Data Dictionary PY21

Table of Contents

Note: On July 1, 2023, Iowa's Adult Education and Literacy Programs began transitioning to Iowa Workforce Development as part of a consolidation of programs primarily focused on workforce development and employment. Iowans can expect the same quality services from these programs, in addition to greater access to overall job services. The following content was originally prepared by the Department of Education, but these documents will continue to be updated as the transition continues.

Section I: General Instructions 1

- Entry Record—Form EUUS-016– TE® Student Demographics 1
- Update Record—Form EUUS-016--TE® Student Demographics 10
- Test Record—Form TRUS-011 17
- Personnel Record 18

Section II: Specialized Program Instructions 20

- Corrections 20
- Family Literacy 20
- Sheltered Workshops and Work Activity Centers 21
- Alternative High School 21
- Institutions 22

Appendices 23

- Agency Category 23
- Site Categories 24
- Program Entry Record--Form EUUS-016 26
- Program Update Record—Form EUUS-016 27
- TOPSpro® Enterprise Abbreviations 28

Section I: General Instructions

Entry Record—Form EUUS-016– TE® Student Demographics

The form collects accountability data from the student at the time of enrollment. On paper form, the top half of the Entry Record collects demographic information and the bottom half of the form collects program information. The Entry Record serves as the point from which student progress will be measured.

*Agency NumberRefers to the community college district number.

* Site Number Refers to class locations/site categories/instructional program.

Paper Field # (TE Field)	Name	Definitions/Directions
*1a	Student Name	First and Last Name and Middle Initial is required. Do not enter special characters such as hyphens or commas.
*1b	Student Address	Zip Code is required
1c	Student Email	
*2	Instructor Name	Manually assign if not known, required for Table 7.
*3	Student Identification SID=Student ID SSN=SSN HSED ID=Assigned ID Consent signed	TE links all student information by unique student identification number. Students must use one unique ID number on all forms for all classes during all program years. Programs will assign a student ID as the primary SID and add the SSN and HSED in the TE designated field. No dashes. Never display Personally Identifiable Information on publicly accessible forms or computer screens.
*4	Gender Male or Female	Do not leave as unknown.
*5	Date of Birth	Use leading zeros before one digit numbers.
*6	Highest Year of School	Use leading zeros before one digit numbers. Enter last grade completed. Indicate number of full years attended. Indicate if: “Majority of my schooling was outside of U.S.”

Paper Field # (TE Field)	Name	Definitions/Directions
*7	Highest Diploma or Degree Earned	Mark only one that applies.
	None	
	HSE Certificate	No high school diploma or high school equivalency diploma. Received a high school equivalency including the HiSET® or GED® test battery.
	High School Diploma	Receipt of traditional secondary high school diploma.
	Technical/Certificate	Received a certificate of completion in a professional/technical program (e.g.: welding, cosmetology, CNA)
	Some college, no degree	Enrolled in an accredited institution but has not earned a degree.
	A.A. /A.S. Degree	Has two-year degree from an accredited institution.
	4 Year College Graduate	Has a four-year degree from an accredited institution, i.e., bachelor of arts or science degree.
	Higher than B.A./ B.S	Advanced degree accredited coursework beyond a baccalaureate. Indicate if: "I earned the above outside of U.S."
*8a	Ethnicity	**Mark one. Indicate the group with which the student primarily identifies:**
	Hispanic or Latino	Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race.
	Not Hispanic or Latino	Not included in the above definition.
*8b	Race	**Mark one or more as student self-identifies origin:**
	White	Europe, Middle East, or North Africa
	Asian	Far East, Southeast Asia, or the Indian subcontinent including: Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam.
	Native Hawaiian or Other Pacific Islander	Hawaii, Guam, Samoa, or other Pacific Islands.
	American Indian Alaska Native	A person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
	Pilipino	
*9	Native Language	Mark one. Indicate the prevalent language spoken in the home when the student was a child.
*10	Date of Entry into this Class year	Enter date the student enrolled in the current program. Use a leading zero for numbers less than ten.

* - refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definitions/Directions
*11	Instructional Program (IP)	Mark **only one** of the following **four BOLD** instructional programs. Additional instructional programs are optional.
	Basic Skills (ABE)	Adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family (≤235)
	ESL/ELL	Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pretest score ≤ 235) code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT code Special Program Exits in TE (SR).
	Citizenship	Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum. For students in grade level equivalents 0-8 (lowest pretest score ≤ 235), code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT CODE Special Program Exits in TE (SR).
	High School Diploma	Traditional, alternative, or adult high school diploma.
	High School Equivalency (HSE)	Preparation for the HiSET® test. Includes students working on a HSED in languages other than English. (≥236)
		Preparation for the HiSET® test with instruction primarily in Spanish. Ineligible for EL Civics (Field 13) if pretest score is ≤ 235 or if instructional intent is not integrated EL/Civics.
	Career and Technical Education (CTE)	Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree
	Workforce Readiness	Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. Job seeking, job-keeping skills, work habits training, career decision-making, career assessment
	Adults with Disabilities	Do Not Code - Use IP (BS) Code special program entries "special needs" **Documentation required.**
	Pre-Apprenticeship	Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.
	Adults Supporting K12 student success	Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
		Interactive literacy activities between parents and their children
		Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
		Parenting skills

* - refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definitions/Directions
12	Attainable Goal Within Program Year	Select one primary goal and one secondary goal. Ensure the student indicates a goal that is attainable within the current program year. **Goals do not affect Table 5 or 5A outcomes.**
		Column 1 = Indicate Primary Goal
		Column 2 = Indicate Secondary Goal.
	Improve Basic Skills	Improve overall basic literacy skills
	Improve English Skills	Improve English literacy skills (e.g. speaking, listening, or writing) to enable better communication with others.
	H.S. Diploma/HSE	Achieve sufficient skills to receive a secondary school diploma or equivalency.
	Get a job	Obtain full or part-time paid employment.
	Retain job	Upgrade skills to enable retention of current job, increase opportunities for promotion, or get a better job.
	Get a better job	Upgrade skills to increase opportunities for promotion or get a new job with more pay or responsibility.
	Enter College or Training	Enrollment in a postsecondary education or training program.
	Work-Based Project	Enrolled in a class with 30 hours or less of scheduled instruction that has the goal of teaching specific work-place related literacy skills. The measure allows programs to serve learners with short-term learning needs. Pre and progress NRS assessment rules apply.
	Family Goal	Meet family goal related to instruction.
	U.S. Citizenship	Obtain skills to pass U.S. citizenship test.
	Military	Meet requirements for entry into the military.
	Personal Goal	Meet defined personal goal related to a definable outcome (e.g. pass the driver's test or improve reading ability).
	None	Do Not Code
	Other	Any other goal related to instruction with a clearly definable outcome
13	Special Programs	Indicate special program (s) student enrolls in. Mark all that apply.
	None	Not enrolled in any program listed below.
	EL Civics (IELCE)	ESL students enrolled in classes with an integrated curriculum of English language learning and Civics Education ≤235 Scaled Score.
	Jail	City or county facility designed to confine or rehabilitate criminal offenders.
	Community Corrections	Community-based rehabilitation facility or halfway house.
	State Corrections	State correctional institution, prison, jail, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders.

Paper Field # (TE Field)	Name	Definitions/Directions
13 (con't)	Homeless Program	Instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular, and adequate nighttime residence as well as an individual having a primary nighttime residence that is: Supervised publicly or privately operated shelter designed to provide temporary living accommodations. Includes welfare hotels, congregate shelters, and transition housing for the mentally ill; Institution that provides temporary residence for individuals intended to be institutionalized/or; Public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
	Family Literacy	Activities sufficient intensity and quality, make sustainable improvements in family and integrate all of the following activities: Lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. Interactive literacy activities between parents or family members and their children. Training parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children. Age-appropriate education to prepare children for success in school and life.
	Workplace Ed.	Designed to increase workforce productivity through improved workplace literacy skills.
	Tutoring	Individualized tutoring for students.
	Distance Learning	Primary instruction method (51% or more of the instruction) is non-classroom based and includes the use of instructional technology such as television, video, internet, telephone, or similar technology.
	Special Needs	Designed for students with special needs Use with IP Basic Skills (do not use Adults w/Disabilities).
	Alternative Ed [K-12]	Do Not Code
	Non-Traditional Training	Blended learning environments including basic skills and postsecondary education and training.
	Older Adults	Services for older adults as determined by their agency.
	Carl Perkins	Student qualifies for any of the economically disadvantaged criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006.

Paper Field # (TE Field)	Name	Definitions/Directions
14	Employment Barriers	Mark all that apply or leave blank.
	Cultural Barriers	Participant perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.
	Disabled	Special Needs, Learning Disability, Physical Disability. DO NOT CODE.
	Displaced Homemaker	Student has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income.
	English Language Learner	A person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.
	Ex-Offender	A person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.
	Foster Care Youth	A person who is currently in foster care or has aged out of the foster care system.
	Long-term Unemployed	A person has been unemployed for 27 or more consecutive weeks at program entry.
	Low Levels of Literacy	A participant is unable to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society.
	No TANF within 2 years	The participant is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.).
	Single Parent	Student has custodial support of one or more dependent children.
	Seasonal Farmworker	The participant is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency; or (B) a dependent of the person described above.
	Migrant and Seasonal Farmworker	The participant is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day; and (B) a dependent of the person described above.

Paper Field # (TE Field)	Name	Definitions/Directions
14 (cont.)	Low income	A person who: (a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received: (i) Assistance through the supplemental nutrition assistance program under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.); (ii) Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.); (iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or (iv) State or local income-based public assistance. (b) Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; (c) Is a youth who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751 et seq.); (d) Is a foster child on behalf of whom State or local government payments are made; (e) Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement; (f) Is a homeless individual or a homeless child or youth or runaway youth (see No. 700 of this chart); or (g) Is a youth living in a high-poverty area. Record 0 if the individual does not meet the criteria presented above.
	Homeless	(a) Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who: (i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; (iii) is living in an emergency or transitional shelter; (iv) is abandoned in a hospital; or (v) is awaiting foster care placement; (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground; (c) a person who is currently in foster care or has aged out of the foster care system. (d) Runaway youth An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.

Paper Field # (TE Field)	Name	Definitions/Directions
15	Class Number	The local agency determines and creates its class numbering system. Note: TOPSpro reads "0" as a number, not a placeholder, e.g., "1234 will be read as a different class than "001234".
16	Personal Status Entries	**Mark one or more that are applicable to student:**
	WIOA, Title I	Program that helps jobseekers with career counseling, job search assistance, and job training. Examples of students that receive employment training or assistance through WIOA, Title I: ☐ Youth and adult employment activities ☐ Dislocated workers ☐ Displaced homemakers ☐ Low income individuals ☐ Non-traditional employment ☐ Older individuals or youths with significant barriers to employment ☐ Individuals with disabilities
	WIOA, Title III	Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.
	WIOA, Title IV	Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies
	TANF	Individual receives funds through, or are eligible for TANF, welfare, or California Work Opportunity and Responsibility to Kids (CalWORKs)
	Other public assistance	Student receives federal, state or local financial assistance including: ☐ Food stamps ☐ Refugee cash assistance ☐ General assistance Aid to the blind or totally disabled Definition does not include: ☐ Social Security benefits ☐ Unemployment insurance ☐ Employment-funded disability
	Concurrently enrolled in high school /K12	Student enrolled in high school and adult school classes at the same time.
	Dislocated worker	Student received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.
	Veteran	Student has served in the active military and was discharged or released from such service under conditions other than dishonorable.
	Other	Any other personal status not listed above.

Paper Field # (TE Field)	Name	Definitions/Directions
*17	Labor Force Status	Mark one as applies to student.
	Unemployed	Not working but are seeking employment. Have made specific efforts to find a job and are available for work.
	Employed	Work as paid employee, self-employed, farm, or work 15+ hours per week as unpaid worker on a farm or in a business operated by a member of the family, includes students not currently working but who have jobs or business from which they are temporarily absent.
	Employed with notice	Is currently employed, but either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).
	Not in lab force	Not employed and not seeking employment at this time.
*18	Instructional Level	Do Not Code—TOPSpro will determine educational functioning level (EFL) based on CASAS score.
19	Provider Use	Do Not Code

* - refers to mandatory fields that must be completed

Update Record—Form EUUS-016--TE® Student Demographics

The following table identifies the requirements and data elements for the student when there is a change in the student's status.

*Agency Number Refers to the community college district number.

* Site Number Refers to class locations/site categories/instructional program

Paper Field # (TE Field)	Name	Definitions/Directions
*1a	Student Name	First and Last Name and Middle Initial is required. Do not enter special characters such as hyphens or commas.
*1b	Student Address	
*2	Instructor Name	Required for Table 7
*3	Student Identification SID=Student ID SSN=SSN HSED ID=Access (not reflected in the bubble sheet)	TE links all student information by unique student identification number. Students must use one unique ID number on all forms for all classes during all program years. Programs will assign a student ID as the primary SID and add the SSN and HSED in the TE designated field. No dashes. Never display Personally Identifiable Information on publicly accessible forms or computer screens.
*4	Date of Program Update	Indicate the date the student takes the test. Use leading zeros for the months and days.
*5	Instructional Program (IP)	Mark **only one** of the following four **BOLD** instructional programs. Additional instructional programs are optional.
	Basic Skills (ABE)	Adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family (≤235)
	ESL/ELL	Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pretest score ≤ 235) code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT code Special Program Exits in TE (SR).
	Citizenship	Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum. For students in grade level equivalents 0-8 (lowest pretest score ≤ 235), code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT CODE Special Program Exits in TE (SR).
	High School Equivalency (HSE)	Preparation for the HiSET® test. Includes students working on a HSED in languages other than English. (≥236)
		Preparation for the HiSET® test with instruction primarily in Spanish. Ineligible for EL Civics (Field 13) if pretest score is ≤ 235 or if instructional intent is not integrated EL/Civics.
	Career/Technical Education (CTE)	Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree
	Workforce Readiness	Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. Job seeking, job-keeping skills, work habits training, career decision-making, career assessment

* - refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definitions/Directions
*5 (cont.)	Adults with Disabilities Pre-Apprenticeship Adult Supporting K12 student success	Do Not Code - Use IP (BS) Code special program entries "special needs" **Documentation required.** Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction. Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: a. Interactive literacy activities between parents and their children b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children c. Parenting skills
6	Program Status Retained in Program* Left Program No Show	Indicate student's status since completion of the instructional program. Student is currently enrolled in the IP. **Mark only if students have planned services after 90-day absence (only for current program year).** A student has no instructional services for the past 90 days and no service is scheduled. Did not stay in the IP for 12 hours of instruction.
7	Progress Progressed within level or program Completed level or program Advanced to a higher level or program	Do Not Code—Determined by pre/posttest indicators
8	Services Received Supportive Training Transition Basic Individualized Information only Follow up Self-service Voc. Rehabilitation Voc. Rehabilitation and employment	These three sections of Field #8 pertain to WIOA Title IV programs. · Record if the participant received Supportive, Training, or Transition services for students with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services. · Record which delivery models the participant received among the listed career services · Record if the participant received services the Vocational Rehabilitation –OR- the Vocational Rehabilitation and Employment (VR&E) Program. Mark both options if the participant received services from both vocational rehabilitation programs.

* - refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definitions/Directions
9	Student Results	Indicate student's status since completion of the instructional program.
	Work	
	Got a job	Obtained a job while receiving instruction.
	Increased wages	Total earnings from wage records exceed amount learner earned at time of program entry.
	Retained job	Employed at time of Entry Record and remained employed.
	Got a better job	Upgrade skills to increase opportunities for promotion or get a new job with more pay or responsibility.
	Met work-based project goal	Acquired the skills taught in a short term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours.
	Entered job training	Entered an occupational skills training program in the current program year. Student may or may not have completed program at time of Update Record.
	Entered training program	Enrolled in an occupational skills training program that builds upon and does not duplicate other services or training received, regardless of whether the prior services or training were completed.
	Training milestone	Record if the participant had a satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (on-the-job training (OJT), registered apprenticeship, etc.).
	Entered an Apprenticeship	Has entered into an "apprenticeship agreement" with employer or sponsor. Participation may be through employment, education, or both.
	Entered Military	Entered into one of the branches of the U.S. Armed Services.
	Acquired Work Readiness Skills	Obtained work experience that enabled the student to receive future employment.
	Reduced Public Assistance	Received reduced financial assistance from state, federal, or local government agencies while enrolled in the program or by the end of the program year.
	Other work outcome	Do Not Code
	Education	
	Returned to K-12	Returned to the traditional K-12 school system or alternative high school program.
	Passed GED® or HiSET®	Obtained passing scores on all GED® or HiSET® tests.
	Earned Certificate	Obtained recognized certification of attainment of literacy related competencies (Basic Skills Certificates.)
	Earned a High School Diploma	Obtained an adult high school diploma.
	Entered College	Enrolled in postsecondary education such as community college or four-year institution.
	Gained Computer /tech skills	Increased knowledge of computers including both hardware and software.
	Mastered course competencies	Passed final test, was promoted to the next plan level (if applicable), and met objectives of the course.

	Secondary/Post-Secondary Transcript	Record if participant's transcript or report card for either secondary or post-secondary education for one academic year (or 24 credit hours) shows that the participant is achieving the state unit's policies for academic standards. **Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.**
	Attained Credential	Obtained a credential consisting of an industry recognized certificate or certification, during time of program participation. **Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.**
	Obtained Occupational Skills Licensure	Obtained a license recognized by the State or Federal Government, during time of program participation. **Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.**
	Obtained Occupational Skills Certificate	Obtained a skills certificate recognized for the State or Federal Government, during time of program participation. **Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.**
Paper Field # (TE Field)	**Name**	**Definitions/Directions**
*9 (cont.)	**Family/Community**	
	Increased Involvement in Children's Education	Helping children more frequently with homework. Increased contact with children's teachers to discuss children's education. More involvement in children's school such as attending school activities and parent meetings. Volunteering to work on school projects.
	Increased Involvement in Children's Literacy Related Activities	Increased involvement in the literacy related activities of dependent children including reading to children, visiting the library, purchasing/acquiring books or magazines for children.
	Met Other Family Goal	Made measureable improvements in diet, exercise for self and family, reducing or ceasing unhealthy habit or addiction, and other positive lifestyle changes.
	Met Personal Goal	Met personal goal with identifiable outcome.
	Obtained perm. Residence	Obtained the skills needed o pass the U.S. citizenship exam.
	Attained U.S. citizenship	Registered to vote or voted for the first time during instruction.
	Achieved U.S. Citizenship Skills	Increased involvement in the following community activities during instruction, neighborhood meetings, community, or political organizations, volunteering to work for such organizations, contributing to the support of such organizations, volunteering to work on community improvement activities
	Registered to Vote or Voted for the First Time	Registered to vote or voted for the first time during instruction

	Increased Involvement in Community Activities	Increased involvement in the following community activities during instruction: · Attending or organizing meetings of neighborhood · Community or political organizations · Volunteering to work for such organizations · Contributing to the support of such organization
	Other family outcome	Any other family-related result that is not listed
	Other community outcome	Any other community-related result that is not listed.
*10	Class Number	The local agency determines and creates its class numbering system. Note: TOPSpro reads "0" as a number, not a placeholder, e.g., "1234 will be read as a different class than "001234".
11	Hours of Instruction	Indicate as accurately as possible the total number of hours of instruction the learner actually received between the pretest and the post-test.

* - refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definitions/Directions
12	Post Exit Leading to Postsecondary Credential Enrolled in education program Enrolled in training program	Do not code
13	Instruction Level	Do not code
14	Leading to Postsecondary Credential or Enrollment Enrolled in education program Enrolled in training program	Do not code
15	Reason for Exiting	Mark **only one** if item 7 "Status" is marked "Left Program" otherwise leave blank.
	Change class or program	Changed classes or entered into another educational or training program.
	Completed Program	Attained goal defined at enrollment.
	Met Goal	Student met the goal for which enrolled.
	End of program year	Update Record completed because it is the end of the program year. Local agency or student anticipates continuing enrollment into the next program year.
	Got a job	Obtained full or part-time paid employment.

	Moved	Changed residence to another geographic location outside program service area
	Schedule conflict	Schedule of instruction
	Lack of transportation	Without own means of transportation and is unable to arrange for private transportation between home and location of instruction.
	Lack of child care	Resources or facilities needed to meet the student's childcare needs are not available.
	Released from incarceration	Exited a local, state, or federal corrections program because the term of incarceration is complete
	Family problem	Exited a local, state, or federal corrections program because the term of incarceration is complete
	Own health problems	Needs or is receiving medical or mental health treatment that inhibits participation in instruction
	Lack of interest	Declines to complete service because of lack of interest or perceived value
	Public Safety	Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, or similar reason.

Paper Field # (TE Field)	Name	Definitions/Directions
15 (cont.)	Administratively separated	Dismissed by school administration for cause.
	Unknown reason	Unable to contact using address, phone number and alternative contact information provided by student.
	Other unknown reason	All other known reasons. State the specific reason
Electronic Only	Training Services Received	
	On the Job Training	Providing a program that provides vocational training to the student while formally employed with an employer, or sharing more information about these opportunities.
	Skill Upgrading	Short term training that focuses on specific areas of occupational expertise, such as CPR training, phlebotomy, OSHA hand washing
	Entrepreneurial Training (non-WIOA Youth)	Service that provides the basics of starting and operating a small business and development of the skills associated with entrepreneurship, or more information about these opportunities. Such skills must include, but are not limited to, the ability to: • Take initiative • Creatively seek out and identify business opportunities • Develop budgets and forecast resource needs • Understand various options for acquiring capital and the tradeoffs associated with each option • Communicate effective and market oneself and one's ideas.

	ABE/ESL in conjunction w/Training (non-TAA funded)	Local ABE/ESL instruction that supports students while enrolled in workforce training (such as local CTE or WIOA I)
	Customized Training	Short term service that combines multiple methods to assist students with job training
	Other Occupational Skills Training	Any other short term service with content specific to job training.
	Remedial Training (ABE/ESL-TAA only)	Directly administering or providing more information about local ABE/ESL instruction that student is required to complete in order to qualify for workforce training
	Prerequisite Training	Any services that are required prior to enrollment in longer term workforce training

Paper Field # (TE Field)	Name	Definitions/Directions
Electronic Only (cont.)	Registered Apprenticeship	Information about apprenticeship and/or pre-apprenticeship opportunities
	Youth Occupational Skills Training	Directly administering or providing more information about training opportunities for out of school youth (age 24 and lower and not enrolled in high school).
	Other Non-Occupational-Skills Training	Any other short term service that contributes to job training, but includes different content.
	Unspecified Training	Other short term services designed to assist students with job training.

Test Record—Form TRUS-011

The following table identifies the requirements and data elements for the student when completing a pre, progress or posttest.

*Agency Number — Refers to the community college district number.

* Site Number — Refers to class locations/site categories/instructional program.

Paper Field # (TE Field)	Name	Definitions/Directions
*1	Student Name	First and Last Name and Middle Initial is required
*2	Instructor Name	Manually assign if not known, required for Table 7.
*3	Student Identification SID=Student ID SSN=SSN HSED ID=Access	TE links all student information by unique student identification number. Students must use one unique ID number on all forms for all classes during all program years. Programs will assign a student ID as the primary SID and add the SSN and HSED in the TE designated field. Never display Personally Identifiable Information on publicly accessible forms or computer screens.
*4	Form Number and Subject Area	Enter CASAS test form number with the letter indicating the subject area. Include leading zero plus modality (e.g., 13M, 18R). R Reading M Math L Listening W Writing S Speaking G Grammar C Citizenship X Used for Extended range forms Enter TABE™ test form number with the letter indicating the subject area. Include leading zero plus modality (e.g., 710M, 709R).
*5	Assessment (Test) Date	Indicate the date the student takes the test. Use leading zeros for the months and days.
*6	Class Instance (Number)	The local agency determines and creates its class numbering system. Note: TOPSpro reads "0" as a number, not a placeholder, e.g., "1234 will be read as a different class than "001234". Note: Class Instances should correspond with one of the following Instructional Programs: Basic Skills (ABE), ESL, ESL/Citizenship, High School Diploma, or HSE (High School Equivalency).
9	Raw Score Scaled Score	Raw score override is only permissible if the accompanying item level answers are entered in TE® and the answer sheet is kept in the student file. Use of TABE® only. TE uses the TABE® scaled score for reading and a total scaled score for math which is a combination of the Applied Math and the Computation Math scores. The TABE™ norms book is required to obtain these scaled scores.
	Retested	Mark to indicate the test is not valid.

* - refers to mandatory fields that must be completed

Personnel Record

The following table identifies the requirements and data elements for personnel.

*Agency Number — Refers to the community college district number.

* Site Number — Refers to class locations/site categories/instructional program.

TE Field	Name	Definitions/Directions
Container	Container	Agency number and community college.
User	User Account	This is the user's email address.
Password	Password	Assign a password. Once logged in, new users should change their password to a secure password which complies with their local security policy.
User Contact	First Name	Enter first name.
	Last Name	Enter last name.
	Email	Enter email address. This is the user account.
Menu Access Rights	Menu Access Rights	Check all boxes to give this user access to corresponding TE menus.
Data Access Rights	List Records View Record Create Record Update Record Delete Record	When checking the check box left of the column header title, rights are granted for the entire column. Check or uncheck boxes to grant rights. Checking the List Records and View Record column grants read-only rights.
Personnel ID	Personnel ID	A unique number used by the college to identify personnel. This may be a Datatel or Colleague ID.
Role Identification	Functional Role	Select Administration for those who are not in a teaching role and Teacher for those staff members who are in a teaching role.
	Start Date	Enter the date the staff member started.
	End Date	When staff member is no longer active, complete the End date.
	Role is Related to Instructional Program	When role is related to instructional program, this information becomes non-selectable.
Employment Identification	Record Date	Beginning of program year or start date. This must be updated each program year.
	Employment Type	Only members who are teaching during the program year would be included as a local teacher.
	State-level Administrative/Supervisory/Ancillary Services	State-level administrative/supervisory/ancillary services is specified as the classification for the adult education staff member.
	Local-level Administrative/Supervisory/Ancillary Services	Local-level administrative/supervisory/ancillary services is specified as the classification for the adult education staff member.
	Local Teacher	Local teacher is specified as the classification for the adult education staff member.
	Local Counselor	Local counselor is specified as the classification for the adult education staff member.

TE Field	Name	Definitions/Directions
Employment Identification	Job Type Full-time Part-time Unpaid volunteer	If the program considers the position full or part-time, indicate accordingly, regardless of source(s) of funding. Do not code.
Program Year	Program Year	Select the program year to include for the selected personnel. This must be updated each program year.
Identification	Years of Experience	Includes only those who are listed as teachers. This does not include administrative, counselors or paraprofessionals.
	Teacher Certificates	Only include those that are teaching during the program year. A teacher may hold multiple certifications and therefore, more certifications may be reported than the number of teachers.
	Adult Education Certificate	A credential issued by an accredited college or university for a degree or coursework that focuses on teaching adults (does not include the Nevada Adult Basic Educators Certificate of Performance).
	K-12 Certification	A credential recognized by the State that focuses on teaching children
	Special Education Certification	A credential recognized by the State that focuses on teaching children or adults with disabilities or special needs.
	TESOL Certification	A credential recognized by the State that focuses on teaching English to speakers of other languages.

Section II: Specialized Program Instructions

This section contains special coding instructions for the following programs: Corrections, Family Literacy, Sheltered Workshops and Work Activity Centers, Alternative High Schools, and Institutions. Refer to Section I for program definitions.

Corrections

This section contains instructions for completing the TOPS pro Entry/Update Record Special Programs, State Corrections or Jail/Community Corrections. (Use site code 02).

Entry Record

Field #	Directions
1-12	Follow instructions in Section I.
13	Enter appropriate category of Jail, Community Corrections, or State Corrections.
14	Follow instructions in Section I.

Update Record

Field #	Directions
1-12	Follow instructions in Section I. Enter all that apply.
13	Enter Reason for exit.
14-15	Follow instructions in Section I.

Family Literacy

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs for Family Literacy. (Use appropriate site code, dependent upon site type).

Entry Record

Field #	Directions
1-12	Follow instructions in Section I.
13	Enter family literacy.
14-20	Follow instructions in Section I.

Update Record

Field #	Directions
1-8	Follow instructions in Section I.
9	Enter appropriate personal/family or community
10-15	Follow instructions in Section I.

Sheltered Workshops and Work Activity Centers

This section contains instructions for completing the TOPSpro Entry/Update Record Special Program Sheltered Workshops and Work Activity Centers. (Use site code 06).

Entry Record

Field #	Directions
1-12	Follow instructions in Section I.
13	Enter workplace education.
14-20	Follow instructions in Section I.

Update Record

Field #	Directions
1-12	Follow instructions in Section I.
9	Enter appropriate work or education.
10-13	Follow instructions in Section I.
14-15	Follow instructions in Section I.

Alternative High School

This section contains instructions for completing the TOPSpro Entry/Update Record Special Program Alternative High School. (Use site code 11).

Entry Record

Field #	Directions
1-10	Follow instructions in Section I.
11	Enter high school diploma,
12	Follow instructions in Section I.
13	Enter alternative education (K-12)
14-20	Follow instructions in Section I.

Update Record

Field #	Directions
1-5	Follow instructions in Section I.
6	Enter high school diploma,
7-9	Follow instructions in Section I.
10-15	Follow instructions in Section I. (note: Item 15 may be used to track high school credits.)

Institutions

This section contains instructions for completing the TOPSpro Entry/Update Record Special Programs for Institutions. (Use site code 01 for the general category of "Institutions". Use site code 06 for sheltered workshops and work activity enters.)

Entry Record

Field #	Directions
1-12	Follow instructions in Section I.
13	Enter "other" for Institutional Settings.
14-20	Follow instructions in Section I.

Update Record

Field #	Directions
1-8	Follow instructions in Section I.
9	Enter the work or education category
10-15	Follow instructions in Section I.

Appendices

Agency Category

Agency #	Agency Name
01	Northeast Iowa Community College
02	North Iowa Area Community College
03	Iowa Lakes Community College
04	Northwest Iowa Community College
05	Iowa Central Community College
07	Hawkeye Community College
09	Eastern Iowa Community Colleges
10	Kirkwood Community College
11	Des Moines Area Community College
12	Western Iowa Tech Community College
13	Iowa Western Community College
14	Southwestern Community College
15	Indian Hills Community College
16	Southeastern Community College

Site Categories

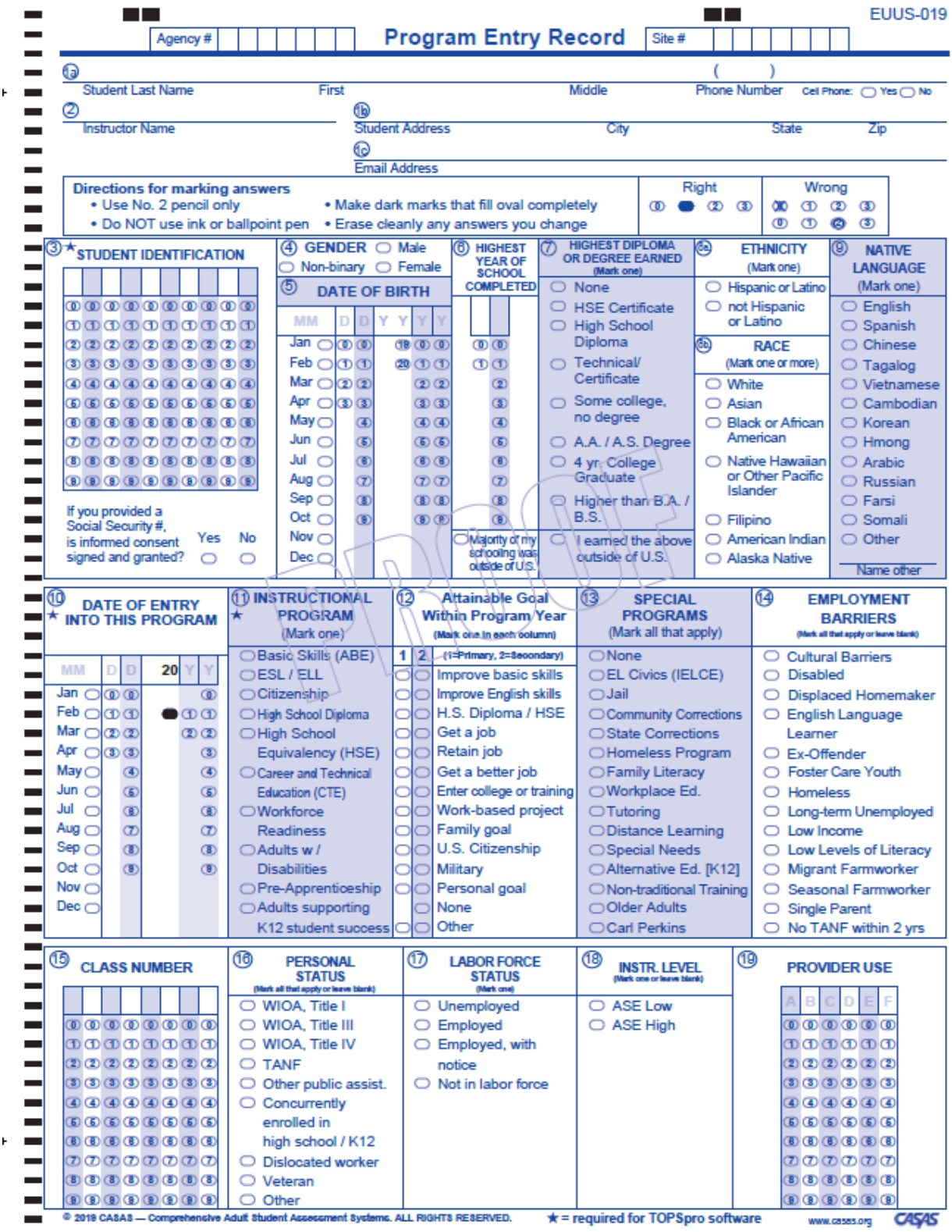
Sites are defined as class locations. When data is entered into TE®, each specific location should be given a unique site ID (with the first two digits always being the site definition 01-14 and the remaining digits identifying the specific location) and then a detailed description should be entered in the site description field (these fields can be accessed on TE® by going to file/new/site).

It needs to be emphasized that specific location refers to where the class is held (i.e. Polk County Jail) and not the site definitions (i.e. Correctional Educational Agencies). For example, the site location "Polk County Jail" could be entered as the Site ID 0201 where the first two digits represent the site description, "Correctional Education Agencies" and the remaining digits are created/entered by the agency to identify the specific location, "Polk County Jail", then in the site description field, "Polk County Jail" is entered.

Site #	Name	Definitions
1	Institutionalized Agencies	Institutionalized environments such as orphanages, general or special institutions, hospitals, or residential schools for physical or mentally handicapped.
2	Correctional Education Agencies	Correctional institutions such as prisons, jails, reformatories, work farms, detention centers or half-way houses, community-based rehabilitation centers or any other institutions designed for the confinement and rehabilitation of criminal offenders including juvenile offenders.
3	Public Housing Authorities	Any State, county, municipality, or other governmental entity or public body (or agency or instrumentality thereof) which is authorized to engage in or assist in the development or operation of lower income housing. The term includes any Indian housing authority.
4	Local Education Agency (LEA)	A legally constituted local school authority having administrative control and direction of public elementary or secondary schools or a public education elementary or secondary schools or a public education institution or agency having administrative control and direction of educational programs, e.g., secondary school districts, and area education agencies.
5	Learning Center	An adult instructional setting that features (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, and (3) being open for extended periods of time and on a daily basis.
6	Work Site	Public or private, as long as it is an operating place of employment for participants. Sheltered Workshops and work activity centers are included under this definition.
7	Library	Public only.
8	Community based Organization	An organization that is representative of the community or significant segments of the community and is controlled by members of the community it serves.
9	Home or Home based	A private residence in which instruction is provided by a teacher or paraprofessional, usually at the home of a student.

Site # (cont.)	Name	Definitions
10	Postsecondary Education	An institution which leads to an undergraduate or graduate degree (i.e. community colleges, four-year institutions, private educational institutions and for profit educational institutions).
11	Alternative Education	An established environment within or apart from the regular high school with policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive high school education consistent with the goals established by school districts in the area, e.g. Alternative high schools.
12	Faith Based Organization	Consist of the following; 1. A religious congregation (church, mosque, synagogue, temple, other); 2. An organization, program, or project sponsored/hosted by a religious congregation (may be incorporated or not incorporated); 3. A nonprofit organization founded by a religious congregation or religiously-motivated incorporators and board members that clearly states in its name, incorporation, or mission statement that it is a religiously motivated institution. 4. A collaboration of organizations that clearly and explicitly includes organizations from the previously described categories.
13	Other	Includes those that do not fit into one of the above categories. Storefront locations would generally fall into this category.
14	Mobile eTests Online Labs	Contact dmontgomery@casas.org

Program Entry Record--Form EUUS-016



EUUS-019

Agency # | **Program Entry Record** | Site #

1a Student Last Name | First | Middle | Phone Number | Cell Phone: Yes No

2 Instructor Name | 1b Student Address | City | State | Zip

1c Email Address

Directions for marking answers
- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen
- Make dark marks that fill oval completely
- Erase cleanly any answers you change

Right: 0 ● 2 3 | Wrong: 0 1 2 3 / 0 1 ● 3

3 ★ STUDENT IDENTIFICATION

If you provided a Social Security #, is informed consent signed and granted? Yes No

4 GENDER Male Non-binary Female

5 DATE OF BIRTH MM D D Y Y Y Y

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

6 HIGHEST YEAR OF SCHOOL COMPLETED

Majority of my schooling was outside of U.S.

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
- 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.
- I earned the above outside of U.S.

8a ETHNICITY (Mark one)
- Hispanic or Latino
- not Hispanic or Latino

8b RACE (Mark one or more)
- White
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Filipino
- American Indian
- Alaska Native

9 NATIVE LANGUAGE (Mark one)
- English
- Spanish
- Chinese
- Tagalog
- Vietnamese
- Cambodian
- Korean
- Hmong
- Arabic
- Russian
- Farsi
- Somali
- Other

Name other

10 ★ DATE OF ENTRY INTO THIS PROGRAM MM D D 20 Y Y

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

11 ★ INSTRUCTIONAL PROGRAM (Mark one)
- Basic Skills (ABE)
- ESL / ELL
- Citizenship
- High School Diploma
- High School Equivalency (HSE)
- Career and Technical Education (CTE)
- Workforce Readiness
- Adults w / Disabilities
- Pre-Apprenticeship
- Adults supporting K12 student success

12 Attainable Goal Within Program Year (Mark one in each column)

	1 (1=Primary)	2 (2=Secondary)
Improve basic skills		
Improve English skills		
H.S. Diploma / HSE		
Get a job		
Retain job		
Get a better job		
Enter college or training		
Work-based project		
Family goal		
U.S. Citizenship		
Military		
Personal goal		
None		
Other		

13 SPECIAL PROGRAMS (Mark all that apply)
- None
- EL Civics (IELCE)
- Jail
- Community Corrections
- State Corrections
- Homeless Program
- Family Literacy
- Workplace Ed.
- Tutoring
- Distance Learning
- Special Needs
- Alternative Ed. [K12]
- Non-traditional Training
- Older Adults
- Carl Perkins

14 EMPLOYMENT BARRIERS (Mark all that apply or leave blank)
- Cultural Barriers
- Disabled
- Displaced Homemaker
- English Language Learner
- Ex-Offender
- Foster Care Youth
- Homeless
- Long-term Unemployed
- Low Income
- Low Levels of Literacy
- Migrant Farmworker
- Seasonal Farmworker
- Single Parent
- No TANF within 2 yrs

15 CLASS NUMBER

16 PERSONAL STATUS (Mark all that apply or leave blank)
- WIOA, Title I
- WIOA, Title III
- WIOA, Title IV
- TANF
- Other public assist.
- Concurrently enrolled in high school / K12
- Dislocated worker
- Veteran
- Other

17 LABOR FORCE STATUS (Mark one)
- Unemployed
- Employed
- Employed, with notice
- Not in labor force

18 INSTR. LEVEL (Mark one or leave blank)
- ASE Low
- ASE High

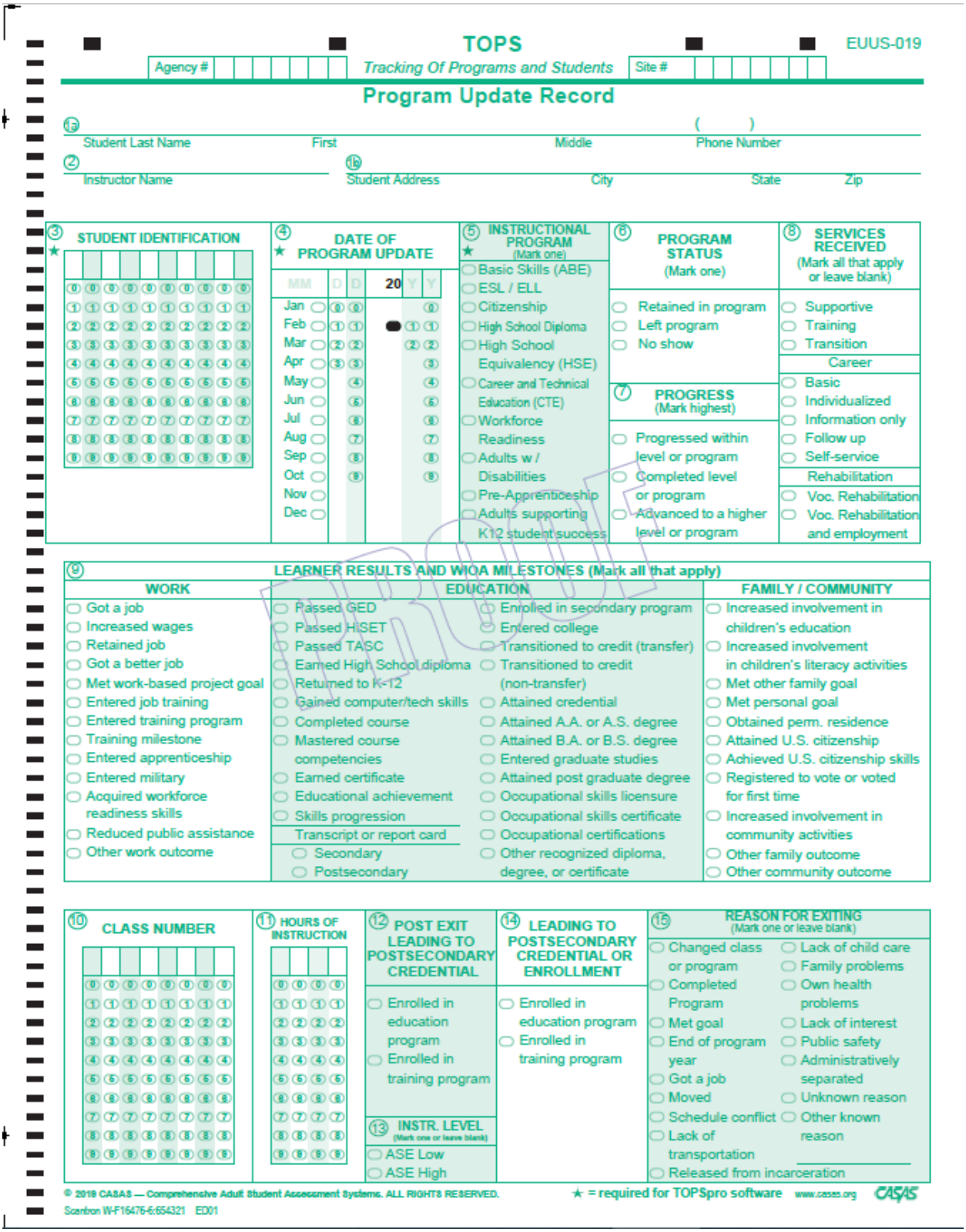
19 PROVIDER USE A B C D E F

© 2019 CASAS — Comprehensive Adult Student Assessment Systems. ALL RIGHTS RESERVED.

★ = required for TOPSpro software

www.casas.org CASAS

Program Update Record—Form EUUS-016



TOPS EUUS-019

Agency # | Tracking Of Programs and Students | Site #

Program Update Record

1a Student Last Name | First | Middle | ( ) Phone Number

2 Instructor Name | 1b Student Address | City | State | Zip

3 ★ STUDENT IDENTIFICATION

4 ★ DATE OF PROGRAM UPDATE

MM D D 20 Y Y

Jan Feb Mar Apr May Jun Jul Aug Sep Oct Nov Dec

5 ★ INSTRUCTIONAL PROGRAM (Mark one)

- Basic Skills (ABE)
- ESL / ELL
- Citizenship
- High School Diploma
- High School Equivalency (HSE)
- Career and Technical Education (CTE)
- Workforce Readiness
- Adults w / Disabilities
- Pre-Apprenticeship
- Adults supporting K12 student success

6 PROGRAM STATUS (Mark one)

- Retained in program
- Left program
- No show

7 PROGRESS (Mark highest)

- Progressed within level or program
- Completed level or program
- Advanced to a higher level or program

8 SERVICES RECEIVED (Mark all that apply or leave blank)

- Supportive
- Training
- Transition

Career

- Basic
- Individualized
- Information only
- Follow up
- Self-service

Rehabilitation

- Voc. Rehabilitation
- Voc. Rehabilitation and employment

9 LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)

WORK

- Got a job
- Increased wages
- Retained job
- Got a better job
- Met work-based project goal
- Entered job training
- Entered training program
- Training milestone
- Entered apprenticeship
- Entered military
- Acquired workforce readiness skills
- Reduced public assistance
- Other work outcome

EDUCATION

- Passed GED
- Passed HISET
- Passed TASC
- Earned High School diploma
- Returned to K-12
- Gained computer/tech skills
- Completed course
- Mastered course competencies
- Earned certificate
- Educational achievement
- Skills progression

Transcript or report card

- Secondary
- Postsecondary
- Enrolled in secondary program
- Entered college
- Transitioned to credit (transfer)
- Transitioned to credit (non-transfer)
- Attained credential
- Attained A.A. or A.S. degree
- Attained B.A. or B.S. degree
- Entered graduate studies
- Attained post graduate degree
- Occupational skills licensure
- Occupational skills certificate
- Occupational certifications
- Other recognized diploma, degree, or certificate

FAMILY / COMMUNITY

- Increased involvement in children's education
- Increased involvement in children's literacy activities
- Met other family goal
- Met personal goal
- Obtained perm. residence
- Attained U.S. citizenship
- Achieved U.S. citizenship skills
- Registered to vote or voted for first time
- Increased involvement in community activities
- Other family outcome
- Other community outcome

10 CLASS NUMBER

11 HOURS OF INSTRUCTION

12 POST EXIT LEADING TO POSTSECONDARY CREDENTIAL

- Enrolled in education program
- Enrolled in training program

13 INSTR. LEVEL (Mark one or leave blank)

- ASE Low
- ASE High

14 LEADING TO POSTSECONDARY CREDENTIAL OR ENROLLMENT

- Enrolled in education program
- Enrolled in training program

15 REASON FOR EXITING (Mark one or leave blank)

- Changed class or program
- Completed Program
- Met goal
- End of program year
- Got a job
- Moved
- Schedule conflict
- Lack of transportation
- Released from incarceration
- Lack of child care
- Family problems
- Own health problems
- Lack of interest
- Public safety
- Administratively separated
- Unknown reason
- Other known reason

© 2018 CASAS — Comprehensive Adult Student Assessment Systems. ALL RIGHTS RESERVED.

★ = required for TOPSpro software www.casas.org CASAS

Scantron W-F16476-6:654321 ED01

TOPSpro® Enterprise Abbreviations

Abbreviation	Definition
C	Certificates
CE	Class Enrollment
CR	Class Records
DH	Demographic History
EH	Employment History
IPY	In Program Years
PE	Program Enrollments
PR	Program Records
SI	Student Information
SR	Student Records