

FY24 – FY28 Policies for Effective MassSTEP Programs

in

Community Adult Learning Centers

and

Correctional Institutions



Adult and Community Learning Services (ACLS)

135 Santilli Highway

Everett, MA 02149

<http://www.doe.mass.edu/acls>

September 2024

This page intentionally left blank.

Table of Contents

[**Overview** 1](#_Toc176520495)

[Eligibility (State requirement) 4](#_Toc176520496)

[Data Entry 5](#_Toc176520497)

[**Chapter 2: Adult Education** 6](#_Toc176520498)

[Pre-Adult Secondary Education (Pre-ASE) 6](#_Toc176520499)

[Adult Secondary Education (ASE) and High School Equivalency (HSE) Preparation 6](#_Toc176520500)

[Adult Diploma Program (ADP) 7](#_Toc176520501)

[English for Speakers of Other Languages (ESOL) Services 7](#_Toc176520502)

[**Chapter 3: Workforce Preparation Activities** 9](#_Toc176520503)

[**Chapter 4: Workforce Training** 10](#_Toc176520504)

[Career Technical Education Frameworks 10](#_Toc176520505)

[Industry-Recognized Credentials 11](#_Toc176520506)

[**Chapter 5: Civics Education** 12](#_Toc176520507)

[**Chapter 6: Advising and Support Services** 13](#_Toc176520508)

[**Chapter 7: Student Progress** 14](#_Toc176520509)

[Required Assessments 14](#_Toc176520510)

[Measurable Skills Gain (MSG) and Performance Accountability 14](#_Toc176520511)

[Employment Outcomes 15](#_Toc176520512)

[Monitoring 15](#_Toc176520513)

[**Chapter 8: Professional Development** 16](#_Toc176520514)

[**Appendix A: Resources** 17](#_Toc176520515)

[**Appendix B: Sample Schedules** 20](#_Toc176520516)

## **Overview**

The [*Workforce Innovation and Opportunity Act*](https://www.dol.gov/agencies/eta/WIOA) (WIOA) requires states to provide Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) services.

The term “integrated education and training” refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement ([*34 CFR §463.35*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top)). An IET program must include three components:

1. Adult education and literacy activities as described in [*34 CFR §463.30*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top).
2. Workforce preparation activities as described in [*34 CFR §463.34*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top).
3. Workforce training (occupational skills training[[1]](#footnote-2)) for a specific occupation or occupational cluster as described in [*20 CFR §681.540*](https://www.ecfr.gov/current/title-20/chapter-V/part-681/subpart-C/section-681.540).

In order to meet the requirement that the adult education and literacy activities, workforce preparation activities, and workforce training be integrated, services must be provided concurrently and contextually such that—

1. Within the overall scope of a particular IET program, the adult education and literacy activities, workforce preparation activities, and workforce training:
   1. Are each of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
   2. Occur simultaneously; and
   3. Use occupationally relevant instructional materials.
2. The IET has a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities are organized to function cooperatively ([*34 CFR §463.35-463.37*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top)).

Programs meet the IET requirement of “for the purpose of educational and career advancement” ([*34 CFR §463.38*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top)) by:

1. being aligned with the State’s [*content standards for adult education*](https://www.doe.mass.edu/acls/frameworks/policy.html) as described in the State’s [*Combined State Plan*](https://www.mass.gov/massachusetts-workforce-agenda); and
2. having an IET program that is part of a career pathway.

In September 2021, the [*MassSTEP*](https://www.doe.mass.edu/acls/MassSTEP/default.html) brand was launched. The brand unifies 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). Current MassSTEP profiles can be found on the [*Directory of MassSTEP Programs and Profiles*](https://www.doe.mass.edu/acls/MassSTEP/profiles/) page.

MassSTEP ABE and MassSTEP ESOL programs are supported by the [*Adult and Community Learning Services (ACLS)*](https://www.doe.mass.edu/acls/) unit of the [*Department of Elementary and Secondary Education*](https://www.doe.mass.edu/). MassSTEP ABE and MassSTEP ESOL funds must be used in accordance with the [*FY 24-FY 28 Massachusetts Policies for Effective Adult Education in Community Adult Learning Centers and Correctional Institutions*](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Facls%2Fabeprogram%2Fpolicies.docx&wdOrigin=BROWSELINK)(the [*Policies*](http://www.doe.mass.edu/acls/abeprogram/))*.*

MassSTEP ABE and MassSTEP ESOL programs also have requirements in addition to the ones stipulated by WIOA. First, the programs must include workforce training that results in participants attaining one or more industry-recognized credentials. Programs must also be able to demonstrate demand for employment in local labor markets and that the targeted occupation or occupational cluster is part of a clearly identified career pathway. Finally, advising, support services, and employment assistance are required services.

MassSTEP ABE and MassSTEP ESOL models typically include some level of team teaching in which the adult education instructor and the workforce training instructor co-teach or provide support in each other’s classes.

Depending on the program design, MassSTEP ABE and MassSTEP ESOL services are offered in collaboration with local adult education agencies, [*MassHire Workforce Boards*](https://www.mass.gov/service-details/connect-with-your-local-masshire-workforce-board), [*Career Technical Education schools*](https://www.doe.mass.edu/ccte/pathways/cte/default.html), postsecondary education, [*training providers*](https://trainingpro.dcs.eol.mass.gov/Training.Pro/Login), employers, and other local stakeholders. Programming must be aligned with local career pathways including those identified within the [*Regional Labor Market Blueprints*](https://www.mass.gov/service-details/view-your-regions-blueprint).

Massachusetts intends to maintain one or more MassSTEP ABE and/or MassSTEP ESOL programs in each of the state’s 16 local workforce areas. These programs are designed to reduce the amount of time it typically takes for participants to complete an adult education program of study, earn an industry-recognized credential, and enter the workforce. They are accelerated, intensive models that are for participants who have the availability to attend education and workforce training classes simultaneously. These models are a unique opportunity for adult learners seeking meaningful, self/family-sustaining employment in emerging industries that offer the promise of both career stability and advancement.

MassSTEP ESOL programs are defined by WIOA IELCE program requirements for use of funds provided under section 243 of the Act for education services for English language learners who are adults, including professionals with degrees and credentials in their native countries. It delivers educational services as described in [*34 CFR §463.33*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top)and must be delivered in combination with IET activities. MassSTEP ESOL programs must meet these requirements and the IET requirements described above. Eligible IELCE programs must provide services that:

1. Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; and
2. Are designed to:
   1. Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
   2. Integrate with the local workforce development system and its functions to carry out the activities of the program. [*34 CFR §463.73*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top)

MassSTEP is part of the [*Public adult education of MA*](https://publicadulteducationma.org/) (PAE) system.

ACLS administers state and federally-funded Adult Education and Family Literacy Act (AEFLA) grants to Community Adult Learning Centers (CALCs) and Correctional Institutions (AECIs) consistent with federal [*Public Law 113-128 (WIOA)*](https://www.dol.gov/agencies/eta/WIOA), Sections 201 through 243, across 16 local workforce development areas in Massachusetts.

For more information on AEFLA and WIOA see [*Workforce Innovation and Opportunity Act | U.S. Department of Labor (dol.gov)*](https://www.dol.gov/agencies/eta/WIOA) and [*The Workforce Innovation and Opportunity Act (WIOA) - Adult and Community Learning Services (ACLS) (mass.edu).*](https://www.doe.mass.edu/acls/wioa.html)

**Chapter 1: Program Design**

MassSTEP ABE and MassSTEP ESOL Program designs must include all three IET components: adult education and literacy activities, workforce preparation activities, and workforce training. MassSTEP ESOL models must also include civics education. The MassSTEP ABE components must be of sufficient intensity and quality, particularly with respect to improving reading, writing, mathematics, and high school credential preparation. MassSTEP ESOL components must be of sufficient intensity and quality to prepare English language learners to speak, read, and write English.

The components for both models must also occur simultaneously and function as a single set of learning objectives that are aligned to a specific occupation or occupational cluster. The goal of these models is self/family-sustaining employment in a high-growth industry. Each local MassHire Workforce Board have developed [*Local Plans*](https://www.mass.gov/service-details/local-plan-packages-by-area) that identify the local area’s priority sectors. MassSTEP ABE and MassSTEP ESOL models must be aligned to a local area priority sector.

These models are carried out in collaboration with workforce partners. For example, an adult education program may partner with a local [*MassHire Career Center*](https://www.mass.gov/masshire-career-centers) to deliver workforce preparation activities, and a local [*Career Technical Education*](https://www.doe.mass.edu/ccte/pathways/cte/default.html) school to provide the occupational skills training.

### Eligibility (State requirement)

ACLS requires that enrolled students:

* Are at least 16 years of age;
* Are not enrolled or required to be enrolled in secondary school under state law; and
* Do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or are basic skills deficient; or are English language learners.

Students under 18 must provide a letter of withdrawal from the local school district in order to enroll in the program. Students who are home schooled must provide a letter from the local school district stating that they are not enrolled.

[*National Reporting System (NRS)*](https://nrsweb.org/)participants who attend at least one hour in a month count towards monthly enrollment targets. Students are considered [*NRS*](https://nrsweb.org/) participants when their [*LACES*](https://www.doe.mass.edu/acls/laces/default.html)*[[2]](#footnote-3)* records have all the required intake information including barriers to employment, a valid [*NRS*](https://nrsweb.org/) assessment, and twelve hours of instruction within a period of participation.

For more information on the [*NRS*](https://nrsweb.org/) and [*LACES*](https://laces.literacypro.com/laces/), see [*Homepage | NRSW*](https://nrsweb.org/) and [*LACES* *Massachusetts Customizations - MA LACES User Manual (google.com)*](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/ma-laces-manual).

### Data Entry

All data, including intakes, assessment, student attendance, and other required information must be entered into [LACES](https://laces.literacypro.com/laces/) in a timely manner on a fixed, regular schedule. Grantees must be able to corroborate [LACES](https://laces.literacypro.com/laces/) data with program records in their files. Grantees that routinely lag in data entry will not have an accurate picture of their current performance. Routine lags in data entry may trigger a data and/or fiscal audit. ACLS requires grantees to:

* Ensure that all [*LACES*](https://laces.literacypro.com/laces/) users, including teachers, have unique logon credentials.
* Have written data collection and entry policies and procedures, including identification of the person or persons responsible for data collection, entry, and quality review.
* Enroll all students in [*LACES*](https://laces.literacypro.com/laces/) even if they do not attend 12 hours.
* Enter attendance at the daily level. That is, attendance must be recorded for each day that a student attends.
* Enter attendance within one week and recommends the best practice of entering attendance every day during class.
* Enroll students in class in [*LACES*](https://laces.literacypro.com/laces/) within one week of starting and recommends enrolling students before they start to ensure that teachers have up-to-date rosters and can enter attendance on the first day.
* Enter [*NRS*](https://nrsweb.org/) assessment scores within four weeks of administration.
* Maintain supporting documentation for all [*LACES*](https://laces.literacypro.com/laces/) data, including attendance except when teachers enter attendance during class.

For information on data entry specific to MassSTEP, please see the IETP (Integrated Education & Training Program) Enrollment for Table 3 section of the [*MA LACES User Manual*](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/ma-laces-manual) (pages 71 – 73). For information on entering MassSTEP credentials into LACES, see MassSTEP LACES Credentials instructions.

## **Chapter 2: Adult Education**

Adult Education for MassSTEP models consists of industry-specific, contextualized instruction that is generally at the Pre-ASE or ASE level for MassSTEP ABE and SPL 4 or higher for MassSTEP ESOL.

### Pre-Adult Secondary Education (Pre-ASE)

The goal of pre-ASE services is to improve students’ skills in preparation for higher levels of instruction. Curricula include reading, writing, speaking and listening, science, history/social studies, and mathematics skills aligned to the [*College and Career Readiness Standards for Adult Education*](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (i.e., reflective of the shifts and mathematical practices described in the Curriculum and Instruction chapter of the [*Policies*](http://www.doe.mass.edu/acls/abeprogram/)) and necessary for functioning at levels comparable to students in the fourth through eighth grade. MassSTEP ABE Pre-ASE instruction must be industry-specific and targeted to a specific occupation and/or occupational cluster (e.g., healthcare, manufacturing, information technology).

### Adult Secondary Education (ASE) and High School Equivalency (HSE) Preparation

The goal of ASE services is to enable students to earn the Massachusetts HSE credential in order to successfully transition into and succeed in postsecondary education, training, and employment. Curricula should be contextualized to the academic demands of HSE assessments and include reading, writing, science, history/social studies, and mathematics skills aligned to the [*College and Career Readiness Standards for Adult Education*](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf) (i.e., reflective of the shifts and mathematical practices described in the Curriculum and Instruction chapter of the [*Policies*](http://www.doe.mass.edu/acls/abeprogram/)) and necessary for functioning at levels comparable to students in the ninth through twelfth grade. (Note: Programs have the option of embedding science and history/social studies vocabulary and concepts in ELA and mathematics curricula or offering separate classes for science and history/social studies.)

Programs are required to be familiar with the:

* Massachusetts HSE assessment policies posted at [*http://www.doe.mass.edu/hse*](http://www.doe.mass.edu/hse);
* Academic requirements of the Massachusetts HSE assessments; and
* Websites where students register for the HSE assessments (i.e., [*https://ged.com/*](https://ged.com/) and [*http://hiset.ets.org/*](http://hiset.ets.org/)).

Effective September 12, 2022, The Commonwealth of Massachusetts will pay for a candidate's first GED® test in each subject plus limited retakes (two retests per subject).

Effective February 6, 2023, the Commonwealth of Massachusetts will pay for a candidate's first HiSET® test in each subject plus two retakes per subject. Please visit the [*High School Equivalency (HSE) Testing Program*](https://www.doe.mass.edu/hse/) page for more information.

Like MassSTEP ABE Pre-ASE, ASE instruction must be contextualized to a specific occupation and/or occupational cluster.

### Adult Diploma Program (ADP)

An ADP is a sequence of classes and/or academic tasks, the goal of which is for students to earn an accredited, verifiable high school credential issued by a high school or local school district in order to successfully transition into and succeed in postsecondary education, training, and employment. The school district approves the ADP curricula, determines the process for earning the credential, and may impose additional eligibility requirements beyond those established by ACLS. Because the credential earned is a high school diploma, students must comply with Massachusetts state laws regarding the Competency Determination standard.

Programs have the option of supporting an ADP to provide an alternative to the HiSET® or GED® as a path to a high school diploma. ADPs are required to partner with their local school districts for approval of curricula and credentialing options.

For more information on the Competency Determination standard, see [*Massachusetts Graduation Requirements and Related Guidance - Massachusetts Comprehensive Assessment System.*](https://www.doe.mass.edu/mcas/graduation.html) For more information on the ADP, see [*Adult Diploma Programs - High School Equivalency (HSE) Testing Program (mass.edu).*](https://www.doe.mass.edu/hse/adp/)

**MassSTEP ABE**

The MassSTEP ABE model combines pre-ASE or ASE instruction, occupational skills training, and workforce preparation activities concurrently and contextually to increase students’ educational and career advancement. In this service delivery model, a variety of team-teaching strategies are used to deliver the curriculum. Students in need of a high school credential must earn one by the conclusion of the program or, if they do not, be allowed to continue adult education instruction upon completion of the MassSTEP program. Upon completion, it is intended that students will have obtained one or more industry-recognized credentials and will be employable or able to go on to more advanced training in their chosen career pathway.

### English for Speakers of Other Languages (ESOL) Services

The goal of ESOL services is to prepare adult English learners to speak, read, and write English. ESOL curriculum and instruction must be contextualized to students’ academic and career needs and aligned to the [*Massachusetts English Language Proficiency Standards for Adult Education (MA ELPS).*](http://www.doe.mass.edu/acls/frameworks/frameworks.html) Services must be designed to reach all learners regardless of their level of readiness, previous schooling, or learning differences.

**MassSTEP ESOL**

The MassSTEP ESOL model combines ESOL instruction, civics education, occupational skills training, and workforce preparation activities concurrently and contextually to increase ESOL students’ educational and career advancement. Like MassSTEP ABE models, a variety of team-teaching strategies should be employed to deliver the curriculum. Upon completion, it is intended that students will have obtained one or more industry-recognized credentials and will be employable or go on to more advanced training in their chosen career pathway.

## **Chapter 3: Workforce Preparation Activities**

As defined in WIOA, these are “activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education” ([*34 CFR § 463.33*](https://www.ecfr.gov/cgi-bin/text-idx?SID=bee1106de992709cf4423b6a5c4a8735&mc=true&node=pt34.3.463&rgn=div5#_top)).

Workforce Preparation Activities can be delivered as a unique class, within the Pre-ASE, ASE, or ESOL classes, or as a series of workshops throughout a program of study.

## **Chapter 4: Workforce Training**

In Massachusetts, workforce training for MassSTEP ABE and MassSTEP ESOL services is occupational skills training. WIOA defines occupational skills training as “an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training includes training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:

1. Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
2. Be of sufficient duration to impart the skills needed to meet occupational goal; and
3. Result in attainment of a recognized postsecondary credential [*(20 CFR § 688.120)*](https://www.federalregister.gov/documents/2016/08/19/2016-15975/workforce-innovation-and-opportunity-act?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)*.”*

Occupational skills training may also include work-based learning activities, such as job shadowing, employer mentorships, and internships.

ACLS encourages partnerships with [*Career Technical Education schools*](https://www.doe.mass.edu/ccte/pathways/cte/default.html)on the delivery of workforce training. In these partnerships, programs make use of a school’s vocational facilities after school, in the evening, and on Saturdays. Programs can also hire Career Technical Education staff as instructors or consultants.

Occupational skills training partners provide the workforce training component. Occupational skills training providers are public schools with approved Career Technical Education programs, postsecondary institutions, or job training programs listed as approved vendors on the state's approved vendor list.

### Career Technical Education Frameworks

The next generation of [*Massachusetts CTE Instructional Frameworks*](https://www.doe.mass.edu/ccte/frameworks/default.html) are envisioned to be a dynamic source of resources and tools to support continuous improvement of CTE programs and career-connected learning.

The frameworks are made up of standards and industry recognized credentials. Essential industry and safety credentials are identified for each program area as an external validation of the skills students need to enter the industry.

Each framework includes a blend of six strands, including:

1. Safety and Health
2. Technical
3. Academic > Academic/Technical Crosswalk
4. Employability and Career Readiness Skills
5. Management and Entrepreneurship
6. Massachusetts Digital Literacy and Computer Science Framework

Each framework also includes an industry-recognized credential section with information on certifications and certifying organizations.

MassSTEP Programs can consult the frameworks for help with contextualizing instruction. The Employability and Career Readiness Skills and Management and Entrepreneurship strands can be consulted for Workforce Preparation Activities curriculum development. The Safety and Health strand is essential for all programs to review.

The frameworks are available on the [*MA Career-Connected Learning Hub*](https://macte.ns4ed.com/), a central location for all Career-Connected Learning instructional resources.

### Industry-Recognized Credentials

Students receiving at least one Industry-Recognized Credential (IRC) is a requirement for MassSTEP ABE and MassSTEP ESOL funding. An IRC is a credential that is sought or accepted by employers within an industry or sector as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes, and where appropriate, is endorsed by a recognized trade association or organization representing a significant part of the industry or sector. (Note: Some industry recognized certificates related to general safety and hygiene (e.g., OSHA 10, First Aid/CPR) are not considered to be postsecondary credentials).

## **Chapter 5: Civics Education**

Civics education classes introduce students to civics-related content and provides them with opportunities to apply that knowledge in their daily lives while building their English language and literacy skills. These classes include contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

## **Chapter 6: Advising and Support Services**

MassSTEP ABE and MassSTEP ESOL programs are required to provide advising and support services to all students. Programs must also provide career development guidance that supports students with goal setting specific to the model’s career pathway. In addition, programs must be prepared to deliver proactive support strategies designed to mitigate barriers to participation and develop participants’ capacity for persistence.

At a minimum, advising services must address:

* Development of career pathways that allow students to make informed decisions regarding postsecondary education, training, and employment;
* Barriers to participation by referring students to outside social service agencies when necessary; and
* Collaboration among advisors and instructors to create a culture of student self-efficacy and persistence.

To assist program staff with enhancing advising services, the [*SABES Program Support PD Center*](https://www.sabes.org/pd-center/program-support) developed [*Effective Practices Aligned with Indicator of Program Quality (IPQ) #7*](https://www.doe.mass.edu/acls/ecp/). This document aligns with the Advising and Support Services [*Indicator of Program Q*](https://www.doe.mass.edu/acls/accountability/program-quality/)*uality* and includes examples of effective practices for each of its standards. ACLS encourages programs to use the guide to review and evaluate current advising and support services policies and practices.

## **Chapter 7: Student Progress**

Student success both during and after the program depends on routine analysis and monitoring of student progress conducted in consultation with teachers, advisors, partners, and students, to make improvements.

### Required Assessments

Students enrolled ACLS requires that programs comply with the statewide assessment requirements in the [*Policies*](http://www.doe.mass.edu/acls/abeprogram/)*.* For more information on assessment policies, see [*Assessment - (ACLS) (mass.edu)*](https://www.doe.mass.edu/acls/assessment/).

### Measurable Skills Gain (MSG) and Performance Accountability

ACLS documents performance using a performance standard called Measurable Skills Gain (MSG). MSG includes three outcomes which must be achieved during the fiscal year to receive credit: Educational Functioning Level (EFL) completion, [*High School Equivalency (HSE)*](http://www.doe.mass.edu/hse/) credential attainment, and Postsecondary Education or Training (PSE/T) enrollment. (Note: Postsecondary enrollment must start after a student exits from the AE program.)

MSG also applies to MassSTEP ABE and MassSTEP ESOL programs (for more information on MSG, see [*Policies*](http://www.doe.mass.edu/acls/abeprogram/)).

MassSTEP Programs are accountable for three additional NRS performance measures:

1. MSG via Passing Technical/Occupational Skills Exam
2. Employment Second Quarter After Exit
3. Median Earnings

The target for MSG via Passing Technical/Occupational Skills Exam is 100% of proposed number of seats. Programs that fall below significantly below that target must meet with ACLS.

Each September, programs receive reports that show their program’s previous fiscal year’s performance for the following measures:

1. MassSTEP EFL Completions
2. MassSTEP HSE credentials attained (MassSTEP ABE only)
3. MassSTEP MSG via Passing Technical/Occupational Skills Exam

Each February, programs receive complete performance reports that includes all the measures from the September report as well as the program’s previous fiscal year performance for:

1. MassSTEP Employment Second Quarter After Exit
2. Median Earnings data.

For more information on MSG, see[*MA Measurable Skills Gain (MSG) - Performance Accountability - (ACLS) (mass.edu)*](https://www.doe.mass.edu/acls/accountability/outcomes/msg.html)*.*For more information on [*LACES*](https://laces.literacypro.com/laces/), see [*LACES Student Data Management System Information - (ACLS) (mass.edu)*](https://www.doe.mass.edu/acls/laces/)*.*For more information on the Massachusetts performance accountability system, see [*Accountability System - (ACLS) (mass.edu).*](https://www.doe.mass.edu/acls/accountability/.)

### Employment Outcomes

The intent of MassSTEP programs is to accelerate employment outcomes for participants in high-demand industries that can lead to a family sustaining wage. All MassSTEP Programs must have one or more employer partners that are actively involved in program design, curriculum development and delivery, and employment assistance. ACLS requires programs to submit employer letters demonstrating demand for the model’s occupations.

### Monitoring

ACLS has developed a unified and systematic approach to program quality reviews and site visits conducted by program specialists. MassSTEP programs will be included during site visits.

## **Chapter 8: Professional Development**

MassSTEP professional development is provided by the [*SABES Program Support PD Center*](http://sabes.org/pd-center/program-support-pd-center) housed at World Education, Inc. Please visit their webpage for a list of annual offerings, as well as resources.

## Appendix A: Resources

The [*SABES Program Support PD Center*](http://www.sabes.org/pd-center/program-support-pd-center) is the best place to go for resources. However, some key resources by program area are listed below. Please note that the [*IET Design Toolkit*](https://lincs.ed.gov/state-resources/federal-initiatives/advance-iet)and [*IET Resource Repository*](https://lincs.ed.gov/state-resources/federal-initiatives/advance-iet/repository)include resources for all MassSTEP ABE and MassSTEP ESOL components.

PROGRAM DESIGN

* [*IET Design Toolkit*](https://lincs.ed.gov/state-resources/federal-initiatives/advance-iet)

The IET Design Toolkit was developed as part of the ADVANCE IET project (2022–2025), which provides new training opportunities and resources to assist state adult education offices, professional development providers, and local program staff in enhancing and expanding IET programs for adult education participants. The Toolkit includes Research and Assess, Design and Plan, Develop and Implement, and Evaluate and Improve modules.

* *[IET Resource Repository](https://lincs.ed.gov/state-resources/federal-initiatives/advance-iet/repository)*

This collection of freely available resources has been compiled to support program development and continuous improvement of quality IET programming, including IET curricular resources. Content within this repository has been organized into six categories. Select a category to explore related resources.

* [*Career Pathways Toolkit: An Enhanced Guide and Workbook for System Developmen*t](https://careerpathways.workforcegps.org/resources/2016/10/20/10/11/Enhanced_Career_Pathways_Toolkit)

A state level toolkit that defines the major elements of career pathways development. Embedded and writeable worksheets for each of the toolkit’s elements are included.

ADULT EDUCATION

* Institute for the Study of Adult Literacy (ISAL), et. al

The [*Developing Basic Skills Curriculum for an IET: A Guide for the Pathways to Employment Program*](https://sites.psu.edu/pathwaystoemployment/files/2017/09/IET-Guide_FINAL_U.ED-EDU-17-48-no-page-on-tools-p7rrm7.pdf) offers resources and tools to help plan, design, and implement the adult education component of an IET curriculum.

WORKFORCE PREPARATION ACTIVITIES

* [*Academic, Career, and Employability Skills Transitions ACES-Transitions Integration Framework (ACES-TIF)*](http://atlasabe.org/resources/aces)

The goal of ACES-TIF is to help programs provide contextualized instruction integrating postsecondary education and training readiness, employability skills, and career readiness at all levels.

* [*The Employability Skills Framework*](https://cte.ed.gov/initiatives/employability-skills-framework)

Developed by RTI International in partnership with the Office of Career, Technical, and Adult Education at the U.S. Department of Education, the Employability Skills Framework consists of nine skills organized in three categories: Applied Knowledge, Effective Relationships, and Workplace Skills. A facilitator’s guide and other resources can be found at: [*https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills*](https://ccrscenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills)*.*

* [North Star Digital Literacy](https://www.digitalliteracyassessment.org/standards)

Assessments that define the basic skills needed to perform tasks on computers and online. Self-guided modules are included.

WORKFORCE TRAINING

* [*careeronestop Certification Finder*](https://www.careeronestop.org/Toolkit/Training/find-certifications.aspx)

Online industry-recognized certification database sponsored by the U.S. Department of Labor.

* *Career Technical Education Instructional Frameworks*

The next generation of [*Massachusetts CTE Instructional Frameworks*](https://www.doe.mass.edu/ccte/frameworks/default.html) are envisioned to be a dynamic source of resources and tools to support continuous improvement of CTE programs and career-connected learning. The frameworks are made up of standards and industry recognized credentials. Essential industry and safety credentials are identified for each program area as an external validation of the skills students need to enter the industry.

* [*Credentials Matter*](https://credentialsmatter.org/)

Credentials Matter identifies national trends and shares state-level information about the credentials students earn and the credentials employer’s demand.

CIVICS EDUCATION

* [*EL/Civics Online*](https://www.elcivics.com/)

A series of online lessons on U.S. history, government, citizenship, geography, and culture.

ADVISING

* [*Appreciative Advising*](http://www.appreciativeadvising.net)

Website on Appreciative Advising, the collaborative practice of helping students optimize their educational experiences and achieve college and career goals.

* [*MassHire Career Information System 360*](https://portal.ma.cis360.org/about-us)

MassHire CIS 360 is a comprehensive online career exploration system offering current career, education, and labor market information to all Massachusetts residents for free, licensed by the MassHire Department of Career Services (MDCS).

* [*Occupational Outlook Handbook*](https://www.bls.gov/ooh/)

Prepared by the U.S. Bureau of Labor Statistics, this resource provides detailed information about employment projections and other occupation information.

## **Appendix B: Sample Schedules**

**Advanced Manufacturing MassSTEP ABE Schedule**

January – May

|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| --- | --- | --- | --- | --- |
| 9:00 AM – 11:00 AM | Contextualized GED | Contextualized GED | Contextualized GED | Contextualized GED |
| 11:00 AM – 12:00 PM | Workforce Preparation | Workforce Preparation | Workforce Preparation | Workforce Preparation |
| 12:00 PM – 12:30 PM | Lunch | Lunch | Lunch | Lunch |
| 12:30 PM – 2:30 PM | Machinist Class | Machinist Class | Machinist Class | Machinist Class |

Vacation weeks: February 19th and April 23rd.

**Health Care MassSTEP ESOL Program**

September – December

|  | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| --- | --- | --- | --- |
| 6:00 PM – 8:00 PM | Contextualized ESOL | Contextualized Math | Contextualized ESOL |
| 8:00 PM – 9:00 PM | Workforce Preparation | Workforce Preparation | Workforce Preparation |

|  | ***Saturday*** |
| --- | --- |
| 9:00 AM – 12:00 PM | Certified Nursing Assistant |
| 12:00 PM – 12:30 PM | Lunch |
| 12:30 PM – 3:00 PM | Certified Nursing Assistant |

No school Columbus Day, Veterans Day, Thanksgiving Weekend

**Culinary Arts MassSTEP ESOL Program**

September – December

|  | ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** |
| --- | --- | --- | --- | --- |
| 4:00 PM – 6:00 PM | Contextualized ESOL | Contextualized Math | Contextualized  ESOL | ServSafe/OSHA 10 |
| 6:00 PM – 6:30 PM | Dinner Break | Dinner Break | Dinner Break | Dinner Break |
| 6:30 PM – 8:00 PM | Workforce Training | Workforce Preparation | Workforce Training | Workforce Training |

**Workforce Training Topics:** Culinary Arts Safety Knowledge and Skills (Week 1), Fundamentals of Food Service Operations (Week 2), Knife Skills (Weeks 3-4), Soups, Stocks, and Sauces (Week 5-6), Cooking Methods (Weeks 7-8), Grains, Legumes, and Starches (Weeks 9-10), Meat, Seafood and Poultry (Weeks 11-12), Fundamentals of Baking (Weeks 13-14)

**Workforce Preparation Topics:** Starting a Business (Weeks 1-2), Managing a Business (Weeks 3-4), Marketing a Business (Week 5), Customer Service, Communication, Teamwork, Conflict Resolution, Accepting Direction and Constructive Criticism

1. Occupational skills training partners provide the workforce training component. Occupational skills training providers are public schools with approved [*Career Technical Education schools*](https://www.doe.mass.edu/ccte/pathways/cte/default.html), postsecondary institutions, or job training programs listed as approved vendors on the [*state's approved vendor list*](https://trainingpro.dcs.eol.mass.gov/Training.Pro/Login). [↑](#footnote-ref-2)
2. [*LACES*](https://laces.literacypro.com/laces/) is the ACLS data collection platform. [↑](#footnote-ref-3)