

ADULT EDUCATION AND LITERACY

DATA DICTIONARY

PROGRAM YEAR 2014



COMMUNITY COLLEGES

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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
State Director for Adult Education
Division of Community Colleges

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SECTION I: GENERAL INSTRUCTIONS

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General Instructions

Entry Record—Form EUUS-012– 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 locations/site categories/instructional program.

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|---|---|
| *1a (SI) | Student Name | First and Last Name and Middle Initial is required |
| *1b (SI) | Student Address | Zip Code is required |
| *2 (OP-FR) | Instructor Name | Manually assign if not known, required for Table 7. |
| *3 (SI) | Student Identification SID=Student ID SSN=SSN HSED ID=Assigned ID | 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 (SI) | Gender Male or Female | |
| *5 (SI) | Date of Birth | Use leading zeros before one digit numbers. |
| *6 (SI) | 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." |
| *7 (SI) | Highest Diploma or Degree Earned None GED® Certificate High School Diploma High School Equivalency Diploma Technical/Certificate Some college, no degree A.A. /A.S. Degree 4 Year college graduate Graduate Studies Other | Mark only one that applies. No high school diploma or high school equivalency diploma. Passed the GED® test battery. Receipt of traditional secondary high school diploma. State issued high school equivalency diploma by Received a certificate of completion in a professional/technical program (e.g.: welding, cosmetology, CNA) Has enrolled in an accredited institution but has not earned a degree. 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. Do Not Code |

* - refers to mandatory fields that must be completed

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|---|---|
| *7 (SI) | Earned the above outside of U.S. | Indicate whether student earned the degree or diploma outside the U.S.A. Mark only for student who actually earned a specific diploma or degree. |
| *8a (SI) | Ethnicity Hispanic or Latino Not Hispanic or Latino | Mark one. Indicate the group with which the student primarily identifies: Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race. Not included in the above definition. |
| *8b (SI) | Race White Asian Black or African American Native Hawaiian or Other Pacific Islander American Indian or Alaska Native | Mark one or more as student self-identifies origin: Europe, Middle East, or North Africa Far East, Southeast Asia, or the Indian subcontinent including: Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Black racial groups of Africa but not Hispanic culture or origin. Hawaii, Guam, Samoa, or other Pacific Islands. (Includes Filipino) North, Central, and South America and maintain cultural identification through tribal affiliation or community recognition. |
| *9 (SI) | Native Language | Mark one. Indicate the prevalent language spoken in the home when the student was a child. |
| *10 (CE) | 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 (PR) | Instructional Program (IP) Basic Skills (ABE) ESL ESL/Citizenship Citizenship ASE/HSED High School Diploma | Mark only one of the following BOLD instructional programs. 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) Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pre test score ≤ 235) code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT code Special Program Exits in TE (SR). Do Not Code Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum. For students in grade level equivalents 0-8 (lowest pre test score ≤ 235), code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT CODE Special Program Exits in TE (SR). Traditional, alternative, or adult high school diploma. |

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|---|
| *11 (PR) continued | ASE/HSED GED® Spanish GED® Career/Tech Ed. Career and Technical Skills Workforce Readiness Adults with Disabilities Health and Safety Home Economics Parent Education Older Adults Other | Preparation for the GED® test. Includes students working on a GED® in languages other than English. (≥236) Preparation for the GED® 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. Do Not Code Do Not Code Do Not Code - Use IP (BS) Code special program entries “special needs” Documentation required. Do Not Code Do Not Code Do Not Code Do Not Code Do Not Code |
| *12 (SR) | Attainable Goal Within Program Year Improve Basic Skills Improve English Skills High School Get a Job Retain Job Enter College or Training Work-Based Project Family Goal U.S. Citizenship Military | 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 overall basic literacy skills 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 Obtain full or part-time paid employment. Upgrade skills to enable retention of current job, increase opportunities for promotion, or get a better job. Enrollment in a postsecondary education or training program. 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. Meet family goal related to instruction. Obtain skills to pass U.S. citizenship test. Meet requirements for entry into the military. |

* - refers to mandatory fields that must be completed

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|---|
| *12 (SR) Continued | Personal Goal None | Meet defined personal goal related to a definable outcome (e.g. pass the driver's test or improve reading ability). Do Not Code |
| 13 (SR) | Special Programs None Jail Community Corrections State Corrections Homeless Program Family Literacy Tutoring Distance Learning Special Needs Alternative Ed [K-12] Non-Traditional Training | Indicate special program (s) student enrolls in. Mark all that apply. Not enrolled in any program listed below City or county facility designed to confine or rehabilitate criminal offenders 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. Pilot Programs 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. Services of sufficient intensity and duration to promote sustainable changes in the family, and that integrate the following activities: Parent Education - Training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children; Adult Literacy coursework – Parent educational literacy training that leads to economic self-sufficiency; Child Education - Age-appropriate education to prepare children for success in school and life experiences. Individualized tutoring for students. 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. Designed for students with special needs Use with IP Basic Skills (do not use Adults w/Disabilities) Do Not Code Blended learning environments including basic skills and postsecondary education and training. |

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|--|
| 13(SR) Continued | EL Civics Carl Perkins Other | ESL students enrolled in classes with an integrated curriculum of English language learning and Civics Education \leq 235 Scaled Score. Student qualifies for any of the economically disadvantaged criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006. Do Not Code |
| 14 (SR) | Personal Status Entries TANF Other Public Assistance WIA Title I Rehabilitation Concurrently Enrolled in High School/K-12 Dislocated Worker Veteran Disabled Special Needs Learning Disability Physical Disability Displaced Homemaker Single Parent Other | Indicate special program (s) student enrolls in. Mark all that apply. Student receives Temporary Assistance to Needy Families Student receives federal, state, or local financial assistance including: Food stamps Refugee Cash Assistance General Assistance Aid to the disabled Definition does not include: Social Security Benefits Unemployment Insurance Employment Funded disability Student receives employment training or assistance through WIA Title I for: Youth and adult employment activities Dislocated workers Displaced homemakers Low income individuals Non-traditional employment Older individuals or youths with significant barriers Individuals with disabilities Physical restoration of a sick or disabled person by therapeutic measures and re-education to participate in the activities of a normal life within the limitations of a physical disability. Student enrolled in high school and adult school classes at the same time. (Not included on federal tables). 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. Student has served in the active military and was discharged or released from service under conditions other than dishonorable. Do Not Code 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. Student has custodial support of one or more dependent children. Do Not Code |

* - refers to mandatory fields that must be completed

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|---|
| *15(SR) | Labor Force Status Employed Unemployed Not Employed and Not Seeking Work Retired | Mark one as applies to student. 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. Not working but are seeking employment. Have made specific efforts to find a job and are available for work. Not employed and not seeking employment at this time. Do Not Code |
| *16 (SI) | Home Zip Code | Indicate special program (s) student enrolls in. Mark all that apply. |
| *17 (CE) | 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". |
| *18 (SR) | Instructional Level | Do Not Code—TOPSpro will determine educational functioning level (EFL) based on CASAS score. |
| 19 | Skill Level | Do Not Code |
| 20 | Provider Use | Do Not Code |

* - refers to mandatory fields that must be completed

Update Record—Form EUUS-012– TE® Student Demographics

The following table identifies the requirements and data elements for the student at the time of enrollment. On the 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 locations/site categories/instructional program.

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|---|---|
| *1 (SI) | Student Name | First and Last Name and Middle Initial is required |
| *2 (OP) | Instructor Name | Required for Table 7 |
| *3 (SI) | 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 (CE) | Date of Class Update | Indicate the date the student takes the test. Use leading zeros for the months and days. |
| *5 (CE) | Hours of Instruction | Indicate hours of instruction updated monthly by the 10th of the following month. TE® consistency with field use is critical to aggregation. Do not enter 0 hours of instruction for a student - leave blank. |
| *6 (PE) | Instructional Program (IP) Basic Skills (ABE) ESL ESL/Citizenship Citizenship ASE/HSED High School Diploma ASE/HSED GED® Spanish GED® Career/Tech Ed. Career and Technical Skills | Mark only one of the following BOLD instructional programs. 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) Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pre test score ≤ 235) code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT code Special Program Exits in TE (SR). Do Not Code Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum. For students in grade level equivalents 0-8 (lowest pre test score ≤ 235), code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT CODE Special Program Exits in TE (SR). Traditional, alternative, or adult high school diploma. Preparation for the GED® test. Includes students working on a GED® in languages other than English. (≥ 236) Preparation for the GED® 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. Do Not Code |

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|---|---|
| *6 (PR) continued | Workforce Readiness <i>Adults with Disabilities</i> Health and Safety Home Economics Parent Education Older Adults <i>Other</i> | Do Not Code <i>Do Not Code - Use IP (BS) Code special program entries “special needs” Documentation required.</i> Do Not Code Do Not Code Do Not Code Do Not Code Do Not Code |
| *7 (PE) | Status Retained in Program Left Program No Show or Did not attend 12 hours | Indicate student’s status since completion of the instructional program. Mark only one that applies. Student is currently enrolled in the IP and plans to continue in the IP during the next program year beginning July 1 OR Instructor is not certain as to the student’s plan. Student who leaves the IP before completion or left IP due to completion. A student has left the IP if no instructional services have been received for the past 90 days and no service is scheduled. <i>Date student left the IP should be coded in Field #4. Update monthly.</i> Did not stay in the IP for 12 hours of instruction. |
| 8 | Progress Progressed within level or program Completed level or program Advanced to a higher level or program | Do Not Code—Determined by pre/post test indicators |
| *9 (SI) | Student Results Work Got a job Retained job Met work-based goal Entered job training Entered an Apprenticeship Entered Military | Indicate student’s status since completion of the instructional program. Mark all that apply. Obtained a job while receiving instruction. Employed at time of Entry Record and remained employed. 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 an occupational skills training program in the current program year. Student may or may not have completed program at time of Update Record. Has entered into an “apprenticeship agreement” with employer or sponsor. Participation may be through employment, education, or both. Entered into one of the branches of the U.S. Armed Services. |

| Paper Field # (TE Field) | Name | Definitions/Directions |
|------------------------------|---|---|
| *9 (SI) Continued | 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 | Do Not Code |
| | Personal/Family | |
| | 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. |
| | Other | Do Not Code |
| | Community | |
| | Achieved U.S. Citizenship Skills | Obtained the skills needed o pass the U.S. citizenship exam. |
| | 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, 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. |
| | Other | Do Not Code |
| | Education | |
| | Returned to K-12 | Returned to the traditional K-12 school system or alternative high school program. |
| | Passed GED® | Obtained passing scores on all GED® 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. | |

* - refers to mandatory fields that must be completed

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|--|
| *9 (SI) Continued | <p>Entered Training Program</p> <p>Gained Computer or tech skills</p> <p>Mastered course competencies/educational plan</p> <p>Other</p> | <p>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.</p> <p>Increased knowledge of computers including both hardware and software.</p> <p>Passed final test, was promoted to the next plan level (if applicable), and met objectives of the course.</p> <p>Do Not Code</p> |
| *10 (CE) | 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 | Instructional Level | Do Not Code—TOPSpro will determine educational functioning level (EFL) based on CASAS score. |
| 12 | Skill Level | Do Not Code |
| 13 (PE) | <p>Reason for Exiting</p> <p>Change class or program</p> <p>Completed Program</p> <p>Met Goal</p> <p>End of program year</p> <p>Got a job</p> <p>Moved</p> <p>Schedule conflict</p> <p>Lack of transportation</p> <p>Lack of child care</p> <p>Own Health Problems</p> | <p>Mark only one if item 7 "Status" is marked "Left Program" otherwise leave blank.</p> <p>Changed classes or entered into another educational or training program.</p> <p>Attained goal defined at enrollment.</p> <p>Student met the goal for which enrolled.</p> <p>Update Record completed because it is the end of the program year. Local agency or student anticipates continuing enrollment into the next program year.</p> <p>Obtained full or part-time paid employment.</p> <p>Changed residence to another geographic location outside program service area.</p> <p>Schedule of instruction</p> <p>Without own means of transportation and is unable to arrange for private transportation between home and location of instruction.</p> <p>Resources or facilities needed to meet the student's childcare needs are not available.</p> <p>Needs or is receiving medical or mental health treatment that inhibits participation in instruction.</p> |

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|--|
| 13 (PE) Continued | Lack of Interest Public Safety Administrative Separation Unknown Reason Other Known Reason | Declines to complete services due to lack of interest or perceived value of the program. Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, or similar reason. Dismissed by school administration for cause. Unable to contact using address, phone number and alternative contact information provided by student. State the specific reason. |
| *14 (SI) | Sub-sections of HSED Passed Attempted | Required for NRS cohort designation. (2013) Indicate any sections of the HSED that the student passed since completing the Entry Record. Indicate any sections of the HSED that the student attempted since completing the Entry Record. |
| 15 (SI) | High School Credits Earned | Do Not Code |

Test Record—Form TRUS-011

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

*[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 (SI) | Student Name | First and Last Name and Middle Initial is required | | | | | | | | | | | | | | | | |
| *2 (OP) | Instructor Name | Manually assign if not known, required for Table 7. | | | | | | | | | | | | | | | | |
| *3 (SI) | 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 (T) | 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). <table style="margin-left: 40px;"> <tr><td>R</td><td>Reading</td></tr> <tr><td>M</td><td>Math</td></tr> <tr><td>L</td><td>Listening</td></tr> <tr><td>W</td><td>Writing</td></tr> <tr><td>S</td><td>Speaking</td></tr> <tr><td>G</td><td>Grammar</td></tr> <tr><td>C</td><td>Citizenship</td></tr> <tr><td>X</td><td>Used for Extended range forms</td></tr> </table> | R | Reading | M | Math | L | Listening | W | Writing | S | Speaking | G | Grammar | C | Citizenship | X | Used for Extended range forms |
| R | Reading | | | | | | | | | | | | | | | | | |
| M | Math | | | | | | | | | | | | | | | | | |
| L | Listening | | | | | | | | | | | | | | | | | |
| W | Writing | | | | | | | | | | | | | | | | | |
| S | Speaking | | | | | | | | | | | | | | | | | |
| G | Grammar | | | | | | | | | | | | | | | | | |
| C | Citizenship | | | | | | | | | | | | | | | | | |
| X | Used for Extended range forms | | | | | | | | | | | | | | | | | |
| *5 (T) | Test Date | Indicate the date the student takes the test. Use leading zeros for the months and days. | | | | | | | | | | | | | | | | |
| *6 (T) | 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”. | | | | | | | | | | | | | | | | |
| *7 (PE) | Instructional Program (IP) Basic Skills (ABE) ESL ESL/Citizenship | Mark only one of the following BOLD instructional programs. 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) Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pre test score ≤ 235) code EL Civics in field 13 or in TE (SR) Special Program Entries. Do NOT code Special Program Exits in TE (SR). Do Not Code | | | | | | | | | | | | | | | | |

| Paper Field # (TE Field) | Name | Definitions/Directions |
|-----------------------------|--|--|
| *7 (PE) continued | <p>Citizenship</p> <p>ASE/HSED High School Diploma</p> <p>ASE/HSED GED®</p> <p>Spanish GED®</p> <p>Career/Tech Ed. Career and Technical Skills</p> <p>Workforce Readiness</p> <p>Adults with Disabilities</p> <p>Health and Safety</p> <p>Home Economics</p> <p>Parent Education</p> <p>Older Adults</p> <p>Other</p> | <p>Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum. For students in grade level equivalents 0-8 (lowest pre test 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> <p>Traditional, alternative, or adult high school diploma.</p> <p>Preparation for the GED® test. Includes students working on a GED® in languages other than English. (≥236)</p> <p>Preparation for the GED® 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>Do Not Code</p> <p>Do Not Code</p> <p>Do Not Code - Use IP (BS) Code special program entries “special needs” Documentation required.</p> <p>Do Not Code</p> |
| *8 (CR) | Hours of Instruction | Do Not Code—use the Student Update Record |
| 9 (T) | Raw 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. |
| | Scaled Score | Use of TABE™ and WorkKeys® only. |
| 10 | Test 1-4 | Do Not Code |

SECTION II: SPECIALIZED PROGRAM INSTRUCTIONS

| | |
|--|-----------|
| <u>Corrections</u> | <u>19</u> |
| <u>Family Literacy</u> | <u>19</u> |
| <u>Sheltered Workshops and Work Activity Centers</u> | <u>20</u> |
| <u>Alternative High School</u> | <u>21</u> |
| <u>Institutions</u> | <u>21</u> |

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 |
|---------|--------------------------------------|
| 1-8 | 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

| | |
|--|-----------|
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| <u>Site Category</u> | <u>24</u> |
| <u>Entry Record - EUUS-012</u> | <u>26</u> |
| <u>Update Record - EUUS-012</u> | <u>27</u> |
| <u>TOPSpro® Enterprise Abbreviations</u> | <u>28</u> |

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 |
|--------|---------------------------------|--|
| 01 | Institutionalized Agencies | Institutionalized environments such as orphanages, general or special institutions, hospitals, or residential schools for physical or mentally handicapped. |
| 02 | 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. |
| 03 | 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. |
| 04 | 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. |
| 05 | 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. |
| 06 | 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. |
| 07 | Library | Public only. |
| 08 | 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. |
| 09 | 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 # continued | 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 | <p>Consist of the following;</p> <ol style="list-style-type: none"> 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. Store-front locations would generally fall into this category. |
| 14 | Mobile eTests Online Labs | Contact dmontgomery@casas.org |

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 |

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COMMUNITY COLLEGES

BUREAU OF ADULT, CAREER, AND COMMUNITY COLLEGE EDUCATION