*****Massachusetts Department of***

***Elementary and Secondary Education***

*75 Pleasant Street, Malden, Massachusetts 02148-4906 Telephone: (781) 338-3000
 TTY: N.E.T. Relay 1-800-439-2370*

|  |  |
| --- | --- |
| Jeffrey C. Riley*Commissioner* |  |

**Adult and Community Learning Services**

TO: ABE Directors, SABES Coordinators, Career Centers, MassHire WIB, Teacher/All Staff

FROM: Wyvonne Stevens-Carter, Adult Education State Director

DATE: June 17, 2019

RE: ACLS June 2019 Monthly Mailing

The monthly mailing for June will be posted to our [website](http://www.doe.mass.edu/acls/mailings/) shortly. Please review the information and share with your staff.

* [A Note from the Adult Education State Director](#Note)
* [LACES Update](#LACES)
* [Assessment Updates](#Assessments)
* [Massachusetts Policies for Effective Adult Education in CALCs and Cis](#Mass)
* [HSE Update](#HSE)
* [Launching an Evaluation of the Massachusetts Adult Education (AE) System](#Launching)
* [Program Quality Reviews for FY20](#Program)

***A note from the Adult Education State Director - My first note in my new role!***

It was great to see all of you last month at the Directors’ Meeting. I hope you found the opening remarks from Cheryl and Emmanuel as thought provoking and inspiring as I did. I am challenged by the question Cheryl asked “What if Elijah’s (5/7/05-5/11/19) mother had access to adult education services? Would that have changed Elijah’s trajectory? We will never know the answer to that question but, I do believe that our adult education programs have the ability to change the lives of those we serve as well as their families. But Emmanuel’s story brought me to tears. His story exemplified the quote “*If they don’t give you a seat at the table, bring a folding chair”* by Shirley Chisholm. When he was not accepted into El Centro’s program because they had no more room, he showed up anyway. The teacher got him a seat and the rest is his-story of overcoming life-threatening obstacles to get his education. These personal messages gave us much to think about as we moved to the practical workshops that followed. I know during the Accountability System session I led, we shared our vision for looking at our system in a holistic manner. We were also presented with questions that we are currently discussing internally and hope to share with everyone soon.

Tell me and I forget. Teach me and I remember. Involve me and I learn. Benjamin Franklin

Wyvonne S. Carter

**LACES Update**

Waitlists

Because of the late waitlist migration, there are numerous duplicate records in LACES. ACLS requires that all programs will have removed duplicates and updated their waitlists by July 12, 2019.

Data Freeze

In order to ensure that states can submit complete and accurate reports to the federal government via the National Reporting System (NRS) and to transition from to FY20, we must establish a timeline for completion of data entry. All FY19 attendance and assessment data must be entered by August 4. LiteracyPro refers to this as the Data Freeze date. ACLS will then have two weeks to review the data. We will be able to work with to LPS and individual programs to make any updates. We have tentatively scheduled to rollover into FY20 on August 19. We will not be able to make any FY19 changes after rolling over.

Programs are able to create FY20 classes and enter summer data before the rollover. After rollover, programs will also be able to enter follow-up information for FY19 and FY18 students.

Changes in FY20

LiteracyPro Systems will make the following changes to LACES in FY20:

* We are adding to this required question to the student record: “Was the student ever enrolled in MA public education (K12, Adult Education, Community College)?” This information will make it easier for DESE to determine whether the student has a prior State Assigned Student ID (SASID) or be assigned a new ID. The DESE Statewide Longitudinal Data Study relies on SASIDs to understand the impact of publicly funded education and identify achievement gaps.
* Removing the following from Service:
	+ ABE/ESOL, this was confusing and did not provide useful information.
	+ DL ABE, DL ESOL, DL ABE/ESOL, also confusing and information can be found elsewhere in the LACES records.
* The Secondary Service choice for IELCE will be changed to 359 IELCE because only students supporting by this fund code should be indicated.
* Limit the Diploma/Credential Type dropdown list to those options that Massachusetts recognizes, GED, HiSET, and ADP/EDP.
* There will be a warning if an assessment record is being saved that is not NRS reportable. You will still be able enter the data but warned that it is not valid for reporting.
* The Missing Reportable Data dashboard will include students who have left.
* In the staff record, “Highest Degree/Diploma Earned” will be required. This will align staff records with policy.
* When creating FY20 classes, programs will enter the number of hours per class. LPS and ACLS are working on a student attendance percentage report. The information in this field will factor into that report.
* Agency setting will have a field for telephone extensions. Site information will default to copying agency contact information but will be editable (thank you, Maria Troppe for this suggestion).

LACES Training

LPS and ACLS are just beginning to plan training for next year. We will review the Data Quality Checklists and survey program directors about their training needs and preferred format.

Most of the recent webinars were recorded and are available to Massachusetts LACES users at [LACES Webinars](https://urldefense.proofpoint.com/v2/url?u=https-3A__vimeo.com_album_5855279&d=DwMGaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=heS46J4gHT9HzgKOCvu45HlTsZ3WVo8l8kX3IiuyMDc&m=pKn04HAEWDvLElCXQuo9Jh7uYe5mu5VjeEfpOW9eQVU&s=x2ZvmUjDt-vP9Oc2Azb-ZzJ01P3_C_VLT7oX8sZjrYA&e=), password: **sesame**. Viewers have encountered problems with some browsers; ACLS recommends accessing the webinars using Chrome or Firefox. We also want to thank the SABES Communication Center at EDC for hosting these recordings.

All active users now have access to the *MA LACES Training* site. Simply log in as usual and select the training site. This site is shared by all Massachusetts users so do not enter any real data and expect that other users will edit the information that you enter.

Employment Data Match

ACLS submitted student records to the Department of Unemployment Assistance (DUA) earlier in June. The LACES records of exited students who are successfully matched will be updated if they signed a release of information form. ACLS securely maintains the DUA match results of students who did not sign the ROI. Those results will be combined and aggregated for our federal reports.

Historically, ACLS only submitted the social security numbers and SMARTT IDs of exited for employment data match. Starting in FY19, we are able to attempt to match the records of students who did not provide a social security number using other personal identifying information. This increased the match results by 19%. We will continue this matching process in FY20. However, the most accurate information is based on social security numbers and programs are still required to follow the policy guidelines.

Updated employment results can be found in two places in the student record: click to the History tab and open the Work History panel; click to the Outcomes tab and open the PoP Summary/Measurable Outcomes panel.

Post exit follow-up is still required. Data matching will miss employed students, especially those who are self-employed, contractors, or work off-the-books. LPS is revising the Table 5 Follow-up reports and documentation. These will be released shortly.

Post-Secondary Credentials

ACLS will send out a special mailing regarding entering post-secondary credentials.

Missing Reportable Data (From February 2019)

You may be hearing from your ACLS program specialist about incomplete student and staff records.

Because there was missing data from previous SMARTT records and because partial intakes do not require all the fields, there are many enrolled students who have missing data. We cannot report these students and they will not count toward program MSG until the records have been updated. Review these [instructions](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/dashboard-missing-reportable-data) for using the dashboard to identify and update the student records: <https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/dashboard-missing-reportable-data>

### Please review your staff records using the Staff Alerts widget in the Dashboard. We suggest the view to “NRS Key Data” to identify missing or incorrect information.

**Assessment Updates**

1. **Administering the TABE 11/12 Online**

Starting July 1, 2019, ACLS will allow the use of both paper and online TABE 11/12, Reading and Math sub-tests for NRS pre- and post-testing of students in correctional institutions and the TABE 11/12 Language sub-test for NRS pre- and post-testing of students in correctional institutions and community adult learning centers who want to improve their writing skills.

The [TABE 11/12 Administration and Scoring training](https://urldefense.proofpoint.com/v2/url?u=https-3A__umassamherst.co1.qualtrics.com_jfe_form_SV-5F3QtE1ig2K8bM8AJ&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=fK4_jaFxakAuBaPaL0CuuarsfLv7rfmOZzcbh2hj7q0&m=EsYKTmGg08dLZAilStcem0SmOILEsq-wR0P_ht_yo08&s=R46ktJ5EJKMAIpolGA_uB6DlMAdLMQZXC37MXYjfaFs&e=) has a new module about the TABE 11/12 Online. All practitioners who complete the updated training will be certified to administer and score the paper-based TABE 11/12 and administer the TABE 11/12 Online (scoring is done automatically). Previously certified practitioners who will be responsible for online administration should peruse the new module (Module 6) or retake the training. All modules from the training are available for download as PDF files in the TABE 11/12 section of the [ACLS Test Help Blog](https://urldefense.proofpoint.com/v2/url?u=https-3A__blogs.umass.edu_aclstesthelp_tabe1112_&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=fK4_jaFxakAuBaPaL0CuuarsfLv7rfmOZzcbh2hj7q0&m=EsYKTmGg08dLZAilStcem0SmOILEsq-wR0P_ht_yo08&s=5oec4FnRU7XZcrWmQxQwuWoawWMaSHwZ86lnJNuMnL8&e=).

Please note that TABE 11/12 does not replace the MAPT-CCR.

Eligible programs can start using the TABE 11/12 online effective July 1, 2019-see assessment policy reminders below.

**Assessment Policy Reminders:**

Table 1 below details the skills tested by MAPT-CCR and TABE 11/12 and which type of programs are required to use these assessments.

**Table 1**

|  |  |  |
| --- | --- | --- |
| **Required Assessments** | **Skills Tested** | **Which Programs Use** |
| MAPT-CCR | ABE Reading and Math | Adult Education (AE) Programs, Integrated Education and Training (IET) Programs, Workplace Education Programs. |
| TABE 11/12, Levels E, M, D, A | ABE Writing (Language subtest) | Adult Education (AE) Programs, AE Programs in Correctional Institutions (CI), Workplace Education programs. |
| ABE Reading and Math | AE Programs in CI, Workplace Education Programs. |
| TABE 11/12, Level L | Literacy Level Reading | ABE learners below GLE 2 in AE programs or CI, Workplace Education Programs. |

* Programs using the MAPT-CCR for Reading and/or the MAPT-CCR for Math for NRS pre- and post-testing can use the TABE 11/12 paper or online only for class placement.
* Programs using the TABE 11/12 paper or online for NRS pre- and post-testing cannot use the TABE 11/12 Locator for class placement.

If programs need help with the online version of the TABE 11/12, general test administration questions should be sent to UMass CEA (aclstesthelp@educ.umass.edu) and technical support questions should be sent to the nationwide TABE Help Desk tabehelpdesk@datarecognitioncorp.com .

1. **MAPT-CCR Updates**

As the end of this fiscal year (FY2019) approaches, now is a good time to check LACES to see if every learner who was supposed to complete a MAPT-CCR for Math or MAPT-CCR for Reading post-test has completed one, if you haven’t already done so.

**OWL will be unavailable for MAPT-CCR testing July 1-2:**MAPT-CCR tests will be updated during this time.

1. **Tests not completed by the end of the day on June 30th will be invalidated.** The MAPT-CCR tests will be updated after June 30th. As a result of that update, tests that are not completed by June 30th will be invalidated and the learner will need to start the test over again.
2. **To be counted in FY19, MAPT-CCR tests must be completed by June 30.**
3. **Automatic resets in June:** For any MAPT-CCR tests in which the 15-day time limit has run out during June, someone will automatically reset them so that test administrators do not need to request a reset.
4. **MAPT-CCR tests started on or after Friday, June 16 will not have the full 15 days in FY19:** If a MAPT-CCR test is started on or after June 16th, please help the learner finish it by the end of June so that the test can be counted in FY19.
5. **Reminders about incomplete MAPT-CCR tests:** Once a week in June, someone from UMASS OWL Technical Support will send out reminders to Site Coordinators and Program Directors if there are learners who have an incomplete MAPT-CCR test with time left on them.
6. **ACLS Test Help Blog**

The [ACLS Test Help Blog](https://blogs.umass.edu/aclstesthelp/) was developed by the University of Massachusetts Center for Educational Assessment (CEA) to serve as a “one-stop shop” for all materials related to the online assessment trainings prepared by CEA. The [FAQ section](https://blogs.umass.edu/aclstesthelp/faq/) of the blog is updated regularly and answers questions CEA receives from the field.

1. **Did you know?**

The Center for Educational Assessment is currently planning assessment trainings to be offered between August and December. Program Directors may request BEST Plus 2.0 and CLAS-E Writing Scoring trainings at a location of their choosing using the [Assessment Training Request Form](https://urldefense.proofpoint.com/v2/url?u=https-3A__tinyurl.com_AssessmentTrainings&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=fK4_jaFxakAuBaPaL0CuuarsfLv7rfmOZzcbh2hj7q0&m=WALshSTc4z9hHgRwM73UWiOKcHGuYUAQv9ZjQ93dZFI&s=3FluPF_rb-YggaIW2Y7sIrjwCy2Q9Mmjg7xxixkBH-g&e=).

For any assessment policy-related questions, contact Dana Varzan-Parker, assessment specialist, at dvarzan-parker@doe.mass.edu.

**Massachusetts Policies for Effective Adult Education in CALCs and CIs**

If you haven’t already done so, we invite you to visit <http://www.doe.mass.edu/acls/abeprogram/> for the FY20-FY22 edition of the ACLS policy manual. This updated document has substantial differences from its predecessor including:

* Clear markings to indicate state requirements
* An enhanced curriculum and instruction chapter with links to high quality resources for teaching and learning
* An enhanced educational leadership with links to high quality resources for PD and teacher growth
* Updates including new fiscal policies

**HSE Update**

* GED® is offering a special promotion for the GED® Ready Practice Tests for Massachusetts Programs. When ordering, enter the Promo Code for Massachusetts Adult Education Programs: ***readymass.*** When entered, the code will bring the price of the GED® Ready Practice Tests to $2.00 per subject. This special pricing is in place from now until December 31, 2019
* ETS is launching the Study Aid & Reading Assessment (SARA) pilot — a web-based assessment of basic reading skills (word recognition, vocabulary, morphology, sentence processing and fluency/efficiency for basic comprehension). SARA is precise, relevant and instructionally informative — and is free to participants through 2020. By participating in the pilot, you will receive actionable results that will allow you to help your students make decisions about their best path forward.

## Educators will receive:

* + Detailed information about your students' reading ability, allowing you to focus instruction where it's needed most;
	+ Score reports available approximately two weeks after testing;
	+ Instructional support and resources aligned with SARA results;
	+ Free access to SARA and student outcomes through 2020;
	+ Early access to a scenario-based comprehension assessment available Fall 2019;
	+ Alignment with the STudent Achievement in Reading (STAR) program.

## Students will receive:

* + Choice of one free voucher to a computer-delivered HiSET® subtest (test center fees may apply) or a $10 Amazon® virtual gift card;
	+ An easy-to-navigate, online experience that takes approximately 35 minutes to complete;
	+ Answers to "Why do I have trouble reading?" with evidence and explanation to help improve comprehension;
	+ Focused instruction by their teachers on specific areas to help improve learning;
	+ Knowledge that by taking part in the SARA pilot they are helping themselves and future students to become better readers;

## What is required of your program to participate in the SARA pilot?

* + Scheduling and proctoring of online testing for your students;
	+ Access to computers/laptops/Chromebooks™ with internet access;
	+ Sharing of other de-identified student reading data (e.g. TABE® scores) with ETS researchers if consented to by the student.

To learn more or to participate, contact John Sabatini at [jsabatini@ets.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__links.mkt1126.com_ctt-3Fkn-3D1-26ms-3DMzk3NTM5ODQS1-26r-3DNjk2MDAyMTQ0MDc1S0-26b-3D0-26j-3DMTUyMTc0NDE3MQS2-26mt-3D1-26rt-3D0&d=DwMCAg&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=PTQXE1MQMzL76pNqtySnAHe1XO-VAP3OgEc_YmsnQEk&m=fc6qmyapbNB2Sk_61yiNqTMgSNU3pCcnB0jyiwulNZg&s=-QQ4WqyesbjwQkW2E4frOoZOektifCVLPAYHgkkvu-4&e=) or Kietha Biggers at [kbiggers@ets.org](https://urldefense.proofpoint.com/v2/url?u=http-3A__links.mkt1126.com_ctt-3Fkn-3D2-26ms-3DMzk3NTM5ODQS1-26r-3DNjk2MDAyMTQ0MDc1S0-26b-3D0-26j-3DMTUyMTc0NDE3MQS2-26mt-3D1-26rt-3D0&d=DwMCAg&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=PTQXE1MQMzL76pNqtySnAHe1XO-VAP3OgEc_YmsnQEk&m=fc6qmyapbNB2Sk_61yiNqTMgSNU3pCcnB0jyiwulNZg&s=dF7rWBEd_l00lmW5ASQz-CRC-1l4W4g2P8ykbXLtb60&e=). Or, call **1-609-734-5659.**

***Have you heard? We’re launching an evaluation of the Massachusetts Adult Education (AE) System!***

ACLS is pleased to announce that we have entered into a contract with the [UMass Donahue Institute](http://donahue.umassp.edu/) for an evaluation of adult education in Massachusetts. Since its founding nearly half a century ago, the UMass Donahue Institute (UMass Donahue) has evolved from the Institute for Governmental Services, primarily focused on consulting for state and local governments, into an organization known worldwide for economic research, program evaluation, consultancy, and workforce and educational initiatives.

In order to achieve WIOA outcomes, ACLS implemented a new theory of action focused on quality: If we align the [Indicators of Program Quality (IPQ)](http://www.doe.mass.edu/acls/pqrsv/) with WIOA, align key documents with the IPQ (i.e., the [policy manual](http://www.doe.mass.edu/acls/abeprogram/) and [open and competitive bid process](http://www.doe.mass.edu/acls/rfp/)), give programs quality feedback (i.e., [Program Quality Reviews](http://www.doe.mass.edu/acls/pqrsv/)), and provide high quality PD (i.e., [SABES](https://www.sabes.org/)), students will make educational progress and be prepared to access college and careers as documented by the WIOA performance measures (i.e., [MSG](http://www.doe.mass.edu/acls/performance/msg.html)). This evaluation will look at whether and how activities carried out under this new theory of action contribute to improvements in the quality of and access to PD, education provided, and student outcomes.

The evaluation will focus on:

* CALCs
* Correctional Institutions
* [SABES](https://www.sabes.org/) and the [Center for Educational Assessment](https://www.umass.edu/education/center/educational-assessment)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| Key stakeholders in this work will include:* Directors, teachers, and advisors
* Students receiving services
* ACLS staff

Once an evaluation plan that will include interviews, focus groups, and a survey is finalized, UMass Donahue will be reaching out to stakeholders. The timeline has not yet been finalized but you may be contacted late summer or early fall. If you have any questions, please contact Kathy Rodriguez at 781-338-3846 or kodriguez@doe.mass.edu.We look forward to hearing from stakeholders in order to provide insight and input into this exciting project.Stay tuned! |

**Program Quality Reviews for FY20**

The following programs have been selected for FY20 Program Quality Reviews. The purpose of the Program Quality Review is to drive program improvement. This is accomplished by identifying areas for improvement in a set of four key Indicators of Program Quality (IPQ): Career Pathways Collaboration, Curriculum and Instruction, Organizational Support, and Educational Leadership. Program Quality Reviews involve interviews with the program leadership team, advisors, teachers, and students. They also include time for classroom observations.

If your program is included on the list below, a member of the Program Quality Review Team will be contacting you to schedule an orientation to go over what to expect and how to prepare for the visit.

| **FY20 Program Quality Review –****Programs** |
| --- |
| Hampden Sheriff's Office, Ludlow |
| Berkshire Sheriff's Office, Pittsfield |
| Martha’s Vineyard Public Schools, Martha's Vineyard |
| Bristol Community College -Fall River |
| Bristol Community College -Taunton |
| Webster Public Schools-ABE Linkages, Webster |
| Brockton Catholic Charities, Brockton |
| Quincy Community Action Program, Quincy |
| Framingham Public Schools-Adult ESL Plus, Framingham |
| Boston Chinatown Neighbor Center, Quincy |
| ABCD, Boston |
| Northern Essex Community College, Lawrence |
| The Immigrant Learning Center, Malden |
| North Shore Community College |
| Boston Housing Authority, Charlestown |
| College Bound Dorchester, Boston |
| International Institute of New England, Boston |
| Bunker Hill Community College - Metro North, Chelsea and Revere |
| Notre Dame Education Center, Lawrence |
| Quinsigamond Community College, Worcester |
| Training Resources of America, Worcester |
| Worcester Public Schools, Worcester |
| Mount Wachusett Community College, Gardner and Leominster |
| Jamaica Plain Community Center, Boston |
| Plymouth Public Library, Plymouth |
| Springfield Technical Community College, Springfield |
| Valley Opportunity Council, Chicopee |