

# ADULT EDUCATION AND LITERACY

## DATA DICTIONARY

*Program Year 2018-2019*



**COMMUNITY COLLEGES &  
WORKFORCE PREPARATION**  
*PROSPERITY THROUGH EDUCATION*

**IOWA DEPARTMENT  
OF EDUCATION**



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## Preface

Dear Adult Education and Literacy Program:

The purpose of the *Data Dictionary* is to provide a statewide-standardized set of instructions and definitions for coding Tracking of Programs and Students (TOPS) forms and effectively utilizing the TOPSpro® Enterprise (TE®) web-based data management system. The data dictionary integrates information from various data systems to provide uniform data sets and definitions that meet local, state, and federal reporting mandates. The sources for the data dictionary are:

- 1) definitions from the Workforce Investment Act of 1998;
- 2) the National Reporting System (NRS) Guidelines;
- 3) definitions from other Iowa state policy;
- 4) standard practices utilized in Iowa's adult education and literacy program;
- 5) input from the state level Management Information System (MIS) personnel; and
- 6) test publisher guidance.

The following sections are designed to provide step-by-step instructions for usage, definitions and coding for TE®. The instructions are designed to allow for local program policies, procedures and unique coding configurations to be integrated into the state wide standardized procedures.

Alex Harris, Adult Education Program Consultant  
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## Section 1: 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 Number Refers to the community college district number

Site Number Refers to class location/site categories/instructional program

\* Refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definition/Directions
*1a	Student Name	First and Last Name and Middle Initial is required. <b>Do not enter special characters such as hyphens or commas.</b>
*1b	Student Address	Zip Code is required
1c	Student Email	
*2	Instructor Name	<b>Manually assign if not known, required for Table 7.</b>
*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. <b>Never display Personally Identifiable Information on publicly accessible forms or computer screens.</b>
*4	Gender Male or Female	<b>Do not leave as unknown.</b>
*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. <b>Indicate if: "Majority of my schooling was outside of U.S."</b>
*7	Highest Diploma or Degree Earned None HSE Certificate  High School Diploma Technical/Certificate <b>Some college, no degree</b> A.A./A.S. Degree	Mark only one that applies.  No high school diploma or high school equivalency diploma. Received a high school equivalency including the HiSET® or GED® test battery. Receipt of traditional secondary high school diploma. Received a certificate of completion in a professional/technical program (e.g.: welding, cosmetology, CNA)

Paper Field # (TE Field)	Name	Definition/Directions
	4 Year College Graduate Higher than B.A./ B.S	<p><b>Enrolled in an accredited institution but has not earned a degree.</b></p> Has two-year degree from an accredited institution. Has a four-year degree from an accredited institution, i.e., bachelor of arts or science degree. Advanced degree accredited coursework beyond a baccalaureate. <b>Indicate if: "I earned the above outside of U.S."</b>
*8a	Ethnicity Hispanic or Latino Not Hispanic or Latino	<p><b>Mark one. Indicate the group with which the student primarily identifies:</b></p> Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race. Not included in the above definition.
*8b	Race White Asian Native Hawaiian or Other Pacific Islander American Indian Alaska Native Pilipino	<p><b>Mark one. Indicate the group with which the student primarily identifies:</b></p> Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race. Not included in the above definition.
*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.
*11	Instructional Program (IP)  <b>Basic Skills (ABE)</b>  <b>ESL/ELL</b>  Citizenship	<p>Mark <b>only one</b> of the following <b>four BOLD</b> instructional programs. Additional instructional programs are optional.</p> <p><b>Basic Skills (ABE)</b>                      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)</p> <p><b>ESL/ELL</b>                      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). Class to obtain U.S. Citizenship. Utilizes a specific</p> <p><b>Citizenship</b>                      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).</p>

Paper Field # (TE Field)	Name	Definition/Directions
	<p><b>High School Diploma</b>  <b>High School Equivalency (HSE)</b></p> <p>Career and Technical Education (CTE)                      Workforce Readiness</p> <p>Adults with Disabilities</p> <p>Pre-Apprenticeship</p> <p>Adults Supporting K12 student success</p>	<p>Traditional, alternative, or adult high school diploma. 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.</p> <p>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</p> <p>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</p> <p><b>Do Not Code - Use IP (BS) Code special program entries "special needs" Documentation required.</b></p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Interactive literacy activities between parents and their children</li> <li>• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children</li> <li>• Parenting skills</li> </ul>
12	<p>Attainable Goal Within Program Year</p> <p>Improve Basic Skills</p>	<p>Select one primary goal and one secondary goal. Ensure the student indicates a goal that is attainable within the current program year. <b>Goals do not affect Table 5 or 5A outcomes.</b>  <b>Column 1</b> = Indicate Primary Goal  <b>Column 2</b> = Indicate Secondary Goal.</p> <p>Improve overall basic literacy skills</p>

Paper Field # (TE Field)	Name	Definition/Directions
	<p>Improve English Skills</p> <p>H.S. Diploma/HSE</p> <p>Get a job</p> <p>Retain job</p> <p>Get a better job</p> <p>Enter College or Training</p> <p>Work-Based Project</p> <p>Family Goal</p> <p>U.S. Citizenship</p> <p>Military</p> <p>Personal Goal</p> <p>None</p> <p>Other</p>	<p>Improve English literacy skills (e.g. speaking, listening, or writing) to enable better communication with others. Achieve sufficient skills to receive a secondary school diploma or equivalency.</p> <p>Obtain full or part-time paid employment.</p> <p>Upgrade skills to enable retention of current job, increase opportunities for promotion, or get a better job.</p> <p>Upgrade skills to increase opportunities for promotion or get a new job with more pay or responsibility.</p> <p>Enrollment in a postsecondary education or training program.</p> <p>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.</p> <p>Meet family goal related to instruction.</p> <p>Obtain skills to pass U.S. citizenship test.</p> <p>Meet requirements for entry into the military.</p> <p>Meet defined personal goal related to a definable outcome (e.g. pass the driver's test or improve reading ability).</p> <p><b>Do Not Code</b></p> <p>Any other goal related to instruction with a clearly definable outcome</p>
13	<p>Special Programs</p> <p>None</p> <p>EL Civics ( IELCE)</p> <p>Jail</p>	<p>Indicate special program (s) student enrolls in. Mark all that apply.</p> <p>Not enrolled in any program listed below.</p> <p>ESL students enrolled in classes with an integrated curriculum of English language learning and Civics Education ≤235 Scaled Score.</p> <p>City or county facility designed to confine or rehabilitate criminal offenders.</p>

Paper Field # (TE Field)	Name	Definition/Directions
	Community Corrections State Corrections	Community-based rehabilitation facility or halfway house. State correctional institution, prison, jail, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders.
	Homeless Program	<p>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:</p> <ul style="list-style-type: none"> <li>• Supervised publicly or privately operated shelter designed to provide temporary living accommodations. Includes welfare hotels, congregate shelters, and transition housing for the mentally ill;</li> <li>• 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.</li> </ul>
	Family Literacy	<p>Activities sufficient intensity and quality, make sustainable improvements in family and integrate all of the following activities:</p> <ul style="list-style-type: none"> <li>• Lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.</li> <li>• Interactive literacy activities between parents or family members and their children.</li> <li>• Training parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.</li> <li>• Age-appropriate education to prepare children for success in school and life.</li> </ul>
	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
	Special Needs	<p>Designed for students with special needs Use with IP Basic Skills (do not use Adults w/Disabilities).</p> <p>Do Not Code</p>

Paper Field # (TE Field)	Name	Definition/Directions
	Alternative Ed [K-12]	
14	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.
	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.	

Paper Field # (TE Field)	Name	Definition/Directions
	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.
	Low income	<p>A person who:</p> <ul style="list-style-type: none"> <li>(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: <ul style="list-style-type: none"> <li>(i) Assistance through the supplemental nutrition assistance program under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.);</li> <li>(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.);</li> <li>(iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or</li> <li>(iv) State or local income-based public assistance.</li> </ul> </li> <li>(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;</li> <li>(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.);</li> </ul>

Paper Field # (TE Field)	Name	Definition/Directions
	Homeless	<p>(d) Is a foster child on behalf of whom State or local government payments are made;</p> <p>(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;</p> <p>(f) Is a homeless individual or a homeless child or youth or runaway youth (see No. 700 of this chart); or</p> <p>(g) Is a youth living in a high-poverty area.</p> <p>Record 0 if the individual does not meet the criteria presented above.</p> <p>(a) Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who:</p> <ul style="list-style-type: none"> <li>(i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;</li> <li>(ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;</li> <li>(iii) is living in an emergency or transitional shelter;</li> <li>(iv) is abandoned in a hospital; or</li> <li>(v) is awaiting foster care placement;</li> </ul> <p>(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;</p> <p>(c) a person who is currently in foster care or has aged out of the foster care system.</p> <p>(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.</p>
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	<p>Personal Status Entries</p> <p>WIOA, Title I</p>	<p><b>Mark one or more that are applicable to student:</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>○ Youth and adult employment activities</li> </ul>

Paper Field # (TE Field)	Name	Definition/Directions
	<p>WIOA, Title III</p> <p>WIOA, Title IV</p> <p>TANF</p> <p>Other public assistance</p> <p>Concurrently enrolled in high school / K12</p> <p>Dislocated worker</p>	<ul style="list-style-type: none"> <li>○ Dislocated workers</li> <li>○ Displaced homemakers</li> <li>○ Low income individuals</li> <li>○ Non-traditional employment</li> <li>○ Older individuals or youths with significant barriers to employment</li> <li>○ Individuals with disabilities</li> </ul> <p>Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting</p> <p>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</p> <p>Individual receives funds through, or are eligible for TANF, welfare, or California Work Opportunity and Responsibility to Kids (CalWORKs)</p> <p>Student receives federal, state or local financial assistance including:</p> <ul style="list-style-type: none"> <li>○ Food stamps</li> <li>○ Refugee cash assistance</li> <li>○ General assistance</li> </ul> <p>Aid to the blind or totally disabled definition does not include:</p> <ul style="list-style-type: none"> <li>○ Social Security benefits</li> <li>○ Unemployment insurance</li> <li>○ Employment-funded disability</li> </ul> <p>Student enrolled in high school and adult school classes at the same time.</p> <p>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.</p>
*17	<p>Labor Force Status</p> <p>Unemployed</p> <p>Employed</p>	<p><b>Mark one as applies to student</b></p> <p>Not working but are seeking employment. Have made specific efforts to find a job and are available for work.</p> <p>Work as paid employee, self-employed, farm, or work 15+ hours per week as unpaid worker on a farm or in a business</p>





Paper Field # (TE Field)	Name	Definition/Directions
	<p><b>High School Equivalency (HSE)</b></p> <p>Career/Technical Education (CTE) Workforce Readiness</p> <p>Workforce Readiness</p> <p><b>Adults with Disabilities</b></p> <p>Pre-Apprenticeship</p> <p>Adult supporting K12 student success</p>	<p>Preparation for the HiSET® test. Includes students working on a HSED in languages other than English. (≥236)</p> <p>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.</p> <p>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</p> <p>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</p> <p>Do Not Code – Use IP (BS) Code special program entries “special needs” <b>Documentation required.</b></p> <p>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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>a. Interactive literacy activities between parents and their children</li> <li>b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children</li> <li>c. Parenting skills</li> </ol>
6	Program Status	Indicate student's status since completion of the instructional program.

Paper Field # (TE Field)	Name	Definition/Directions
	Retained in Program *  Left Program  No Show	Student is currently enrolled in the IP. <b>Mark only if students have planned services after 90-day absence.</b>  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. <ul style="list-style-type: none"> <li>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.</li> <li>Record which delivery models the participant received among the listed career services</li> <li>Record if the participant received services the Vocational Rehabilitation –OR- the Vocational Rehabilitation and Employment (VR&amp;E) Program. Mark both options if the participant received services from both vocational rehabilitation programs.</li> </ul>
9	Student Results  <b>Work</b> Got a job  Increased wages  Retained job  Got a better job	Indicate student’s status since completion of the instructional program.  Obtained a job while receiving instruction  Total earnings from wage records exceed amount learner earned at time of program entry.  Employed at time of Entry Record and remained employed.  Upgrade skills to increase opportunities for promotion or get a new job with more pay or responsibility.

Paper Field # (TE Field)	Name	Definition/Directions
	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
	<b>Education</b>	
	Returned to K-12	Returned to the traditional K-12 school system or alternative high school program.
	GED® or HiSET®	Obtained passing scores on all GED® or HiSET® tests. Obtained recognized certification of attainment of literacy related competencies (Basic Skills Certificates.) Obtained an adult high school diploma.
	Earned Certificate	Obtained recognized certification of attainment of literacy related competencies (Basic Skills Certificates.)

Paper Field # (TE Field)	Name	Definition/Directions
	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.
	<b>Family/Community</b>	
	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 Permanent Residence	Obtained the skills needed to 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

Paper Field # (TE Field)	Name	Definition/Directions
	Registered to Vote or Voted for the First Time  Increased Involvement in Community Activities  Other family outcome  Other community Outcome	Registered to vote or voted for the first time during instruction  Increased involvement in the following community activities during instruction: <ul style="list-style-type: none"> <li>• Attending or organizing meetings of neighborhood</li> <li>• Community or political organizations</li> <li>• Volunteering to work for such organizations</li> <li>• Contributing to the support of such organization</li> </ul> Any other family-related result that is not listed  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.
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 <b>only one</b> if item 7 "Status" is marked "Left Program" otherwise leave blank.

Paper Field # (TE Field)	Name	Definition/Directions
	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.
	Administratively separated	Dismissed by school administration for cause.
	Unknown reason	Unable to contact using address, phone number and alternative contact information provided by student.

Paper Field # (TE Field)	Name	Definition/Directions
	Other unknown reason	All other known reasons. State the specific reason
Electronic Only	Training Services Received	<p>Providing a program that provides vocational training to the student while formally employed with an employer, or sharing more information about these opportunities.</p> <p>Short term training that focuses on specific areas of occupational expertise, such as CPR training, phlebotomy, OSHA hand washing</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Take initiative</li> <li>• Creatively seek out and identify business opportunities</li> <li>• Develop budgets and forecast resource needs</li> <li>• Understand various options for acquiring capital and the tradeoffs associated with each option</li> <li>• Communicate effectively and market oneself and one's ideas.</li> </ul> <p>Local ABE/ESL instruction that supports students while enrolled in workforce training (such as local CTE or WIOA I)</p> <p>Short term service that combines multiple methods to assist students with job training</p> <p>Any other short term service with content specific to job training.</p> <p>Directly administering or providing more information about local ABE/ESL instruction that student is required to complete in order to qualify for workforce training</p> <p>Any services that are required prior to enrollment in longer term workforce training</p>
	On the Job Training	
	Skill Upgrading	
	Entrepreneurial Training (non-WIOA Youth)	
	ABE/ESL in conjunction w/Training (non-TAA funded)	
	Customized Training	
	Other Occupational Skills Training	
	Remedial Training (ABE/ESL-TAA only)	
	Prerequisite Training	

Paper Field # (TE Field)	Name	Definition/Directions
	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.

\* refers to mandatory fields that must be completed

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. <b>Never display Personally Identifiable Information on publicly accessible forms or computer screens.</b>
*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 <b>Enter TABE™ test form number with the letter indicating the subject area. Include leading zero plus modality (e.g., 710M, 709R).</b>
*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”. <b>Note: Class Instances should correspond with one of the following Instructional Programs: Basic Skills</b>

Paper Field # (TE Field)	Name	Definitions/Directions
		(ABE), ESL, ESL/Citizenship, High School Diploma, or HSE (High School Equivalency).
9	Raw Score  Scaled Score	Raw score override is <b>only permissible</b> 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.

### 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	Definition/Directions
Container	Container	Agency number and community college.
User	User Account	This is the user's email address
Password	Password	Assign a password. <b>Once logged in, new users should change their password to a secure password which complies with their local security policy.</b>
User Contact	First Name Last Name Email	Enter first name. Enter last name. 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

TE Field	Name	Definition/Directions
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. <b>This must be updated each program year.</b>
	Employment Type	Only members who are teaching during the program year would be included as a local teacher.
	State-level Administrative / Supervisory / Ancillary Services	<b>State-level administrative/supervisory/ancillary services is specified as the classification for the adult education staff member.</b>
	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.
	Job Type Full-time Part-Time Unpaid volunteer	<b>If the program considers the position full or part-time, indicate accordingly, regardless of source(s) of funding.</b>  <b>Do not code.</b>
	Program Year	Program Year

TE Field	Name	Definition/Directions
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.

Field	Directions
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.
9	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

<b>Agency #</b>	<b>Agency Name</b>
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.

Site #	Name	Definitions
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.
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	<p>Consist of the following:</p> <ol style="list-style-type: none"> <li>1. A religious congregation (church, mosque, synagogue, temple, other);</li> <li>2. An organization, program, or project sponsored/hosted by a religious congregation (may be incorporated or not incorporated);</li> <li>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.</li> <li>4. A collaboration of organizations that clearly and explicitly includes organizations from the previously described categories.</li> </ol>
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	<a href="mailto:dmontgomery@casas.org">Contact dmontgomery@casas.org</a>





**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



## **COMMUNITY COLLEGES & WORKFORCE PREPARATION**

*PROSPERITY THROUGH EDUCATION*

[www.educateiowa.gov/ccpublications](http://www.educateiowa.gov/ccpublications)

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and help to prepare a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the Division is committed to providing and supporting opportunities for lifelong learning. In addition to working with Iowa's 15 public community colleges on state accreditation, program approval, equity review, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition and PACE programs, Senior Year Plus, the National Crosswalk Service Center, and the Statewide Intermediary Network program.