

Guidelines for Student Enrollment

Student Demographics Record Information

On the TOPSpro™ Enterprise menu, go to **Records – Students – Demographics**.

Identification

Student ID:
Title:
First Name:
Middle Name:
Last Name:
Canvas Password:

Gender:

☒ N/A
☐ Male
☐ Female
☐ Non-binary

Birth Date:

SSN:
SSN Consent:
Data Sharing Consent:
ITIN:
Has Compulsory Attendance Release:

SSID:
Does not have SSN:
GED ID:
HiSET ID:
TASC ID:
CalJOBS ID:
NEDP ID:

Education

Highest Year of School:
School Outside US: ☐

Highest Degree or Diploma:

☐ None
☐ HSE Certificate
☐ High School Diploma
☐ Technical/Certificate
☐ Some college, no degree
☐ A. A./A.S. Degree
☐ 4 yr. College Graduate
☐ Higher than B.A./B.S.
☐ Individual Education Plan
☐ Other Diploma/Degree

Highest Degree or Diploma Earned Outside US: ☐

CAHSEE Scores:
Date Score Passed
Add Score

GED 2014 Scores:
Subsection Date Score Passed Non-English
Add Score Create student record

GED 2002 Scores:
Subsection Date Score Passed Non-English
Add Score Create student record

HiSET Scores:
Subsection Date Score Passed Non-English
Add Score Create student record

TASC Scores:
Subsection Date Score Passed Non-English
Add Score Create student record

Field Name	TOPSpro™ Enterprise Instructions
Identification	
Student Phone number/Cell number	Phone number and E-mail are important fields for the TE Employment & Earnings follow up survey.
Student E-mail	
Gender Race Ethnicity	For Race and Ethnicity: For 2026-27: “Middle Eastern/North African” has been added into TE as a new option in TE. - If you have students in this category, the CDE recommendation is to start marking the new option right away. - If your students are resistive to this new designation, it is okay to continue marking whatever selection you have been using for this group of students. Middle Eastern/North African is in response to a 2024 (federal) OMB directive, mandated for 2029, that adds this new option, and will change how we officially record Race and Ethnicity. - This directive will also consolidate Race and Ethnicity into one selection instead of two separate choices. It

Field Name	TOPSpro™ Enterprise Instructions
	will also encourage and ensure additional ways to mark multiple Races. TE will implement the full set of changes in 2029 once it is required. For Ethnicity = <i>Hispanic/Latino</i> – it remains okay to leave the Race field blank as long as Ethnicity = <i>Hispanic/Latino</i>. Click here to access Federal Register
Native Language	There are several additional native language options available in the TE Student Demographics that are not featured on the Entry Record.
SSN	- Providing SSN for each student is not required, but it is strongly recommended, and is required for the state level EDD Employment data match. - It is strongly recommended that agencies NOT use SSN for Student ID. - It is strongly recommended that each student provide consent for using SSN in TE data collection.
Consent	- Mark only if SSN (or ITIN) is recorded. - For more information about student consent and guidelines for providing personally identifiable information, refer to CDE Memorandum 17-01: https://www.cde.ca.gov/sp/ae/ga/mb17-01.asp
ITIN (Taxpayer ID Number)	- Effective July 1, 2023, ITIN has been authorized for the EDD Employment data match. - Agencies are strongly encouraged to provide ITIN in this field for students that do not have SSN. - ITIN uses the same xxx-xx-xxxx 9 digit format as SSN. - Use of the ITIN is optional, and should not be used as the Student ID.
GED ID	- GED ID is required for students that attempted the GED during the program year, and is used for the CDE HSE data match. - GED ID is a 14 digit number assigned to the student when taking the GED.
HiSET ID	- HiSET ID is required for students that attempted the HiSET during the program year, and is used for the CDE HSE data match. - HiSET ID is a 14 digit number assigned to the student when taking the HiSET.

Field Name	TOPSpro™ Enterprise Instructions
SSIS ID	This field is Optional. SSIS ID is used for K-12 reporting.
CaJOBS ID	- This field is Optional. CaJOBS is the data management system used for CA workforce agencies. - Record CaJOBS ID for students co-enrolled with a WIOA Title I and Title III workforce partner
Education	
Highest Year of School	For <i>Outside US</i>, mark if more than 50% of the student's instruction was received outside the US.
School Outside US	
GED 2014 Scores	This result aligns to NRS MSG 1d – High School Equivalency Subsections.
HiSET Scores	- This result aligns to NRS MSG 1d – High School Equivalency Subsections. - HSE Subsections is now an authorized outcome for NRS federal reporting. Reporting HSE Subsections is required. HSE Subsections are included in the CDE data match for both GED and HiSET.
Consumer Information	
Disability Type	- Recording Disability Type is only required for students in Adults with Disabilities programs who complete the POWER assessment. - Strengths and Special Needs are optional fields that also relate to POWER. - Agencies may use these fields for students in other programs for internal tracking. - Official reporting for students with disabilities is recorded in Barriers to Employment.

Program Related Student Information

On the TOPSpro™ Enterprise menu, go to *Records – Students – In Program Years*.

Field Name	TOPSpro™ Enterprise Instructions
Barriers to Employment	Enter any Barriers to Employment that apply. • All learners in ABE, HSE, and HS diploma will be considered for state and federal reporting as “Low Levels of Literacy.” • All learners in ESL will be considered for state and federal reporting as “English Language Learner.” • <i>The Barriers attachment on the CASAS CA Accountability page provides definitions of barriers, and guidance to agencies trying to determine which specific barriers that may apply to each student.</i>
Supportive Services	Enter any short-term supportive services that were provided to the student.
Training Services	Enter any short-term training services that were provided to the student.
Transition Services	Enter any short-term transition services that were provided to the student. Notes: • <i>The Services document on the CA Accountability page provides more specific guidance with definitions for each individual service. More guidance has been added to relate short term services to more specific Adult Education activities.</i> • <i>The CDE recommends recording the specific short-term service directly into TE rather than marking the service category on the TE Update Record.</i>

Instructional Programs, Special Programs, and Personal Status

Below are some possible Strategies and Considerations your agency might use to gather information at enrollment about Instructional Programs, Special Programs, and Personal Status.

At the end of this document there is also a list of general questions you could ask the student to help guide the conversation with the student.

Instructional Programs	
WIOA Title II and CAEP Instructional Programs	
<i>ABE (Basic Skills)</i> <i>HS Diploma</i> <i>High School Equivalency (HSE)</i>	• For Instructional Program, mark according to the course content, not the student test score(s) that qualify for federal reporting. • It is okay to have ABE enrollees with high pretest scores, and also to have ASE students with scores in the ABE range.
CAEP Instructional Programs	
<i>Career Technical Education (CTE)</i> <i>Workforce Preparation</i>	There are no formal requirements for how to distinguish CTE from Workforce Preparation. In general: • CTE = longer term class; focused on a specific occupation • Workforce Prep = shorter term class; focused on general work skills (such as workplace safety, MS Office, job interview skills, etc.)

	<i>Workforce Preparation</i> can be marked for students of any age. For older students re-entering the workforce, you can also mark Special Programs = <i>Older Adults</i>
Adults with Disabilities	• Instructional Program = AwD is for students with intellectual (developmental) disabilities. • For other students with disabilities enrolled in other programs, mark their program of instruction (such as ABE, ESL) • TE has an optional field where you can record specific types of disabilities <i>There is a selection under Barriers to Employment, and multiple options under Special Programs, where you can also denote students with disabilities.</i>
Parents Supporting K-12 Success	• <i>Parents/K-12 Success</i> should focus on the literacy skills necessary for parents to help their children in school, such as helping with homework and communicating with teachers. • Parenting Skills can be included in this instruction but should not be the sole focus of the class or program.
Pre-Apprenticeship	• <i>Pre-Apprenticeship</i> is an official CAEP program, but (regular) Apprenticeship is not. • <i>Pre-Apprenticeship</i> usually focuses on workforce preparation, while <i>Apprenticeship</i> focuses on a specific occupation like CTE.

	• Mark this only for students enrolled in instruction that prepares them for Apprenticeship - but not yet enrolled in a regular Apprenticeship program.
Non-WIOA II/Non-CAEP Programs	
Citizenship	• Citizenship program by itself is not a WIOA II or CAEP program. • All classes under EL Civics Citizenship Preparation should mark Program = ESL. • Mark Program = Citizenship only for classes that are not related to ESL or EL Civics.
Older Adults	• Mark classes that target Older Adults by marking <i>Older Adults</i> in Special Programs.
Special Programs	
EL Civics (IELCE)	• This item is for informal agency use only. To record students in IELCE or any other EL Civics Focus Area, mark it in the TE Class Instance Record under <i>Focus Area</i>.
Jail State Corrections Community Corrections	• These are all for Corrections students, but not required for CA agencies. Mark Section 225 under Funding Sources in the TE Agency Record to document Correctional Education status. • Local (County) jails <i>may</i> mark Jail for their Corrections learners.

Homeless Program	• Mark this only if the student is receiving homeless services from your agency or from another agency that provides homeless support. • Use the option in Barriers to Employment to record that an individual student is homeless.
Distance Learning	• Mark this only for DL students who receive more than 50% of their instruction remotely.
Special Needs	• Mark this if the student is receiving extra support (such as DSPS) from your agency. • May mark this for students with disabilities not enrolled in an Adults with Disabilities class or program. • Mark the option in Barriers to Employment to record when an individual student has a disability. • Not required, but you may record specific disability types in the TE Student Demographics record.
Older Adults	• May mark this optionally if the student is enrolled in Older Adults program in addition to a WIOA II or CAEP program. • Also optional, but may mark this Special Program with Workforce Preparation to denote “Adults 55+ years old and Re-Entering Workforce” for CAEP.
Carl Perkins	• Required to mark this at the class or student level for all CTE students receiving federal Perkins funding.

Integrated Education & Training (IET)	• Mark for students enrolled in Section 243 IELCE that are also receiving certified workforce training. • Required to mark this at the class or student level to denote any 243 student enrolled in IET.
EL Co-Enrollment	• This field was used for a CA State funded grant from 2018-2022. • Agencies may optionally mark this for ESL students Co-Enrolled with a WIOA (or any other workforce) partner.
EL Healthcare Pathways	• Mark for students enrolled in the CAEP EL Healthcare Pathways grant - Phase III. • Refer to the document on the Webpage for more details on EL Healthcare Pathways.
Personal Status	
WIOA, Title I	• Recommended is to first ask an “easy” question about job training... and if the student responds yes, then ask more difficult questions about the specific training and provider. • Title I requires several more steps than Title III, and is only for those enrolled in “certificated workforce training.” • Some agencies have had success working with their WIOA partners to gain access to CalJOBS (the data system for CA Title I agencies) which enables them to verify enrollment for their Title II students.

WIOA, Title III	• A student is enrolled in Title III if s/he receives <i>any</i> support from the One Stop or AJCC. Title III is a larger population than Title I. • Many students may not understand “One Stop” or “AJCC,” so it may help to give examples of activities, such as finding a job or improving job interview skills to improve understanding.
WIOA, Title IV	• Title IV is only for individuals with a documented work injury or disability.
Dislocated Worker	• Most Dislocated Workers are unemployed workers who moved to a new location to try to find a new job. • This selection is a more “generic” option than many similar listings under Barriers to Employment.
TANF	• Some agencies use resources such as this one to determine whether or not the student is above or below poverty level: Click here to access poverty level chart • Some agencies recommend asking the student general questions about their income rather than asking questions about TANF or CalWORKS.
Other Public Assistance	• Some agencies use resources such as this one to determine whether or not the student is above or below poverty level: Click here to access poverty level chart

	• Recommendation is to first ask the student about receiving assistance generally, and if the student responds Yes, then ask follow up questions to determine what kind of assistance.
Concurrently Enrolled in HS/K-12	• In most cases, you should consult with colleagues at your district to determine this status rather than asking the student.
Veteran	• If the student does not understand “Veteran” then give specific examples such as Army or Navy.
Refugee	• If the student does not understand the word “refugee” then try to identify the student’s home country and use specific examples related to issues for that country. • “Refugee” differs from “Economic Migrant” in that a refugee is escaping a specific crisis in that person’s home country, while an economic migrant is just seeking economic mobility.

Student Questions at Time of Enrollment

Many agencies recommend asking the student a few general questions before addressing required fields such as Personal Status or Barriers to Employment. This helps the interviewer get a clearer picture of the student’s situation and adjust the questions as much as possible to the student’s basic literacy level. It can also “break the ice” with the student and enable the student to share personal information more freely.

Question	Clarifies the Following
1. Tell me about your education. <i>Dígame sobre la educación que a recibido.</i>	• Highest Year of School/Highest Degree Earned • Barriers: Low levels of literacy, English literacy
2. Tell me about your employment. <i>Dígame sobre su empleo.</i>	• Barriers: Displaced Homemaker, Migrant or Seasonal Worker, Long Term Unemployed • Labor Force Status
3. Tell me about any financial assistance you receive? <i>Dígame sobre cualquier asistencia financiera que recibe.</i>	• Personal Status: TANF (CalWORKS) Other Public Assistance • Barriers: No TANF within 2 years • Labor Force Status
4. Tell me about your past and current living situation. <i>¿Ha sido criado por alguien mas que su mama o papa?</i> <i>¿Ahora con quien vive?</i>	• Special Programs: Homeless, Family Literacy • Barriers: Homeless, Foster Care, Single Parent • Personal Status: Dislocated Worker
5. Tell me about any difficulties you face? <i>Dígame sobre cualquieras dificultades que tiene.</i>	• Special Programs: Special Needs • Barriers: Cultural Barriers, Disabled • Identify Disabilities and distinguish which ones apply
6. Have you ever served in the U.S. Military? <i>¿Es veterano de los Estados Unidos?</i>	• Personal Status: Veteran