

Attachments

File	Type	Size	Download
A - California Assessment Policy Guidelines 2023-24	PDF	953.25 KB	Download
B - CDE Local Guidelines for Implementing State Assessment Policy 2023-24	PDF	419.08 KB	Download
C - Core Performance Follow-Up Survey Instructions	PDF	585.97 KB	Download
D - Entering Personnel Information in TOPSpro Enterprise	PDF	278.32 KB	Download
E - TOPSpro Enterprise Entry-Update Record	PDF	271.11 KB	Download
F - TOPSpro Enterprise Proxy Instructions	PDF	15.74 KB	Download
G - Data Integrity Report	PDF	380.63 KB	Download
H - Distance Learning Considerations	PDF	449.05 KB	Download
I - California Assessment Policy Appendix C: Virtual Learning and Service Delivery (VLSD)	PDF	403.66 KB	Download
J - CDE Remote Testing Memorandum	PDF	76.37 KB	Download
K - New Agency and Staff Toolkit October 2022	PDF	755.83 KB	Download
M - WIOA Data Dictionary 2023-24 Summary of Changes	PDF	494.58 KB	Download
N - Acronyms for CAEP and WIOA II	PDF	248.81 KB	Download
S - Definitions for Short Term Services	PDF	1.55 MB	Download
T - Students Barriers to Employment	PDF	861.86 KB	Download
X - Goal Setting	PDF	279.56 KB	Download

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Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act

Assessment Policy Guidelines

July 2023–June 2024



California Department of Education

Local Guidelines for Implementing State Assessment Policy

[Local Agency Name]

**Workforce Innovation and Opportunity Act, Title II: Adult Education
and Family Literacy Act**

**Local Guidelines for Implementing State Assessment Policy
Program Year *[2023-2024]***

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**Payment Points Data Integrity Report Analysis by Quarter
(CA WIOA II 2023-24)**

Quarterly Importance

R = Required data elements for state and federal reporting: CA Payment Points (PP), NRS Federal Tables (FT), and NRS Core Performance Measures Employment & Earnings Survey and Data Match (CP)

D = Important for NRS Data Quality Standards Reliability and Validity

Virtual Learning and Service Delivery (VLSD)

Definition of Distance Learners: Learners who receive more than 50 percent of instructional hours in a distance learning format during the program year are considered distance learners for NRS reporting purposes.

Testing: Learners in distance learning settings must fulfill the same assessment requirements as all other learners (see Section 2).

Agencies must assess distance learners in a secure proctored environment, either at the adult education site or other proctored and secure location and with staff trained to administer the assessment.

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PROGRAM YEAR 2023-24 DATA DICTIONARY

SUMMARY OF CHANGES

Entry Record

1. Page 3. Updated language for providing SSN and SSN Consent. Added information about using the new Taxpayer ID ITIN number.

Attachment N - Common Acronyms

ABE	Adult Basic Education
ACCE	Association of Community and Continuing Education
ACSA	Association of California School Administrators

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Attachment S – Description of Short Term Services

Supportive Services Received In Program:

<input type="checkbox"/> Transportation	<input type="checkbox"/> Supplementary Instruct. Serv.
<input type="checkbox"/> Health Care and Mental Health Care	<input type="checkbox"/> Needs-Based Related Payments
<input type="checkbox"/> Family/Child Care	<input type="checkbox"/> Emergency Financial Services
<input type="checkbox"/> Housing or Rental Assistance	<input type="checkbox"/> Federal Education Cash Assist.
<input type="checkbox"/> Personal, Financing, or Legal Counseling	<input type="checkbox"/> Other Supportive Services

Attachment X – PY 2023-24 – Primary and Secondary Goals

Recording Primary and Secondary goal is required for all enrollees

All funded agencies should work with students at intake and determine their reasons for enrolling in adult education and ensure each student's selected class and program supports these objectives moving forward. Providers are also encouraged to continue to support students throughout the process, check in with each student regularly to verify progress, and ensure assigned instruction is contributing to student goals.

Attachment T – Barriers to Employment
Questionnaire for Students

Barrier	Yes/No	Questions	Notes
English Language Learner		Do you have limited ability to read, write, and speak English?	<ul style="list-style-type: none"> All students in ESL are included in the item count for this barrier for federal reporting. Mark in TE to track this in data management reports.
		Do you use a native language other than English?	
		Do you live in a family or community where English is not the dominant language?	