

**FY2017 Policy Changes
Updated May, 2016**

Topic	Changes
Workforce Innovation and Opportunity Act (WIOA)	On March 30, 2016, Governor Baker signed and submitted the Combined State Plan for the Commonwealth of Massachusetts as required by WIOA. For more information, see http://www.mass.gov/massworkforce/state-plan/wioa-2020/ma-wioa-state-plan-final-4-7-16.pdf .
Integrated Education and Training (IET)	Under WIOA, IET programs offer education services concurrently and contextually with workforce preparation activities and workforce training for occupations in high demand industries. ACLS will pilot IET models in FY2017 with full implementation of the IET requirement in FY2018. Priority is given to programs that develop partnerships with Career/Vocational Technical Education programs and/or postsecondary education and/or training providers to develop and deliver curriculum and models based on employer needs in workforce development regions and can leverage resources for the training component of an IET model. Programs are also encouraged to solicit employer input on the curriculum and program design to ensure alignment with workforce needs. Students enrolled in IET programs must receive an industry-recognized credential. Collaboration with regional workforce partners and One-Stop Career Centers ensures students are connected to employment opportunities leading to occupations that have the potential to pay a family-sustaining wage.
Integrated English Literacy and Civics Education (IEL/CE)	Under WIOA (Section 243), IEL/CE programs provide education services that are concurrent and contextualized with occupational skills training and civics education to English language learners, including professionals with degrees and credentials from their home countries. ACLS will pilot IEL/CE models in FY2016 and FY2017 with full implementation of the IEL/CE requirement in FY2018. Priority is given to programs that develop partnerships with Career/Vocational Technical Education programs and/or postsecondary education and/or training providers to develop and deliver curriculum and models based on employer needs in workforce development regions and can leverage resources for the training component of an IEL/CE model. Programs are also encouraged to solicit employer input on the curriculum and program design to ensure alignment with workforce needs. Students enrolled in IEL/CE programs must receive an industry-recognized credential. Collaboration with regional workforce partners and One-Stop Career Centers ensures students are connected to employment opportunities leading to occupations that have the potential to pay a family-sustaining wage. IEL/CE programs must be designed to (1) help English language learners function effectively as parents, workers, and citizens; (2) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in high demand industries and occupations that lead to economic self-sufficiency; and (3) integrate with the local workforce development system and its functions to carry out the activities of the program.
Student Eligibility	<p>In order to be eligible for services, students must:</p> <ul style="list-style-type: none"> a) be at least 16 years of age; and b) not be enrolled or required to be enrolled in secondary school under state law, and: <ul style="list-style-type: none"> • be basic skills deficient,

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	<ul style="list-style-type: none"> • not have a secondary school diploma or its recognized equivalent, • have a high school diploma or its recognized equivalent but have not achieved an equivalent level of education (lack the level of reading, writing, and/or computation skills expected of a high school graduate as shown on an NRS approved assessment). Students who possess a high school credential must assess at or below <u>10.9</u> grade level equivalent (GLE) in reading, writing, or math in order to be eligible for services and seek to maintain work certification and/or pursue postsecondary education or training. Priority of services must be given to adults without a high school credential.; or • be English language learners.
Digital Literacy	<p>WIOA emphasizes the integration of digital literacy which is defined as “the skills associated with using technology to enable users to find, evaluation, organize, create, and communicate information” based on a definition adopted from the Museum and Library Services Act of 2010. All programs are expected to incorporate a variety of tools and technologies into the classroom to support learning.</p> <p>Postsecondary institutions and most jobs require digital literacy knowledge and skills. Therefore, programs must support the integration of digital literacy skills into all levels of ABE and ESOL instruction to prepare students for college and careers.</p>
Advising and Education and Career Planning	<p>Programs are required to have an advisor who provides support services to meet students’ needs. The program may designate more than one advisor to meet students’ diverse needs and schedules (e.g., ABE/ESOL, day/evening); however, at least one staff person must have advising as a primary function. (Note: It is recommended that programs post a schedule listing the times advising is available.)</p> <p>Advising may also involve:</p> <ul style="list-style-type: none"> • Assisting each student to develop an education and career plan and to identify, monitor, and achieve the education and career goals contained in that plan and follow up on goal achievement; • Keeping staff informed of student goals to allow teachers to incorporate them into the curriculum development process and contextualize instruction; • Assisting students with transition to concurrent and/or next steps in their education and career training experience; this includes maintaining a working relationship with area workforce development and community college partners; • Maintaining confidential records of advising notes and activities; and • Providing referrals to other community resources/agencies to enhance academic supports and address barriers to participation. Referrals for academic supports may include study skills courses, basic skills classes, and introduction to computers. Referrals to address barriers may include

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	<p>childcare, transportation, domestic violence, housing, food/fuel assistance, and mental health issues.</p> <p>Multi-site programs must provide advising services to students at each site. If the advising role is combined with other duties (e.g., intake, assessment, data entry), additional hours must be provided to support those duties.</p> <p>For more information, see http://www.doe.mass.edu/acls/ecp.</p>
Outstationing	<p>Outstationing is the practice of assigning an adult basic education (ABE) staff person (usually the career advisor) to a One-stop Career Center (OSCC) for a set number of hours each week. The ABE staff person, or outstationed coordinator, acts as a liaison between ABE programs in the region and the OSCC. The primary role of the outstationed coordinator is to help current and potential ABE students access services by assisting OSCC staff with intake, assessments, and referrals to local ABE programs. S/he may also plan and supervise ABE class field trips to OSCCs and make presentations about OSCC services to students in ABE classes.</p> <p>For an Outstation Contact List, see http://www.doe.mass.edu/acls/systemci.html.</p>
Curriculum and Instruction	<p>Policy updated on 7/25 http://www.doe.mass.edu/news/news.aspx?id=21798</p>
Assessment	<ul style="list-style-type: none"> • BEST Plus scores from FY2016 cannot be copied over into FY2017. This is due to the fact that there are changes to the NRS score ranges for BEST Plus that go into effect July 1, 2016 when Massachusetts will be using the newly revamped BEST Plus test called BEST Plus 2.0. Programs cannot pre-test with the old BEST Plus and post-test with the new BEST Plus. • Programs must continue to MAPT students with both reading and Math tests at the ASE levels. • MAPT administration training will no longer be a face to face. MAPT training will be offered as an online course with several modules, each with a set of questions at the end in order to pass into the next. Practitioners will have the possibility to take each module several times until they pass to the next module. There is no pass or fail at the end, just a certificate of completion. • Every new practitioner that needs to administer the MAPT at their program will have to take the online MAPT Administration course and get a certificate of completion before administering any MAPT tests. This policy will go into effect July 1, 2016 and the new online MAPT training will also be released at that time.
Unexpended Funds	<p>Programs are required to monitor expenses on state grants to ensure that funds are used within the fiscal year. State regulations provide no flexibility for the use of funds after June 30. Unexpended funds above \$1.00 must be returned with the final financial report (FR-1) each year.</p> <p>Grant recipients will notify ACLS as soon as possible if funds may be unspent, including funds assigned to subcontractors, and will amend the grant down so</p>

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	<p>that funds can be reallocated as may be needed to support other programs. Programs that return funds above 1% of the grant amount more than once within a funding cycle may trigger a fiscal audit. Programs that inform ACLS in a timely manner regarding funds that need to be returned and submit an amendment will be held harmless. Programs that repeatedly return funds (including less than 1%) may get their subsequent award reduced by that amount and may not be eligible for any increases offered during the year.</p>
Data Lock Out	<p>Programs will ensure that data entry in SMARTT is brought up to date not less than monthly. ACLS reserves the right to deduct funds from the grant award to programs that fail to meet this requirement. Programs are advised that ACLS will permanently close off enrollment and attendance data entry for each month by the last day of the second succeeding month, and data may not be allowed to be entered retroactively. If a program misses a data lock-out, it can send a hard copy letter to the ACLS Administrator and copy the Program Specialist to request permission to submit its data after the data lock-out. Requests will be considered on a case by case basis. Repeated requests may trigger a data and/or fiscal audit.</p>
Accountability and Assistance	<p>ACLS's state performance accountability system includes measures in the following areas:</p> <ul style="list-style-type: none"> • Attendance • Average Attended Hours • Pre/post Assessment • Learner Gains • Learner Gains as measured by Educational Functioning Levels (EFL) <p>For more information about Educational Functioning Levels (EFL), see http://www.doe.mass.edu/acls/assessment/EFL-FAQ.html.</p> <p>In FY2017, programs will not set and follow-up student goals but will be expected to develop systems for following up on the NRS Cohorts. ACLS will collect data and provide reports on the remaining five standards. A new set of performance standards for CALCs will be piloted based on the WIOA federal measures. Programs will be notified of the new accountability framework in FY2017. WIOA holds states accountable to six federal measures. ACLS convened a task force made up of adult education directors to review the current Massachusetts accountability system and recommend state measures based on the WIOA federal measures to align with WIOA reporting requirements. Informed by the work of the task force and final WIOA regulations ACLS will develop a new performance accountability system that will be piloted in FY2017 and in place for the funding cycle that begins in FY2018.</p>