**LACES Updates**

**January 2021**

FY20 Exits and Scheduled Service

If you are surprised by the number of current students requiring “2nd quarter after exit” employment follow up, please review the December 15, 2020 memo regarding scheduled service.

Employment and Wage Records

ACLS submits data via the state’s secure exchange system to the Department of Unemployment Assistance (DUA) twice each year to meet the WIOA employment indicators. Last year, in late January 2020 and early May 2020, ACLS sought wage records for 22,354 participants. These were students who exited between January 1, 2018 and September 30, 2019. Of those, 10,397 (46.5%) were matched. Of these, nearly 90% had signed the confidentiality release of information form so 9,959 LACES student records were updated.

However, only 13,654 (61%) of the exited students provided a social security number. While ACLS and DUA also attempt to match based on first name, last name, and date of birth, that effort yields only another 5%.

For various reasons not every working student who provides a social security number will be successfully matched to a DUA record. First, because many of our students are self-employed or subcontract, their wages are not reported to DUA, so even if they provide your program with a social security number, there may not be a match. In addition, data entry errors persist. Wage records rely on an exact match between the SSN entered in LACES and the DUA wage record. For Massachusetts to meet these WIOA performance requirements, programs must follow up and enter that information.

Users are encouraged to review the Shannon’s [Table 5 Employment Outcomes tutorial video](https://vimeo.com/showcase/6176838/video/350111569)[[1]](#footnote-1), which clearly describes using the LACES alerts and searches to identify students for follow-up.

Training

The [SABES Program Support PD Center](https://www.sabes.org/pd-center/program-support) works with ACLS and LiteracyPro to coordinate LACES training webinars, which are posted on the [SABES Calendar](https://www.sabes.org/calendar). A “[Request Form](https://forms.gle/iHdZNnZAeRUZ3tes6)” has been set up on the [SABES LACES home page](https://www.sabes.org/pd-center/laces) for you to submit requests for new trainings to help inform our planning. If you have questions, you can also email Luanne\_Teller@worlded.org.

Below are the LACES training webinars scheduled for the remainder of the fiscal year. Please note that for two part-trainings, you must be able to attend both days, but you will register only on the calendar via the first date.

* [Beginner LACES Training: 4/1/21 and 4/6/21](https://www.sabes.org/event/30151)This two-part training is for those new to LACES data entry. It provides an overview on how to use LACES, the management information system (MIS), for your student, class, and staff data. You will need to attend both sessions but register only on the first date (4/1/21).
* [LACES Beginner Desk Review: 5/13/21 and 5/17/21](https://www.sabes.org/event/30171)This two-part training is for those new to completing the Desk Review. You will need to attend both sessions but register only on the first date (5/13/21).
* LACES Refresher Q & A: [3/23/21](https://www.sabes.org/event/30156) *OR* [5/5/21](https://www.sabes.org/event/30161) This one-part training is for those with experience entering LACES data.
* [LACES Desk Review Refresher: 5/11/21](https://www.sabes.org/event/30166) This one-part training will provide a refresher on how to conduct searches for each cell of the MA Desk Review, including an introduction to any updates and changes to the Desk Review. You will have the opportunity to ask questions regarding the Desk Review data.
* [LACES for IET/IELCE: 5/24/21](https://www.sabes.org/event/30176) This one-part training for staff in IET/IELCE programs will review the policies for entering IET/IELCE and for completing those tabs on the Desk Review.
* LACES Close Out Training: [4/12 and 4/13](https://www.sabes.org/event/30181), *OR* [5/10 and 5/11](https://www.sabes.org/event/30186), *OR* [6/3 and 6/4](https://www.sabes.org/event/30191). This two-part training will review the processes and procedures around closing out the data for the fiscal year. It will be offered three times. You must attend both sessions of the training and will register only on the first day of the series you choose.

Don’t let your staff miss out on necessary training opportunities. ACLS and SABES encourage every program director to ensure that members of their LACES team set their SABES account preferences to receive automatic notifications when LACES trainings and news are posted to the SABES website. Currently, only 34 programs have this in place.

Even if you already have a SABES account, it is important to update your notification preferences to add LACES since this work is new to SABES this year. This will enable your program to remain up-to-date with important news, PD, and other information critical to your LACES data and reporting.

To update your preferences, these simple steps will take about one minute to complete:

1. Go to [sabes.org](https://www.sabes.org)
2. [Create](https://www.sabes.org/user/register) or log in to your SABES account
3. On the top of the home page, click on “My Account”
4. Select the “My Notifications Tab”
5. Go to the bottom of the list and be sure that “Program Support – LACES” is checked
6. Remember to click on the “Save” button at the bottom of the page

If you have any questions or for further assistance, please contact Luanne\_Teller@worlded.org

**November 2020**

Assessment Clarification: Instructional hours for tests moved forward in FY21

As indicated in the November 4 special mailing, ACLS learned that the LACES dashboard functions differently than we expected. When tests are moved forward from the previous fiscal year, the dashboard student alert identifies students for eligible for posting based on the total instructional hours since the original test date, including hours from the previous year. For example, if a program moves forward a student’s assessment administered January 15, 2020 and records 63 hours of attendance for the student between the test date and end June, the LACES dashboard will show that the student is eligible for a post-test after only two hours of instruction in FY21. This is not the intent of the Massachusetts posttest policy.

In Massachusetts, the state assessment policy requires that students be post-tested after they have accumulated 65 instructional hours (for CALC) or 40 hours (for AECI) since the date of the pre-test administered in the current fiscal year.

Students whose tests were moved forward from the previous fiscal year must have at least 65 hours (40 for AECI) of instruction in the current year before being eligible for post-tests. The easiest way to identify students who are eligible for a post-test as defined by ACLS policy is through the dashboard student alerts. Click on the number of students eligible for post-testing.



Then filter by current fiscal year instructional hours (40 for AECI and 65 for CALCs) to determine which students are eligible for a post test.



Desk Reviews

Because of the pandemic restrictions, programs are starting later than planned and administering pretests more slowly. Therefore, ACLS has pushed out the desk review submission dates. Desk reviews will be due on November 20, January 22, March 26, and May 28.

Thank you to the several program directors who got an early start on the desk reviews and discovered a problem with the formatting of Options progress sheets. All the cells were blocked. The revised workbook (v1.2) has been posted, along with the instructions, and submission portal on the [LACES page](https://www.doe.mass.edu/acls/laces/) of the ACLS website. If you have already entered too much data to copy to the new version, Toby Maguire will apply the fix.

Training

The [SABES Program Support PD Center](https://www.sabes.org/pd-center/laces) is coordinating LACES training. Check the calendar regularly or get on the [mailing list](https://www.sabes.org/user/register).

**October 2020**

FY21 Pretesting

Please review the “[Assessment Guidance During COVID-19: Moving Assessments Forward](http://www.doe.mass.edu/covid19/acls/2020-0520moving-assessments-forward.html)” memo. This temporary policy change is intended to make it easier for grantees to enroll returning students this fiscal year.

Remote testing is a new and challenging option available this year. While program directors have provided valuable anecdotes concerning remote testing, ACLS and the University of Massachusetts Center for Educational Assessment (CEA) need more data to help understand the impact of this option. We asked LiteracyPro to create ways to denote that an assessment was administered remotely.

To indicate that ESOL tests and TABE 11/12 were administered remotely, select Remote Administration from the site dropdown in the assessment card.



To indicate that a MAPT was administered remotely, go to the Student Data tab and expand the Comment panel. Click Add Comment and select “MAPT Remote Administration” from the Comment Type dropdown list and enter the date that the test was administered.



These steps are optional. However, CEA and ACLS encourage programs to enter this information. We hope to determine whether, and to what extent, remote administration affects student performance.

Desk Reviews

Because of the pandemic restrictions, programs are starting later than planned and administering pretests more slowly. Therefore, ACLS has pushed out the desk review submission dates. Desk reviews will be due on November 20, January 22, March 26, and May 28.

The revised desk review workbook, instructions, and schedule will be posted on the ACLS website shortly.

Adult Education Program Directory

The program [directory](http://www.doe.mass.edu/acls/directory.html) has been updated based on LACES data exported on October 7, 2020. There is a streamlined or high level HTML directory and a downloadable detailed Excel version. Please review both and update the information or make corrections in the data and sites tabs under agency settings in LACES. If your program has a website, please include the URL. ACLS cannot edit this information.

**September 2020**

New Process for Registering for LACES Trainings

The [SABES Program Support PD Center](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.sabes.org_pd-2Dcenter_laces&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=Xq9bDgfHP6kzJUipPoisG5P64XqSFjKJkYO39mRvggc&m=p-m4W_JoECZwCKPAfbZqn_YAhhXNr_-g429lQZRme40&s=MeH2MdiGQvZCSGT2D8-YmdDoeXcJCbad2ZdE4iUTwJU&e=) is now coordinating LACES trainings and posting them on the SABES Calendar for you to register. You can find helpful information on the new [Program Support LACES web page](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.sabes.org_pd-2Dcenter_laces&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=Xq9bDgfHP6kzJUipPoisG5P64XqSFjKJkYO39mRvggc&m=p-m4W_JoECZwCKPAfbZqn_YAhhXNr_-g429lQZRme40&s=MeH2MdiGQvZCSGT2D8-YmdDoeXcJCbad2ZdE4iUTwJU&e=), which includes the [schedule for fall trainings](https://urldefense.proofpoint.com/v2/url?u=https-3A__www.sabes.org_content_fall-2D2020-2Dlaces-2Dtrainings&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=Xq9bDgfHP6kzJUipPoisG5P64XqSFjKJkYO39mRvggc&m=p-m4W_JoECZwCKPAfbZqn_YAhhXNr_-g429lQZRme40&s=EEZUVGZLUpWmsVaP4Du5zBMef6UFiZTIXTr7xFyzYYU&e=) and a “[Request Form](https://urldefense.proofpoint.com/v2/url?u=https-3A__forms.gle_iHdZNnZAeRUZ3tes6&d=DwMFaQ&c=lDF7oMaPKXpkYvev9V-fVahWL0QWnGCCAfCDz1Bns_w&r=Xq9bDgfHP6kzJUipPoisG5P64XqSFjKJkYO39mRvggc&m=p-m4W_JoECZwCKPAfbZqn_YAhhXNr_-g429lQZRme40&s=Wpr23_5ft1A59ChVLHC0KNexptTIGoT1CF9sZbswREc&e=)” for you to submit requests for new trainings to help plan for the winter and spring trainings.

Adult Education Program Directory

The program [directory](http://www.doe.mass.edu/acls/directory.html) has been updated based on LACES data exported on August 26. There is a streamlined or high level HTML directory and a downloadable detailed Excel version. Please review both and update the information or make corrections in the data and sites tabs under agency settings in LACES. ACLS cannot edit this information.

**August 2020**

FY21 Changes

Please note the following changes in LACES:

* Service: “Distance Learning – Hub” is no longer a service option in FY21. It has been removed from the dropdown list.
* Contact: Email addresses will be required in student, staff, and tutor records. If someone does not have or want to share their email, enter “Not provided.”
* Staff Record: “Highest Degree/Diploma Earned” and “Birthdate” are required fields for staff starting July 1. The first will enable ACLS to monitor adherence to qualifications policies. SABES will use dates of birth when entering professional development into staff records.
* Attendance:

As of September 1, there will be three options for recording student hours:

* + **Instruction**: Record hours for in-person or face-to-face instruction.
	+ **Instruction – Distance Learning (Virtual F2F)**: Time engaged in synchronous face-to-face instruction via Zoom or Google class or similar platform.
	+ **Instruction – Distance Learning (Proxy Hours)**: The time distance education students spend working independently; time is measured by Clock Time/Time on Task, Learner Mastery, or Teacher Verification.

When students are enrolled in blended or hybrid classes, programs are required to separate the hours. For example, a student may attend three hours in person one day and then participate two more hours in a Google classroom another day. Those hours should be entered separately.

If a class begins the year entirely online and then shifts to hybrid or in person, you do not have to create a new class. Instead change the hours type accordingly. Notify your program specialist if you are making significant changes to your FY21 approved class plan.

States are required to report the number of DL hours. ACLS distinguishes between virtual face-to-face and proxy hours in order to analyze the student participation and outcomes and provide data informed guidance.

Programs are not required to enter intake and assessment, workshop, or advising hours.

Intake, orientation, and assessment time outside of a regularly scheduled class do not count as instruction.

FY21 Desk Review

ACLS is updating the desk review and supporting documentation. There are a few small changes to the LACES searches. Be on the lookout for training announcements.

LACES Training

The [SABES Program Support PD Center](https://www.sabes.org/pd-center/program-support) will coordinate all future LACES training. We anticipate that all training will be online. You will be able to register through the [SABES calendar](https://www.sabes.org/calendar).

**July 2019**

Data Freeze and Rollover

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 FY19 to FY20, we need to 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. During that time, we will work with LPS and individual programs if there are issues (e.g. incorrect secondary service or IET enrollments) that require updates. We have tentatively scheduled rollover into FY20 on August 19. We will not be able to make any FY19 changes after rolling over.

The [frequently asked questions](https://sites.google.com/a/literacypro.com/lps-support/faq-s) section of the LACES help center has detailed information about preparing for the close of the fiscal year. Below are specific links to help you:

[Changes Related to WIOA](https://sites.google.com/a/literacypro.com/lps-support/faq-s/wioa-changes)
[Create / Update FY Summaries](https://sites.google.com/a/literacypro.com/lps-support/faq-s/create-fy-summary)

[Dashboard Student Alerts for Followup Outcomes](https://sites.google.com/a/literacypro.com/lps-support/faq-s/dashboard-followup-alerts)

[Move Forward Assessment](https://sites.google.com/a/literacypro.com/lps-support/faq-s/move-forward-assessment)

[Prepare for the Fiscal Year End and Rollover to the New Fiscal Year](https://sites.google.com/a/literacypro.com/nrs-checklist-10-11-11-12/1819-1920)
[Prior Year NRS Report Discrepancies](https://sites.google.com/a/literacypro.com/lps-support/faq-s/prior-year-nrs-reports)
[Run and Save the New NRS Tables](https://sites.google.com/a/literacypro.com/lps-support/faq-s/run-and-save-new-nrs-tables)
[Student earned HSE/SSD but not on Table 4, Column E](https://sites.google.com/a/literacypro.com/lps-support/faq-s/table-4-column-e)

[Table 5 Follow-Up](https://sites.google.com/a/literacypro.com/lps-support/faq-s/table-5-followup)

[Literacy Rollover to Update LACES to Current Fiscal Year](https://sites.google.com/a/literacypro.com/lps-support/faq-s/literacy-rollover)

[WIOA NRS Tables](https://sites.google.com/a/literacypro.com/wioa-nrs-tables/home)

Here is an overview of the data freeze and rollover:

|  |  |  |
| --- | --- | --- |
| **Before August Data Freeze, programs can** | **Between Aug 2 and August 19, programs can** | **After August 19 Rollover, programs can** |
| * add or edit any FY19 student data, including intakes, assessments, and attendance
 | * not enter FY19 student data except post exit follow
 | * not enter FY19 student data except post exit follow
 |
| * create FY20 classes
 | * enroll students, enter summer attendance and assessments, etc.
 | * enroll students, enter summer attendance and assessments
 |
| * enroll students, enter summer attendance and assessments, and assign staff
 | * not create any fiscal year summaries
 | * create FY20 fiscal year summaries
 |
| * not create FY20 fiscal year summaries
 |  |  |

Waitlists

ACLS has extended the July 12 deadline for programs to update and remove duplicate waitlist records by two weeks to July 26. To support this important work, Brian Newquist, ACLS Data Analyst, reviewed all LACES records and created a program level list of potential duplicates which was emailed to directors on Thursday, July 11.

Legislators, staff from the Governor’s Office and the Executive Office of Education, and DESE leadership regularly request information about adult education services, including our waitlists. We cannot overemphasize the importance of accuracy of this information.

Deleting Records

Do not delete any student or staff except in rare instances when correcting an error or duplicate records. Never delete any record that contains attendance, assessments, or assignments. If you believe that a record needs to be deleted, please contact Technical Support first.

Resources

Shannon Stangis and LiteracyPro have created the LACES Showcase Tutorial Video series for us. Currently there are 20 short Vimeo recordings that focus on single topics such as *Table 5 Employment Outcomes, NRS participant and Non-Participant definitions and searches, Adding Attendance from the Student or Class Record,* and *Searches: Predefined, Column Filtering, and Criteria Builder*. The link to these and the webinar videos can be found at the [LACES Student Data Management System Information](http://www.doe.mass.edu/acls/laces/) page of the ACLS website. The Showcase Tutorials will be posted by the end of July.

Currently, you can access LACES links and the revised release of information form at the [ACLS LACES webpage](http://www.doe.mass.edu/acls/laces/). Coming soon will be an intake form template and a single document of the LACES updates back to November.

**June 2019**

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 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 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=). Contact your program specialist for the password. 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.

**May 2019**

Data Quality Checklist

As part of the refunding process, grantees are required to complete and submit a Data Quality Checklist (DQC) annually via the online portal (not in EdGrants). ACLS will use the responses to understand the data needs of the system and to improve training and resources and to more accurately reflect the high quality work done by all of you. States are required to submit a similar form along with our quantitative reports by October 1 each year.

Employment Data Match

ACLS submitted student records to the Department of Unemployment Assistance at the end of April. The LACES records of exited students who were successfully matched LACES records and who signed release of information forms were updated. 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.

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.

Release of Information Form

ACLS has revised the ROI form for FY20. We hope that it is clearer and easier to explain to students. As with the previous form it will be translated and posted along with audio files.

Training

LiteracyPro Systems project manager, Shannon Stangis, will conduct training webinars this month about closing out the program year in LACES. This is a new process for us and different than it was in SMARTT. There are six webinars scheduled:

* Monday, May 20, from 10:30 am to noon
* Monday, May 20, from 1:00 to 2:30 pm
* Monday, May 20, from 3:30 to 5:00 pm
* Wednesday, May 29, from 10:30 am to noon
* Wednesday, May 29, from 3:30 to 5:00 pm
* Friday, May 31, from 1:00 to 2:30 pm

The webinars are limited to 40 participants. The online registration form was sent to program directors directly. ACLS uses the contact information in LACES to reach out to grantees. If your agency did not receive the registration, please go to Agency Settings and review and update the Agency Data, including contact information. Programs that do not update this information risk missing out on important updates and announcement.

There will be three LACES sessions at this year’s Directors’ Meeting on May 22. Shannon will demonstrate the reporting and data analysis features in LACES and take participant questions. This will not be a beginner training.

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=). Some 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.

IET/IELCE

Derek Kalchbrenner will be contacting IET and IELCE programs directly regarding upcoming webinars about IET/IELCE specific data entry requirements. He has developed detailed guidance about identifying and enrolling IET and IELCE program participants. This information will be incorporated into the [MA LACES User Manual](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/ma-laces-manual) soon. The current IET enrollment steps begin on page 71 of the manual.

MA LACES Users Manual

As is the case with IET/IELCE, there will be updates to the [LACES Users Manual](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/ma-laces-manual). You are encouraged to bookmark the online version of the manual in order to access the most up-to-date information.

**April 2019**

Training

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=). Some 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.

There will be three LACES sessions at this year’s Directors’ Meeting on May 22. National Training and Project Manager, Shannon Stangis, will demonstrate the reporting features in LACES and take participant questions. This will not be a beginner training.

LiteracyPro Systems (LPS) and ACLS will be scheduling important webinar training in May about closing out the fiscal year. Registration information will be sent to directors later this month.

ACLS uses the contact information in LACES to reach out to grantees. Please go to Agency Settings and review and update the Agency Data, including contact information. Programs that do not update this information risk missing out on important updates and announcement.

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.

Professional Development

LPS, SABES, and ACLS are working hard to finalize the SABES professional development role and functionality. As was the case in SMARTT, participation in SABES PD will be recorded by SABES center staff. No current year SABES PD has been entered yet. Programs can enter other PD into staff records. ACLS does not require that programs record non-SABES PD.

Programs are required to have up-to-date staff records in LACES for all funded and match staff.

Letters of Withdrawal

Thank you to Cape Cod Community College and Notre Dame-Lawrence for identifying the problem with the Letter of Withdrawal validation that was designed to ensure that students under 18 years of age were formally withdrawn from school. The validation linked date of birth with intake rather than current enrollment. While programs must verify and maintain student eligibility records, LACES will not prevent users from completing and saving intakes for these students.

Table 5 Follow-Up Reports

The updated reports were scheduled to be released at the end of April. LPS now expects the new reports to be ready in June. Please continue to follow up with exited students using the current tools. LPS has made some minor changes to the Table 5 Follow-Up Instructions. The revised version will be posted on the [Massachusetts Customizations](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/migrated-waitlist-students) page in LACES.

GED and HiSET

LACES has migrated most of the High School Equivalency test data into your program’s student records from GED®, HiSET® and Diplomasender®. LACES is able to update most records using the student information associated with the tests and that in LACES. ACLS staff then review the data and update more records. Finally, we rely on grantees to review their records for missing GED and HiSET test information.

To ensure that your program receives proper credit for all HSE outcomes, please review LACES records beginning July 2016 by using the “>Searches” feature to generate a list of students with a LACES record of having earned their HSE credential:

* From the Student area, click on “>Searches.” It is the small light blue link in the upper left, just above the student list.
* Click the ⏵ in front of “Adult Education Follow-Up.”
* Then select “Secondary School Diploma Earned” by clicking or selecting and then clicking “Add.”
* “Select Search Values” should pop up in center of the screen. Next to “From,” type or use the calendar function to input July 1, 2016. You do not have to enter a “To” date.
* Click “Apply” and LACES will list all students with “Secondary School Diploma Earned” records.

Review the list and compare with your agency records. If you can verify that a student or former student earned a credential but the information is missing, please update the record and notify Chief Examiner Michael Farma. To add an HSE credential:

* Open the student record and go to the Education Tab.
* Expand the “Diploma/Credentials” panel.
* Click on the green “+Add New Record” link.
* An “Add New Diploma/Credentials Record” should pop up in the middle of the screen. Select either GED or HiSET and enter the date earned. Click “Save.”

Thank you for assisting with this important step and ensuring that your program and Massachusetts receive the maximum MSG.

Waitlist

Grantees have until July to remove duplicate records and update their waitlists, but ACLS encourages spring cleaning and review of the [LACES waitlist information](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/migrated-waitlist-students).

Postsecondary Enrollment In LACES (From the February 2019 mailing)

All postsecondary enrollments can be recorded in LACES in individual student records by either:

* Adding a new record In the Postsecondary Education Or Training panel of the Education tab (This is currently the only way to track PS Enrollments)
* Opening and editing the PoP Summary/Measurable Outcomes panel of the Outcomes tab (This functionality will be available by 6-30-19)

The only way that LACES and ACLS will identify postsecondary education enrollments for MSG is if they are recorded this way. In addition, in order to count toward MSG, the PSE/T enrollment must begin after the student exits adult education and during that fiscal year. For example, an ASE student at a community college CALC earns a credential in October and enrolls in ACLS funded transitions classes in January. In order to provide evidence of the postsecondary enrollment, the CALC will enter the college course in the Postsecondary Education Or Training panel of the Education tab. This will ensure that the CALC is credited with both MSGs.

Do not create postsecondary classes in LACES even for students who are dual enrolled in postsecondary education or training, unless the training is part of an IET or IELCE model. LACES is designed to support adult education programming. All classes and enrollments are considered to be adult education services by the system. If you have created PSE/T classes, please delete them and enter the PSE/T enrollment data in the Education tab under the Postsecondary Education or Training Panel.

It is important to follow-up and record all postsecondary enrollments even those that begin after June 30. PSE/T enrollment is one way to validate HSE credentials for the WIOA credential attainment indicator. In addition, DESE and ACLS are committed students success after they leave our services. We report all PSE/T enrollment to the Commissioner and Secretary.

IET/IELCE

### ACLS is developing detailed guidance about identifying and enrolling IET and IELCE program participants. This information will be incorporated into the [MA LACES User Manual](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/ma-laces-manual) soon. The current IET enrollment steps begin on page 71 of the manual.

**March 2019**

Training

There is still time to [register](https://www.surveygizmo.com/s3/4862658/2019-LACES-Trainings-Make-ups) for the few remaining spots in the March beginner and intermediate training webinars. LiteracyPro Systems and ACLS will be scheduling important training opportunities in May about closing out the fiscal year and using the revised Table 5 follow-up reports (scheduled be released at the end of April).

Data Entry Deadlines

Please review Acting State Director Wyvonne Stevens-Carter’s [January 23 memo](http://www.doe.mass.edu/news/news.aspx?id=25356) regarding data entry for the remainder of FY19. The next deadline is approaching and all July through January data must be entered by March 15. All data includes: enrollments, attendance, assessments, and that any missing reportable data has been entered.

GED and HiSET

LPS has completed the integration with GED and HiSET. Test scores will populate the Assessment tab in student records. There is a great deal of data and it will take a couple of weeks to identify the match records and then update the assessment fields*.*

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**February 2019**

Data Entry Deadlines

Please review State Director Wyvonne Stevens-Carter’s [January 23 memo](http://www.doe.mass.edu/news/news.aspx?id=25356) regarding data entry for the remainder of FY19. The first deadline is approaching and all July through December data must be entered by February 15. All data includes: enrollments, attendance, assessments, and that any missing reportable data has been entered.

Missing Reportable Data

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>

Spanish HSE Preparation

Students who are preparing for the Spanish High School Equivalency (HSE) credential are pre and post-tested using ESOL tests and therefore not automatically considered ABE students. In order for any HSE outcomes to be captured, you must indicate that the Spanish content and instruction is the 9th grade level or above (ASE). There is a check box in middle of the screen when you are adding a new class and in the lower left corner if you are updating a current class. If the instruction is lower than 9th grade, do not check.

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The only way that LACES and ACLS will identify postsecondary education enrollments for MSG is if they are recorded this way. In addition, in order to count toward MSG, the PSE/T enrollment must begin after the student exits adult education and during that fiscal year. For example, an ASE student at a community college CALC earns a credential in October and enrolls in ACLS funded transitions classes in January. In order to provide evidence of the postsecondary enrollment, the CALC will enter the college course in the Postsecondary Education Or Training panel of the Education tab. This will ensure that the CALC is credited with both MSGs.

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It is important for to follow-up and record all postsecondary enrollments even those that begin after June 30. PSE/T enrollment is one way to validate HSE credentials for the WIOA credential attainment indicator. In addition, DESE and ACLS are committed student success after they leave our services. We report all PSE/T enrollment to the Commissioner and Secretary.

MSG in LACES

LACES is designed to meet all the National Reporting System (NRS) requirements, including Measurable Skill Gain (MSG). The Massachusetts MSG performance standard differs slightly from the NRS because ours incorporates partial credit for additional outcomes within PoPs. LACES does not produce the MA MSG reports. ACLS will provide program specific MSG performance at the end of the fiscal year.

MAPT Score Reports

The February 4 release includes the remaining MAPT score reports. This was a significant milestone in the transition to LACES and accomplished because of the efforts of the April Zeniski, Director of Computer-Based Testing Initiatives for the Center for Educational Assessment, and the developers at LiteracyPro Systems.

**January 2019**

Thank you to the 59 program directors who responded to the December LACES Training survey. Here are some of highlights:

* 48 programs have three or fewer staff using LACES; one reported 12 and another reported 13 users; one program has over 30 users;
* Programs reported having a high number of staff requiring beginner (242) and intermediate (159) training;
* Nearly two thirds of programs anticipate having 100% of July through December data entered by mid-January; Six programs had less than half their data entered, and a couple were just getting started;
* Six programs enter attendance daily; nine enter attendance two or three times per week; nearly a third of programs reported entering attendance weekly or every other week; and about a quarter reported monthly entry.
* Over a third of directors reported that the greatest challenges to entering data were having to create new workflows, not having enough trained staff, and the late migration of waitlist records.

Please email Brian Newquist if you would like to view the complete survey report.

LiteracyPro will provide beginner and intermediate training in January and February. Registration information was emailed directly to program directors on January 11. Contact Toby Maguire if you did not receive the registration email.

Based on feedback from several directors, ACLS has reconsidered the assessment requirement for attendance data entry for FY19. However, it is critical that all programs adhere to the assessment policies and administer tests within the first 18 hours and to enter scores as soon as possible. Note that of 15,515 students enrolled statewide so far this year, 4,511 do not have an assessment entered in LACES. ACLS will develop data entry timing policies for FY20 later this winter.

Unfortunately, because of development delays the MAPT class reports will not be released until February 1.

**December 2018**

Because of an oversight, programs have been allowed to enter attendance without having entered an assessment. Programs must administer the required NRS tests and enter the results in LACES. LPS will update LACES with a validation preventing attendance data entry unless there is a valid pre-test. Please enter all assessments as soon as possible.

LiteracyPro Systems regularly updates LACES. You can read about recent updates at <https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/release-update-11-30-2018> and <https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/release-updates-12-14-2018> . Included in recent updates are:

* [instructions](https://sites.google.com/a/literacypro.com/laces-massachusetts-customizations/ma-student-import) for importing student records into LACES through a .csv file. If you choose to upload bulk records, pay close attention to the number formats for zip codes and social security numbers. You may want to test your imports in the training site first.
* the addition of a Waitlist Contact History panel to the student history tab. This allows you to track your efforts to enroll applicants on your waitlist.
* an override to the minimum hours between pre- and post-tests.
* and MAPT student reports! UMass Center for Educational Assessment and LPS did a great job of building these reports in LACES. Class reports will be available in January.

Program directors have reached out to LPS and ACLS about waitlist information that did not migrate. Because programs used some fields in different ways to meet their needs, and because LACES does not have a separate waitlist module like we had in SMARTT, ACLS and LiteracyPro did our best to map the SMARTT WL data to existing LACES student fields. ACLS still has SMARTT access. If you would like an Excel file of your program’s waitlist, email Toby Maguire. There are several steps that have to happen to create a secure transfer, so it may take time to fulfil your request.

Please take a moment to update your agency’s information, including contact information, by hovering your pointer over the silhouette in upper right-hand corner of the LACES screen and selecting Agency Settings. This information will be posted on the ACLS website.

Finally, ACLS will survey directors about their programs’ training needs. The responses will help LPS plan upcoming webinars.

**November 2018**

Several LACES updates were released late Thursday, November 1. You should have received notification with your first login after the release. You can review all updates and descriptions of customizations at the Massachusetts User News page by clicking on the profile in the upper right corner of your LACES screen and selecting the User News link.

The latest update includes the final changes to the waitlist that program directors and ACLS requested. Please note that LiteracyPro added a new and very important dashboard widget, Missing Reportable Data, under student alerts. This alert identifies enrolled students who have missing required information. Program staff should view the alert and backfill all missing required information.

The OWL and LiteracyPro teams have been diligently working on creating MAPT score reports in LACES. If all goes as planned, individual student reports will be available on December 14. The class score reports will be available in early January.

1. "ACLS is working to bring these videos into full compliance with accessibility standards of the Department and the Commonwealth. Work is underway to incorporate closed captioning into each of the videos. Please contact Toby Maguire toby.maguire@mass.gov if you have any concerns, or If a LACES user has an immediate need for a specific video and ACLS will prioritize getting the video closed captioned quickly." [↑](#footnote-ref-1)