**Massachusetts Narrative Report PY 2020-2021**

1. State Leadership Funds (AEFLA Section 223)
2. *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(a)(1)(A).*

The Adult and Community Learning Services (ACLS) unit within the Massachusetts Department of Elementary and Secondary Education (DESE) used state leadership funds to support a dedicated staff person responsible for career pathways. This staff person worked closely with adult education outstationed staff in One-Stop Centers in all 16 local workforce areas and coordinated a quarterly online meeting to provide guidance and support, allow time for knowledge sharing, and create a space to allow the coordinators to network with one another. Information on outstationing in MA can be found in section 3 below and on the ACLS [website](https://www.doe.mass.edu/acls/outstationing/). Throughout PY20-21, the Massachusetts State director and dedicated staff attended bi-monthly meetings with state level WIOA core partners to ensure alignment of services.

In addition, the state director and state staff participated in a diversity and equity subcommittee to better ensure all core partner policies and practices are reviewed through an equity lens to support access to all participants. This work continues in PY21-22

As a result of the pandemic, State staff attended bi-monthly COVID-19 workforce meetings of all WIOA partners and other stakeholders to communicate key changes to service delivery and resources created to address specific needs for customers impacted by the pandemic and provide updates across partnership members. The meetings continue and keep partners aware as programs return to in-person services.

* *Establishment or operation of high-quality professional development programs as described in section 223(a)(1)(B).*

Massachusetts supports a robust adult education (AE) professional development (PD) system, known as SABES, that provided adult education staff with high quality professional development (HQPD) in PY20-21, the third year of a four-year funding cycle.  The PD system, funded through a combination of federal and state funds, consists of five PD centers:

* Three Curriculum and Instruction (C&I) PD Centers that provide PD and support in such areas as implementation of the CCRSAE, effective instructional strategies including those with a focus on the essential components of reading, addressing the needs of adults including those with learning disabilities, integration of digital literacy and formative and other assessments, contextualized curriculum, integration of diversity, equity, and inclusion (DEI) into PD, and being a reflective practitioner. The three C&I PD centers are Mathematics and Adult Numeracy, English Language Arts, and English to Speakers of Other Languages.
* Program Support PD Center focused on program management and educational leadership, career pathways and advising, digital literacy and distance. education, professional licensure support, DEI, and ADA resources and training.
* 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.

The PD centers convened five virtual SABES staff meetings during PY20-21. Two standing agenda items for all SABES team meetings this year included ACLS updates, which convey news on current and pending ALCS priorities, and Diversity, Equity, and Inclusion (DEI).

In the 1st quarter of PY20-21, 275 local, PD, and state staff participated in a one-day Directors Institute addressed issues related to remote services, including recruitment, intake, assessment, and orientation. The delivery methods modeled interactive activities (polls, breakout rooms, annotation, report-outs) to keep participants engaged throughout this full-day event. While remote instruction is no longer new, teaching effectively and engagingly in order to retain students continues to be a high priority focus area for professional development. The SABES centers began developing a set of videos on teaching remotely.

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 state office priorities and PD 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://sabes.org/).](https://www.sabes.org/)

* *Provision of technical assistance to funded eligible providers as described in section 223(a)(1)(C).*

A combination of state and federal leadership funds supported ACLS Program Specialists who had a caseload of programs, provided technical assistance, and monitored programs in a variety of formats and activities, including newsletters, statewide webinars that included resources and information on a wide range of topics, such as curriculum, assessment, and data collection.

In response to program/student needs and honoring our commitment to equitable access to resources, ACLS increased the number of programs using state funded online resources (Newsela, Aztec, Voxy and KET FastForward) by more than 40% over the previous year. ACLS also addressed the inequitable access to devices and Internet across the state by providing additional funding to support the purchase of technology such as hot stops, tablets, and laptops to the Title II students and staff.

ACLS staff remotely monitored and provided technical assistance to local providers. During PY20-21 all programs received their site visits and program monitoring in a fully remote format.

ACLS has a dedicated curriculum and instruction specialist who is the liaison to the three SABES curriculum and instruction PD centers and who provided related guidance directly to programs. Curriculum and instruction information and resources were shared through our [website](http://www.doe.mass.edu/acls/frameworks/) and monthly mailings.

The state defines effective instruction as per its two sets of Professional Standards: Professional Standards for Adult Basic Education Teachers of Math and ELA and Professional Standards for Adult ESOL Teachers. These standards are designed to help teachers and program directors (1) develop a consistent, shared understanding and terminology of what effective teaching looks like in practice, and (2) make informed decisions regarding professional growth and program continuous improvement planning. The Professional Standards for Teachers of Adult ESOL and accompanying PD offerings are built on research- and evidence-based practices related to second language acquisition, components of language, backwards design, and culturally responsive teaching. These standards were updated in PY20-21 to reflect integration of workforce preparation activities, a sharper focus on digital literacy, and anti-racist, diversity, equity, and inclusion lens. The PD offerings for these standards were revised to reflect instructional delivery in a remote setting.

For ELA instruction, the state has been promoting evidence-based reading instruction (EBRI), specifically STAR. ACLS and the SABES ELA Curriculum and Instruction Center collaborated to support practitioners in delivering engaging and rigorous remote EBRI/STAR instruction and administering diagnostic reading assessments online.

For math, the state promoted CALM (Curriculum for Adults Learning Math) which includes research-based strategies such as student-centered learning, student collaboration and communication, metacognitive practices. Although the CALM was initially designed to rely heavily on tactile manipulatives, visuals, and student collaboration, it has now been adapted for remote teaching contexts as well.

For the second year, the annual [Directors’ Meeting](https://sites.google.com/view/dm2017) was conducted virtually on May 20, 2021. The online format allowed the state to open the conference to directors and their staff. Conference workshops are facilitated by leaders in the field with extensive knowledge of providing effective assessment, instruction, and using online tools to teach remotely. Workshop topics included:

* **The Key to Stability? Flexibility!** – A panel of directors discussed enrollment and retention efforts that resulted in their programs full enrollment during challenging times.
* **MassSTEP: The Brand-New Name for IET and IELCE Programs -** Beginning in PY21-22, IET/IELCE programs will be known as Massachusetts Skills Training and Education Programs (MassSTEP).
* **Testing during the COVID Pandemic -** We will discuss new options available including HiSET® at Home, GED OP, and the similarities/differences between these options as well as how on-line proctored testing options differ from in-person testing at test centers..
* **Sharpening the Focus: Using the ISTE Standards to Make the Three R’s of Instruction Come Alive in Your Program -** Rigor, Relevance, and Relationships in both in-person face-to-face and virtual face-to-face instructional environments: JProgram directors and ACLS staff discuss successful practices for remote teaching and learning, and the International Society for Technology Integration in Education (ISTE) standards to connect to the three essential R’s of instruction.
* **Policy: Knowledge is Power -** This session will review basic information about the policy manual (e.g., how it is organized.
* *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(a)(1)(D).*

In PY20-21, ACLS completed its planned total of 35 Program Quality Reviews (PQR), including the six PQR that were cancelled the previous program year due to the onset of the COVID-19 pandemic. Unlike previous years, all PQR in PY20-21 were conducted remotely due to pandemic restrictions. Interviews with program staff and observations of classrooms were facilitated using online meeting platforms, such as Zoom and Microsoft Teams. As in previous years, at the conclusion of PY20-21, ACLS made available to the field a summary and analysis of all the PQR data from the written reports for that year. The summative report identified several promising practices observed during PQR as well as broad areas for improvement across all programs.

In addition to revising its PQR protocol to adapt to a remote environment, ACLS also revised its site visit protocol. As part of that revision, no formal site visits were required in PY20-21. Instead, program specialists conducted two to three informal check-ins with all the programs in their caseload. These check-ins were held remotely and focused primarily on the review of data from LACES; enrollment and pre- and post-test data in particular—two indicators especially sensitive to the unstable environment brought on by COVID. ACLS plans to return to its more formal, in-person site visit protocol next program year.

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

Massachusetts used leadership funds to: (A) The support the New England Literacy Resource Center; and (E) increase to address technology and develop digital literacy programming.

1. 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.*

Using the desk review process and workbook that was implemented in 2019-2020. Massachusetts providers and ACLS reviewed data throughout PY20-21 program. Local providers were required to complete and submit the desk review workbook four times over the course of the program year. The desk reviews required providers to examine their data and report enrollment and assessment information. Since PY18-19, ACLS has held providers to enrollment targets and reduced grants for under-enrollment and provided incentive increases for MSG rates that exceeded local targets. The desk review forced locals to review their enrollment and ensure that intake data, attendance, and assessments were correct. Often local providers thought that they were fully enrolled when they were not due to a range of issues, e.g., out of range pretest scores, late attendance data entry, and missing data. These issues were then identified and addressed quickly. ACLS program specialists were assigned between six and 14 agencies and ran the same desk review searches in the MIS as their local grantees and compared their results to the submissions. They followed up directly when there were inconsistencies or performance concerns and provided technical assistance to resolve the issues.

The state office also produced statewide reports that identified tests scores out of range, missing or late attendance and duplicate records. Staff then contacted locals with guidance and deadlines. In addition, the state office reinforced data issues in training and during statewide meetings and in regular newsletters.

The COVID-19 pandemic affected Massachusetts 20-21 performance because all providers were required to return to school remotely. Enrollment levels were down across the system as providers struggled to intake, orient, and test remotely. These activities required significantly more time and effort because locals not only had to assess and develop students’ capacity to engage in online instruction, but also had to develop the staff and implement systems to accomplish these requirements remotely. The chart below shows the significant drop in enrollment in PY20-21.

|  |  |  |  |
| --- | --- | --- | --- |
| **Massachusetts Enrollment (Participants)** | | | |
|  | **PY2018-2019** | **PY2019-2020** | **PY2020-2021** |
| ABE/ASE | 5,758 | 6,206 | 5,060 |
| ESOL | 12,322 | 13,255 | 11,282 |
| Total | 18,080 | 19,461 | 16,342 |

To help providers enroll, ACLS relaxed our pull forward assessment policy. Normally, only tests administered in May and June would be allowed to be used as pretests in a new program year. However, for PY20-21, the most recent valid test administered anytime during PY19-20 could be used as a pretest. Furthermore, in the late fall, ACLS generated a report of all current students without a pretest who had PY19-20 assessment that could be applied to PY20-21 and emailed the student IDs to providers.

By the end of the program year, a few local providers were able to offer in-person instruction and testing to some of their students, but most finished the year remote. There was a wide range of posttest rate among providers. There were two programs that post-tested less than ten percent of their students while there were twelve that post-tested over 80%, two of which post-tested more than 90%.

|  |  |  |  |
| --- | --- | --- | --- |
| **Massachusetts Post-Test Rates** | | | |
|  | **PY2018-2019** | **PY2019-2020** | **PY2020-2021** |
| ABE/ASE | 55% | 35% | 47% |
| ESOL | 75% | 43% | 70% |
| Average | 69% | 41% | 64% |

As noted above, the Massachusetts adult education system had a slow start. Most programs started a month late due to staff shortages and the challenges of intaking, testing, and orienting students. In addition, access to technology and reliable Internet services further limited instruction. The median instructional hours was significantly lower than the last full year, PY2018-2019.

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| --- | --- | --- | --- |
| **Massachusetts Median Instructional Hours** | | | |
|  | **PY2018-2019** | **PY2019-2020** | **PY2020-2021** |
| Students | 18,226 | 19,625 | 16,601 |
| Total Instruct. Hours | 2,578,127 | 2,291,688 | 2,117,298 |
| Median Hours | 123 | 102 | 106 |

Low post-test rates and fewer hours of instruction directly affected MSG. However, while we fell short of our target by over five percentage points, we recognize the significant progress that our system made over the course of the program year.

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| --- | --- | --- | --- | --- | --- | --- |
| **Massachusetts MSG Performance vs. Actual** | | | | | | |
|  | **PY2018-2019** | | **PY2019-2020** | | **PY2020-2021** | |
| Target | Actual | Target | Actual | Target | Actual |
| Measurable Skill Gains | 43% | 46.70% | 44% | 23.9% | 46.75% | 41.46% |

The Massachusetts economy was an early casualty of the pandemic, and the contraction began midway through the third quarter of PY20-21 as is shown in Bureau of Labor Statistics graph below.

Massachusetts Employment to Population Ratio

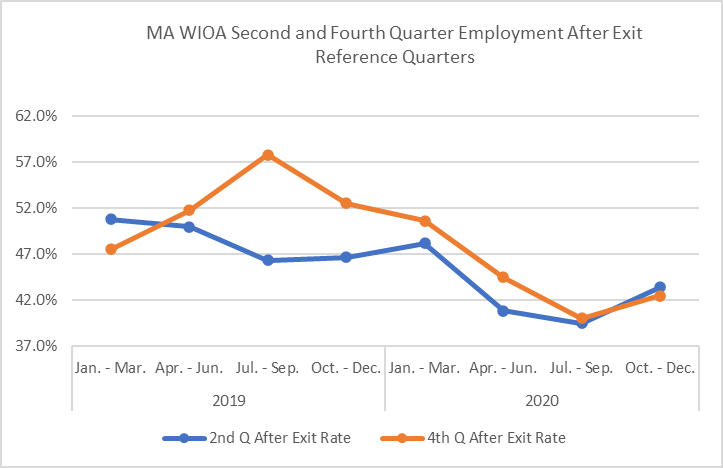
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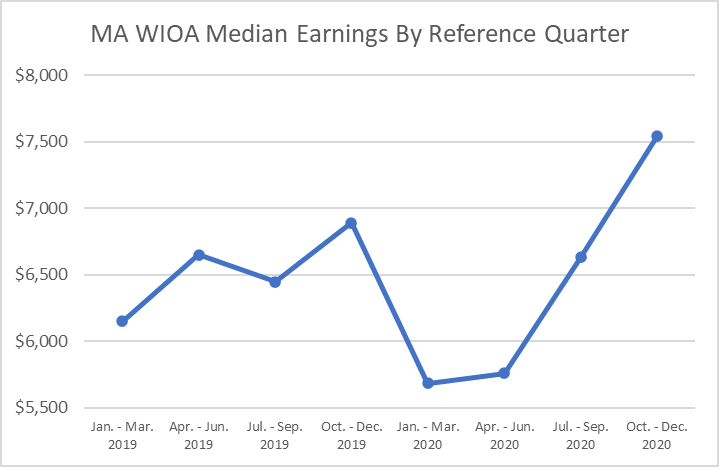
The significant job loss impacted our post exit employment rates.

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| --- | --- | --- | --- | --- | --- | --- |
| **Massachusetts Post Exit Indicators**  **Expected Levels of Performance vs. Actual** | | | | | | |
|  | **PY2018-2019** | | **PY2019-2020** | | **PY2020-2021** | |
| Target | Actual | Target | Actual | Target | Actual |
| Employment Rate 2nd Quarter after Exit | n/a | 41.01% | n/a | 47.31% | 42% | 41.78% |
| Employment Rate 4th Quarter after Exit | n/a | 41.85% | n/a | 51.24% | 43% | 45.01% |
| Median Earnings 2nd Quarter after Exit | n/a | $6,413 | n/a | $6,744 | $6,306 | $6,852 |
| Credential Attainment Rate | n/a | 21.34% | n/a | 26.71% | 25% | 28.3% |

As shown in the graph below, the second quarter after exit employment rate dropped from 48% in third quarter of PY20-21 to under 41% by the fourth quarter. This brought our annual rate a fraction under our negotiated target. While we exceeded our fourth quarter after exit target, the rate was significantly lower than it was in PY20-21,



Interestingly, the median wage was slightly higher than target and the previous year. Below the graph on the left below highlights the pandemic impact on earnings of exited participants in the third and fourth quarters of PY20-21. However, when compared to MA workers overall, as shown in the graph to the right, former adult education participants lost income earlier and more drastically than the overall population in PY20-21.

 Chart, line chart

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The Massachusetts economy is gradually recovering. ACLS hopes that we can report next year that our adult education participants will have benefited from the improving labor market.

1. 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 the local option. In the event the local option was not used in a local area, indicate that the State option was triggered.*

ACLS continued to provide funding for outstationing coordinators in MassHire Career Centers in all 16 workforce areas. 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 outstationing coordinator is a liaison between AE programs in the local workforce area and the career center. During PY20-21, Massachusetts career centers provided all services remotely, and, for most of the program year, this was the case for adult education outstationing coordinators due to the pandemic. Despite the challenges of providing remote services, the coordinators engaged with area adult education agencies and connected students with career services. As in previous years, ACLS convened the outstationing coordinators on a quarterly basis to provide guidance which provided opportunities for networking and problem-solving.

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

# 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*.

The state last held a competition for IELCE services in PY18-19. No IELCE programs were awarded during this competition. The state plans on releasing an IELCE planning grant RFP in PY21-22.

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

The state continues to support 14 IELCE programs. The state has also begun to convene IELCE and IET providers on a quarterly basis to provide support and guidance.

* *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.*

There were significant challenges training and placing IELCE graduates during the pandemic. The pandemic halted in-person instruction for all IELCE programs, forcing agencies to provide instruction remotely. In addition, health care, manufacturing, and other industry practical testing was also postponed. The result of this was learning loss for many students. Massachusetts IELCE programs did allow students to repeat cycles of IELCE training and allowed students to return for refresher trainings prior to taking their exams. Still, employment rates suffered as a result. All practical skills training exams have resumed in Massachusetts.

* *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 a s described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals*

In 2020, ACLS held a focus group for current IELCE program directors to gain input on a state brand for IET and IELCE. The intent of a state brand was to help raise the profile of these services among Massachusetts residents and businesses. The information gathered from the focus group informed the creation of the brand name, logo, and charter (which includes a mission, vision, and values statement). The program name is Massachusetts Skills Training and Education Programs, or MassSTEP. The program names aligns well with the state’s workforce system name, MassHire. In 2021, the [MassSTEP brand](https://www.doe.mass.edu/acls/MassSTEP/default.html) was launched. The brand unified the state’s IET and IELCE programs under a single name and purpose. MassSTEP grantees must follow all of the brand’s specifications stipulated in the [*MassSTEP Brand Standards and Implementation Guide*](https://www.doe.mass.edu/acls/MassSTEP/standards-guide.pdf)*.* MassSTEP envisions a statewide network of pathways that prepare adult learners for promising careers with dynamic Massachusetts businesses. It leverages collaborations among education, job training, and employers to build innovative concurrent education and workforce development opportunities for adult learners. MassSTEP partners work together to create a stronger and more equitable workforce development system for the Commonwealth.

# 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) is the foundation of ACLS’ vision for funding quality adult education. ACLS has implemented the CCRSAE since their release in 2013. To support programs in using the CCRSAE to increase 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 fully aligning with the CCRSAE levels A through D–E. ACLS also requires that ABE programs incorporate evidence-based reading instruction (EBRI), digital literacy, and workforce preparation at all ABE levels.

To support programs offering ESOL instruction, Massachusetts’ policies require programs to implement curriculum aligned to [the Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS)](https://www.doe.mass.edu/acls/frameworks/frameworks.html). The MA ELPS were developed out of a need to combine college and career readiness skills and language skills into a single set of standards in one document. They are based on the 2005 Massachusetts Adult Basic Education Curriculum Framework for English for Speakers of Other Languages, The College and Career Readiness Standards for Adult Education (CCRSAE), and the English Language Proficiency Standards for Adult Education (ELPS). ACLS also requires that ESOL programs integrate civics education, digital literacy, and workforce preparation at all ESOL levels.

***(Optional) Implementation Efforts*:**

In PY20-21, ACLS continued to implement the [Massachusetts Adult Education Educator Growth and Effectiveness (EGE) System](http://www.doe.mass.edu/acls/edueffectiveness/default.html), which emphasizes CCRSAE/MA ELPS-aligned curriculum and instruction. Due to the COVID-19 pandemic, the rollout of the EGE System underwent the following changes.

ACLS and the [System for Adult Basic Education Support (SABES) Program Support Center](https://www.sabes.org/pd-center/program-support) worked together to train a new cohort of programs that have expressed interest in the model. In PY20-21, 31 practitioners from 17 service providers attended 274 PD hours related to EGE. Highlights of the EGE in this program year include:

* EGE PD began with an online, synchronous *Introduction to EGE* workshop in which the model and its purposes, along with PD supports, were explained. This session was intended to help programs understand the model, ask questions, and make an informed decision about moving forward with EGE with an understanding of the support that SABES will provide.
* EGE PD consisted of online, facilitated, asynchronous modules. Upon completion of each module, participants completed a reflection form, which the SABES EGE team used to evaluate the effectiveness of the online course modules, inform modifications to the course, and inform coaching and monthly Community of Practice meetings.

The EGE System is aligned to two sets of Professional Standards for Teachers in Massachusetts adult education-the [Massachusetts Professional Standards for Teachers of Adult Education](https://www.doe.mass.edu/acls/edueffectiveness/) and the [Massachusetts Professional Standards for Teachers of Adult ESOL](https://www.doe.mass.edu/acls/edueffectiveness/)-and enhanced by two [Proficiency Guides](https://www.doe.mass.edu/acls/edueffectiveness/), one for Math teachers and one for ELA teachers. The 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. The 2014 ESOL Professional Standards for Teachers have been revised to reflect three state priorities for ESOL teacher effectiveness as outlined in the Massachusetts state plan: integration of workforce preparation and digital literacy; integration of culturally responsive and sustaining practice; and support for instructional leadership, in particular teacher coaching and classroom observation. ACLS released the updated version of these standards in February 2021.

Professional development (PD) offered in PY20-21 focused on: (1) CCRSAE/MA ELPS-aligned curriculum and instruction; (2) support for teachers with remote instruction; and (3) integration of culturally responsive teaching strategies into instruction.

ACLS and SABES Curriculum and Instruction PD Centers built on the emergency remote mode of spring 2020 to enhance the quality and variety of PD offerings (e.g., single session, multi-session PD, pre-recorded webinars, self-paced modules, longer courses combining those components with practical application and reflection) and supported the field with remote instruction.

Flexibility was key. PD offerings were designed to be accessible to teachers coping with work and home upheavals and included multi-session and shorter workshops at times likely not to conflict with teaching schedules. One or more of the PD Centers’ staff was present in every session to provide technological and other support and to have direct involvement with the field, answering their questions and staying abreast of their PD needs. The ESOL Curriculum and Instruction PD Center increased its internal capacity for delivering online PD on remote ESOL instruction by adding several new consultants with relevant expertise.

ACLS and the SABES Curriculum and Instruction PD Centers worked tirelessly to ensure that remote instructional techniques and technology tools were incorporated into all PD, and PD facilitators modelled how to use digital tools in presentation of ELA, ESOL, or math instructional strategies. For example, in sessions focused on teaching vocabulary at the ASE level, the presenter used web-based tools to show how one could effectively and engagingly teach vocabulary in an online class. Other sessions focused entirely on remote instruction (e.g., *Remote Administration of Diagnostic Assessment,* *Teaching STAR Online, Zooming in on Learner Engagement in ELA,* and *Nearpod in the ELA Classroom*).

Instructional designers at all the three SABES Curriculum and Instruction PD Centers worked closely with PD presenters/facilitators to develop and deliver online PD. This required multiple email, phone, and Zoom exchanges regarding logistics, refinements to content, guidance on instructional design and creating an online presence, and support in modifying previously in-person sessions to a remote format.

Because many teachers required extensive support in the use of Zoom and its many features, instructional designers at the SABES Curriculum and Instruction PD Centers were present on most sessions attending to participants’ needs, concerns, and suggestions, thus helping to ensure that the PD centers provided what practitioners needed.

To support the implementation of the revised Massachusetts Professional Standards for Teachers of Adult ESOL, the ESOL Curriculum and Instruction PD Center developed and delivered a variety of PD. Some examples of these PD offerings include:

* a facilitated online *Introduction to ESOL Professional Standards*
* a *3-part video Introduction to the ESOL Professional Standards*
* a blended online course on Principles of Second Language Acquisition (in support of Standard 1),
* PD based on the individual components of language in support of Standard 2: *Contextualized, Communicative Grammar Instruction*; *Teaching Pronunciation*, *Evidence-based Vocabulary Instructio*n).
* PD session on Culturally Responsive and Sustaining Teaching (CRST) for standard 3
* PD related to adapting best practices (as identified in Standard 6-Instructional Delivery) to remote instructional settings as well as differentiated instruction
* The PD for program directors on how to use the ESOL Professional Standards for educator growth, program improvement, and learner success

ACLS and all three SABES Curriculum and Instruction PD Centers created, adapted, or updated resources to enhance the quality of remote instruction. Some examples of such resources:

1. [A Teacher’s Guide to the CCRSAE for Level A and Level B Adult Learners (GLE 0-3.9)](https://www.sabes.org/content/guide-ccrsae-ELA-AB)
2. Documents to support the remote administration of diagnostic reading assessments used in the [Diagnostic Assessments of Reading](https://sabes.org/event/29951) and [Remotely Administer Diagnostic Assessments of Reading](https://sabes.org/event/21341) courses
3. Videos reflecting adaptations for remote alphabetics instructional strategies used in the [Alphabetics](https://sabes.org/event/21386) course
4. [The Three Pillars of Remote ESOL Instruction](https://www.sabes.org/content/three-pillars-successful-remote-esol-instruction)
5. [*Using Manipulatives and Digital Tools in Remote Math Teaching*](https://www.sabes.org/content/math-manipulatives-remote-instruction), a video designed to be a companion piece to the *Remote Math Instruction: Building Community* video currently being spotlighted on the SABES home page
6. [*Preparations for Remote Activities with Adult Learners*](https://www.sabes.org/content/preparations-remote-activities-adult-learners), a brief document that includes important reminders about preparations for remote activities with students, including technology considerations, handout preparation, and things to do before and during class.

Specific examples of PY20-21 SABES professional development on standards-aligned curriculum development and instruction, remote instruction, and culturally responsive teaching include:

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

* Using the MA ELPS to Inform Instruction
* Differentiation by Design: Optimizing Learning for All English Learners

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

* Teaching STAR Online: Vocabulary and Fluency
* ELA Online Instructional Strategies (blended)

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

* *Digital Literacy with Pear Deck,*
* *Add Spreadsheets to Your Math Teaching Toolbox,*
* *Celebrating the Diversity of Mathematical Minds*

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

Lastly, four adult education Massachusetts teachers and the ACLS curriculum and instruction policy coordinator participated in the eight-month **Teaching Skills That Matter (TSTM)** training with the American Institutes for Research (AIR). This team of five learned about the components of TSTM (nine skills, five focus areas, three instructional approaches), participated in the TSTM community of practice via LINCS, taught some of the TSTM Toolkit lessons, and were supported by an AIR-designated coach along the way. This team also developed the MA TSTM implementation and sustainability plan for PY2021-2022 that aligns TSTM with the state’s curriculum and instruction priorities and specific practitioner needs.

The greatest challenge of PY20-21 was the disruption and uncertainty brought about by the COVID-19 pandemic, and the need to pivot several times in response to the field’s evolving needs while also addressing state curriculum and instruction priorities and initiatives. Additionally, the longer more intensive PD courses (e.g., Alphabetics, Fluency or Diagnostic Assessment) attracted smaller numbers of participants and completers. Some strategies to mitigate these challenges are:

* ACLS and the SABES curriculum and instruction centers explored new ways to collaborate and conduct outreach to program directors and teachers about their priorities and needs, and to continue striving for a balance between providing rigorous and intensive PD, while also meeting the immediate needs of time-strapped practitioners.
* SABES shortened the length of individual PD offerings and bundled them into shorter, webinar types or asynchronous learning modules which resulted in increased teacher participation
* SABES provided additional virtual resources to support remote instruction

Lessons learned that will inform PY2021-2022 curriculum and instruction planning:

* Adult student engagement in a virtual instructional setting is crucially important to student success. Instructional strategies such as problem-based learning and project-based leaning increase student engagement and retention.
* Adult students’ independent learning can be enhanced through asynchronous components of remote instruction
* Though remote instruction is a preferred method of leaning for some students, the majority of adult education students crave face-to-face interactions with their teachers and peers to maximize their leaning and academic progress.
* Adult education teachers need more high-quality planning time to collaborate with one another and high-quality customized PD to deliver engaging, rigorous instruction with just-in-time scaffolds that support all students’ learning.

# 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 is not able to calculate a relative rate of recidivism for offenders served by adult education. While a statewide data system is not yet in place, the research division of the Department of Correction (DOC) and the Executive Office of Public Safety and Security [one-](https://www.mass.gov/lists/one-year-recidivism-rates) and [three-year](https://www.mass.gov/lists/three-year-recidivism-rates) recidivism reports are increasingly detailed.

Since PY2018-2019, eight state agencies received WIOA and state match funds to provide adult basic education programs: the Massachusetts Department of Corrections (MADOC) and seven county houses of corrections (CHCs). In PY20-21, MADOC ran ABE programs in four of its 18 prisons: [Concord](https://www.mass.gov/locations/mci-concord), [Norfolk](https://www.mass.gov/locations/mci-norfolk), [Shirley](https://www.mass.gov/locations/mci-shirley), and [Gardner](https://www.mass.gov/locations/north-central-correctional-institution). Similarly, ABE programs were offered in four county houses in western Massachusetts, one in the central region, one in Boston and one in the southeast.  Of the 897 students receiving Title II adult education in Massachusetts correctional institutions in 2019, approximately 220 were incarcerated at MADOC while 677 were confined in the seven CHCs.

Adult correctional education enrollment had been declining with the passing of the 2018 criminal justice reform bill. In addition, the pandemic impacted enrollment across all correctional facilities because of lockdowns and other population management strategies, including early release. As a result, the overall population decreased, and access reduced.

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| --- | --- | --- | --- |
| **MA Correctional Education Enrollment** | | | |
|  | **PY2018-2019** | **PY2019-2020** | **PY2020-2021** |
| Dept. of Correction | 250 | 251 | 220 |
| County Houses | 677 | 846 | 677 |
| Total | 927 | 1097 | 897 |