmarks that would integrate both the *CCRSAE* and the *English Language Proficiency Standards for Adult Education*. ACLS released the revised standards, the [*Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS)*](http://www.doe.mass.edu/acls/edueffectiveness/), in March 2019. The SABES ESOL Curriculum and Instruction Center has since provided trainings to train ESOL practitioners in the implementation of these standards in the adult ESOL classroom. For more information, see the specific [curriculum and instruction policies](http://www.doe.mass.edu/acls/frameworks/policy.html).

*(Optional) Implementation Efforts*:

In PY18-19, ACLS continued to refine the [*Massachusetts Adult Education Educator Growth and Evaluation (EGE) System*](http://www.doe.mass.edu/acls/edueffectiveness/default.html), which emphasizes *CCRSAE/MA ELPS*-aligned curriculum and instruction. The SABES Program Support Center took over the implementation of the EGE system. The EGE System is enhanced by [Proficiency Guides for Math and English Language Arts (ELA)](http://www.doe.mass.edu/acls/edueffectiveness/) which were completed in PY 18-19. These Proficiency Guides identify the knowledge and skills needed to be an effective teacher in these content areas, including specific language around the knowledge, skills, and classroom practices needed for *CCRSAE*-aligned curriculum and instruction. *Note*: The 2014 *Massachusetts Professional Standards for Teachers of Adult Speakers of Other Languages* will be revised and will be released by end of program year 19-20.

ACLS contracted TERC to expand the Curriculum for Adults Learning Math (CALM) and: 1. Create a set of frequently asked questions about CALM lessons with additional guidance for teachers in coping with challenges such as open enrollment when using CALM; 2. Introduce Singapore strips, number lines, variables much earlier in the CALM so there are more opportunities to practice using them in many different types of problems and build crosswalks across the CALM units based on major themes of functions, geometry and data; 3. Add differentiated instruction strategies in the CALM lessons; and, 4. Review the [ESE CURATE (*CU*rriculum *RA*tings by *TE*achers)](http://www.doe.mass.edu/instruction/curate/) process to evaluate the best EdTech tools to support CALM instruction.

PY18-19 professional development (PD) focused on *CCRSAE* and, to some extent, *MA ELPS*-aligned curriculum and instruction. SABES provided written and face-to-face feedback on program curriculum, scope and sequence, and instructional unit submissions for programs that requested reviews.

ELA PD offerings focused on EBRI full sequence trainings and expanding online trainings, math PD focused on understanding what aspects of CALM (e.g. curriculum, orientation, monthly support/PD, director support, program culture) support changes in teacher practice and how teachers integrate math into their classroom practice, and lastly, ESOL PD focused on supporting teachers working with special English learning (EL) student populations and responding effectively to program requests for specific and program-based PD.

Examples of PY18-19 SABES professional development on standards-aligned curriculum development and instruction include:

[English Language Arts](https://www.sabes.org/pd-center/ela):

* *Questioning for Deeper Learning*
* *Engaging and Supporting English Language Learners in ABE Classes*
* CCRSAE*: Critical Friends for ELA*
* CCRSAE*: Building Speaking and Listening Skills in the ABE Classroom*
* Curriculum*: Purposeful Planning: Organizing Units for Student Understanding* (with Math)
* EBRI*: Teaching Advanced Readers (for GLE 9–12)*
* LD*: Responding to the Needs of All Adult Learners for Literacy Instruction*
* *Training of Trainers: The Professional Adult Educator*
* *How Do You Know That They Know? Formative Assessment for Reading and Writing*

[Mathematics and Adult Numeracy](https://www.sabes.org/pd-center/math-and-numeracy):

* *CALM Orientations*
* *CALM Monthly face-to-face regional meetings*
* *Supporting CALM teachers through Google virtual groups*
* *11 Units on Integrating Math into ESOL Units and 9 PD offerings supporting the implementation of these units*
* *Using Visuals to Develop Conceptual Understanding*
* *Making Sense of Fractions*
* *Making Sense of Proportional Reasoning*
* *Formative Assessment Strategies for Math*
* *Questioning Techniques in the Math Classroom*

[English for Speakers of Other Languages](https://www.sabes.org/pd-center/esol):

* *English learners with low literacy skills*: *Introduction to Teaching Basic Literacy to ELs* (blended) and *Teaching Basic Literacy to ELs* (f2f study circle)
* *ESOL for Parents and Caregivers*
* *Engaging and Supporting ELs in Adult Education Classes*
* *Learning Disabilities, Difficulties, and Differences: Designing ESOL Instruction to Meet Learners’ Diverse Needs*
* *Addressing the Needs of High Skilled Immigrants and Refugees*
* *Trauma-informed Instruction*
* *Second Language Acquisition and the Brain*
* *ESOL for Parents and Caregivers*
* *Career Exploration and Planning for ELs*, *Employment Options for All*, *English for Entrepreneurship*
* *Unit Planning Using Backward Design*
* *Formative Assessment in the ESOL Classroom*
* *College and Career Readiness for Beginning ESOL*
* *Workshops to support the MA ESOL Professional Standards*
* *Workshops to support the new MA ELPS*

See the [SABES calendar](https://www.sabes.org/calendar/month/2018-12) of PD for more information.

*Challenges*:

It is proving difficult to help all teachers realize that implementing the rigorous *CCRSAE*/MA ELPS requires them to participate in high quality professional development. Some strategies, however, have been successful:

* ACLS continues to impresses upon ABE and ESOL program directors the importance of understanding the *CCRSAE/MA ELPS* to be able to model teacher expectations regarding aligning to the *CCRSAE/MA ELPS*
* SABES has shortened the length of individual PD offerings and bundled them into connected learning modules which resulted in increased teacher participation.
* The SABES ELA, ESOL and Math Curriculum and Instruction Centers have collaborated to support the increasing numbers of non-native English speakers in ABE classes.
* The SABES Math and English language arts PD Centers have instituted practitioner blogs that allow teachers another effective way to understand how to use the *CCRSAE* in their teaching.

*Lessons Learned*:

* Long term professional development helps to improve teacher effectiveness and solidify positive changes in behavior. The Curriculum for Adults Learning Math (CALM), for example, encourages attendance at monthly implementation meetings where educators can discuss how teaching of current instructional units can improve, and learn from others and the PD staff.
* Effective teaching—both an art and a science—takes time to master. Long-term effort and often, a change in the teacher’s mindset, is necessary for teacher improvement. Research supports conventional wisdom that students learn more in classrooms where tasks consistently encourage high-level student thinking and reasoning, and least in classrooms where the tasks are routinely procedural in nature. More rigorous tasks such as asking students to explain their answers, focusing on student understanding rather than answer-getting, and developing skills in conceptual thinking and productive struggle, are the most difficult for teachers to implement well.[[1]](#footnote-1) When teachers are unsure of their ability to implement higher-level teaching practices, instruction often reverts to less demanding student tasks.[[2]](#footnote-2) Therefore, expectations around positive teacher change for adopting challenging teaching practices such as those outlined in the *CCRSAE* need to include a variety of supports (e.g., from directors, state leadership, professional developers, and from their teacher colleagues) to be realized. State leadership and professional developers understand this, but we must do a better job of ensuring that program staff acknowledge and plan for this as well.
* The twenty-six Program Quality Reviews and site visits at an additional seventy programs conducted in PY 18-19 on the new monitoring and site visit model piloted in PY17-18 ended with a [summative report](http://www.doe.mass.edu/acls/pqrsv/) that outlines best practices and identifies areas of need in terms of curriculum, instruction and assessment, thus further emphasizing to MA adult education providers the importance of standards-aligned curriculum and instruction to increase students’ outcomes and support them I their next steps.

***6. Programs for Corrections Education and the Education of Other Institutionalized Individuals*** *(AEFLA Section 225)*

*What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.*

Massachusetts’ ability to calculate the relative rate of recidivism for PY18-19 continues to be impeded by the lack of a statewide data system in corrections. The responsibility for such a system rests solely with the Massachusetts Executive Office of Public Safety and Security (EOPSS). At present, ACLS is limited to the trend data found in <https://www.mass.gov/files/documents/2018/09/28/PrisonPopTrends_2017_Final.pdf>. The Massachusetts Sheriffs’ Association, which assists Massachusetts’ fourteen (14) County Houses of Correction (CHOCs) with administrative and operational activities is still unable to provide comprehensive inmate and recidivism data at this time. ACLS currently funds five prisons and six CHOCs to provide adult education activities. Massachusetts will not be able to provide recidivism rates until the CHOCs develop their capacity.

1. Boaler, J. (2009). [How complex instruction led to high and equitable achievement: The case of Railside School](https://nrich.maths.org/content/id/7011/nrich%20paper.pdf); Boaler, J. and Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers’ College Record* 110(3), 608-645; Hiebert, J. and Wearne, D. (1993) Instructional tasks, classroom discourse, and student learning in second-grade arithmetic. *American Educational Research Journal* 30(2), 393-425; Stein, M.K., and Lane, S. (1996) Instructional tasks and the development of student capacity to think and reason: An analysis of the relationship between teaching and learning in a reform mathematics project. *Educational Research and Evaluation*, 2, 50-80., cited in [*Rich Tasks and Productive Struggle: Effective Teaching with Principles to Actions Institute*](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Institues/Pre-K_Grade_12_Common_Core_Series/PrimaryPresentations-Knighten.pdf) *(NCTM)*, Latrenda Knighten, 2017, slide 23. [↑](#footnote-ref-1)
2. Stein, M.K., Grover, B., and Henningsen, M. (1996) Building student capacity for mathematical thinking and reasoning: An analysis of mathematical tasks used in reform classrooms. *American Educational Research Journal* 33(2), 455-488; Stigler, J. and Hiebert, J. (2004) Improving mathematics teaching. *ASCD Educational Leadership* (Feb. 2004, vol. 61, #5. 12-17, cited in [*Rich Tasks and Productive Struggle: Effective Teaching with Principles to Actions Institute*](https://www.nctm.org/uploadedFiles/Conferences_and_Professional_Development/Institues/Pre-K_Grade_12_Common_Core_Series/PrimaryPresentations-Knighten.pdf) *(NCTM)*, Latrenda Knighten, 2017, slide38*.* [↑](#footnote-ref-2)