

# ADULT EDUCATION AND LITERACY

## DATA DICTIONARY

PROGRAM YEAR 2016



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. <b>Do not enter special characters such as hyphens or commas.</b>
*1b (SI)	Student Address	Zip Code is required
*2 (OP-FR)	Instructor Name	<b>Manually assign if not known, required for Table 7.</b>
*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. No dashes. <b>Never display Personally Identifiable Information on publicly accessible forms or computer screens.</b>
*4 (SI)	Gender Male or Female	<b>Do not leave as unknown.</b>
*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. <b>Indicate if: "Majority of my schooling was outside of U.S."</b>
*7 (SI)	Highest Diploma or Degree Earned  None HSE Certificate  High School Diploma High School Equivalency Diploma Technical/Certificate  <b>Some college, no degree</b>  A.A. /A.S. Degree 4 Year college graduate  Graduate Studies  <b>Other</b>	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. State issued high school equivalency diploma by Received a certificate of completion in a professional/technical program (e.g.: welding, cosmetology, CNA) <b>Enrolled in an accredited institution but has not earned a degree.</b> 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>Do Not Code</b>

\* - refers to mandatory fields that must be completed

Paper Field # (TE Field)	Name	Definitions/Directions
*7 (SI)	I 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	<b>Mark one. Indicate the group with which the student primarily identifies:</b>  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	<b>Mark one or more as student self-identifies origin:</b>  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)  <b>Basic Skills (ABE)</b>  <b>ESL</b>  ESL/Citizenship  Citizenship  <b>High School Diploma</b>	Mark <b>only one</b> of the following four <b>BOLD</b> instructional programs. Additional instructional programs are optional.  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 ( $\leq 235$ )  Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pre test score $\leq 235$ ) 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 $\leq 235$ ), 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	<p><b>HSE</b></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 Program</p> <p>ROCP</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>Do Not Code</p>
*12 (SR)	<p>Attainable Goal Within Program Year</p> <p>Improve Basic Skills</p> <p>Improve English Skills</p> <p>High School</p> <p>Get a Job</p> <p>Retain 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>Select one primary goal and one secondary goal. Ensure the student indicates a goal that is attainable within the current program year.</p> <p><b>Goals do not affect Table 5 or 5A outcomes.</b></p> <p><b>Column 1</b> = Indicate Primary Goal</p> <p><b>Column 2</b> = Indicate Secondary Goal.</p> <p>Improve overall basic literacy skills</p> <p>Improve English literacy skills (e.g. speaking, listening, or writing) to enable better communication with others.</p> <p>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>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>

\* - 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.  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.  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.  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
14 (SR) continued	Disabled Special Needs Learning Disability Physical Disability  Displaced Homemaker  Single Parent  Other	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
*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 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
*1 (SI)	Student Name	First and Last Name and Middle Initial is required. <b>Do not enter special characters such as hyphens or commas.</b>
*2 (OP)	<b>Instructor Name</b>	<b>Required for Table 7</b>
*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. No dashes. <b>Never display Personally Identifiable Information on publicly accessible forms or computer screens.</b>
*4 (CE)	Date of Class Update	Indicate the date the student takes the test. Use leading zeros for the months and days.
*5 (CE)	<b>Hours of Instruction</b>	<b>Indicate hours of instruction updated monthly by the 10th of the following month.</b> <b>Use the participation source of Student Update.</b> <b>TE® consistency with field use is critical to aggregation.</b> <b>Do not enter 0 hours of instruction for a student - leave blank.</b>
*6 (PE)	Instructional Program (IP)  <b>Basic Skills (ABE)</b>  <b>ESL</b>  ESL/Citizenship Citizenship  <b>High School Diploma</b>  <b>HSE</b>	Mark <b>only one</b> of the following four <b>BOLD</b> instructional programs. Additional instructional programs are optional.  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 ( $\leq 235$ )  Adults who are limited English proficient. For students in grade level equivalents 0-8 (lowest pre test score $\leq 235$ ) 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 $\leq 235$ ), 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 HiSET® test. Includes students working on a HSED in languages other than English. ( $\geq 236$ )  Preparation for the HiSET® test with instruction primarily in Spanish. Ineligible for EL Civics (Field 13) if pretest score is $\leq 235$ or if instructional intent is not integrated EL/Civics.

Paper Field # (TE Field)	Name	Definitions/Directions
*6 (PR) continued	Career/Tech Ed. Career and Technical Skills  Workforce Readiness  <i>Adults with Disabilities</i>  Health and Safety Home Economics Parent Education Older Adults Other Program ROCP	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  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  <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 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 <b>only one</b> 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

Paper Field # (TE Field)	Name	Definitions/Directions
*9 (SI)	Student Results  <b>Work</b> Got a job Retained job Met work-based goal  Entered job training  Entered an Apprenticeship  Entered Military  Acquired Work Readiness Skills Reduced Public Assistance  Other	Indicate student's status since completion of the instructional program. Mark <b>all</b> 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. Obtained work experience that enabled the student to receive future employment. Received reduced financial assistance from state, federal, or local government agencies while enrolled in the program or by the end of the program year.  Do Not Code

Paper Field # (TE Field)	Name	Definitions/Directions
*9 (SI) Continued	<b>Personal/Family</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.
	<b>Other</b>	<b>Do Not Code</b>
	<b>Community</b> 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.
	<b>Other</b>	<b>Do Not Code</b>
	<b>Education</b> 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.

\* - 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 <b>only one</b> 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)	<b>Sub-sections of HSED</b>   Date  Score  Passed   Non-English	<b>Required for NRS cohort designation. (2013)</b>  There are five sub-sections: Language Arts-Writing, Science, Social Studies, Language Arts-Reading, and Math.  Enter test date for each corresponding sub-section.  <b>When you enter the score, TE will automatically determine passed or not.</b>  Indicate any sections of the HSED that the student passed since completing the Entry Record. <b>If score is not entered, manually check or uncheck the Passed check box. To reflect an attempt without passing, uncheck the passed check box. A shaded box DOES NOT indicate a section has been attempted.</b>  Mark if a non-English sub-section.
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. <b>Never display Personally Identifiable Information on publicly accessible forms or computer screens.</b>																
*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> <b>Enter TABE™ test form number with the letter indicating the subject area. Include leading zero plus modality (e.g., 710M, 709R).</b>	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)	Assessment (Test) Date	Indicate the date the student takes the test. Use leading zeros for the months and days.																
*6 (T)	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 (ABE), ESL, ESL/Citizenship, High School Diploma, or HSE (High School Equivalency).</b>																

Paper Field # (TE Field)	Name	Definitions/Directions
9 (T)	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	Definitions/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.
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 Start Date End Date Role is Related to Instructional Program	Select Administration for those who are not in a teaching role and Teacher for those staff members who are in a teaching role. Enter the date the staff member started. When staff member is no longer active, complete the End date. When role is related to instructional program, this information becomes non-selectable.

TE Field	Name	Definitions/Directions
Employment Identification	<p>Record Date</p> <p>Employment Type                      State-level Administrative/Supervisory/Ancillary Services                      Local-level Administrative/Supervisory/Ancillary Services                      Local Teacher                      Local Counselor</p> <p>Job Type                      Full-time                      Part-time                        Unpaid volunteer</p>	<p>Beginning of program year or start date. <b>This must be updated each program year.</b></p> <p><b>Only members who are teaching during the program year would be included as a local teacher.</b></p> <p><b>If the program considers the position full or part-time, indicate accordingly, regardless of source(s) of funding.</b></p> <p><b>Do not code.</b></p>
Program Year	Program Year	<p>Select the program year to include for the selected personnel. <b>This must be updated each program year.</b></p>
Identification	<p>Years of Experience</p> <p>Teacher Certificates                      Adult Education Certificate                      K-12 Certification                      Special Education Certification                      TESOL Certification</p>	<p>Includes only those who are listed as teachers. This does not include administrative, counselors or paraprofessionals.</p> <p>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.</p>

## SECTION II: SPECIALIZED PROGRAM INSTRUCTIONS

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

# 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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<a href="#">Agency Category</a>	23
<a href="#">Site Category</a>	24
<a href="#">Entry Record - EUUS-012</a>	26
<a href="#">Update Record - EUUS-012</a>	27
<a href="#">TOPSpro® Enterprise Abbreviations</a>	28

# Agency Category

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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"> <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. Store-front locations would generally fall into this category.
14	Mobile eTests Online Labs	Contact <a href="mailto:dmontgomery@casas.org">dmontgomery@casas.org</a>



**TOPS**

EJUS-012

Agency #

Tracking Of Programs and Students

Site #

**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 CLASS UPDATE	5 HOURS OF INSTRUCTION	6 INSTRUCTIONAL PROGRAM (Mark one)	7 STATUS (Mark one)																																																																																																																																																																								
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8 LEARNER RESULTS (Mark all that apply)

WORK	PERSONAL / FAMILY	COMMUNITY	EDUCATION
<input type="checkbox"/> Got a job <input type="checkbox"/> Retained job <input type="checkbox"/> Met work-based project goal <input type="checkbox"/> Entered job training <input type="checkbox"/> Entered apprenticeship <input type="checkbox"/> Entered military <input type="checkbox"/> Acquired workforce readiness skills <input type="checkbox"/> Reduced public assistance <input type="checkbox"/> Other	<input type="checkbox"/> Increased involvement in children's education <input type="checkbox"/> Increased involvement in children's literacy related activities <input type="checkbox"/> Met other family goal <input type="checkbox"/> Other	<input type="checkbox"/> Achieved U.S. Citizenship skills <input type="checkbox"/> Registered to vote or voted for first time <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Other	<input type="checkbox"/> Returned to K-12 <input type="checkbox"/> Passed GED <input type="checkbox"/> Earned certificate <input type="checkbox"/> Earned high school diploma <input type="checkbox"/> Entered college <input type="checkbox"/> Entered training program <input type="checkbox"/> Gained computer or tech skills <input type="checkbox"/> Mastered course competencies / educational plan <input type="checkbox"/> Other

9 CLASS NUMBER	10 INSTRUCTIONAL LEVEL (Mark one)	11 SKILL LEVEL	12 REASON FOR EXITING (Mark one or leave blank)																																																																																																																																																																		
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13 Sub-sections of GED	Passed <input type="checkbox"/> Language <input type="checkbox"/> Science <input type="checkbox"/> Social <input type="checkbox"/> Language <input type="checkbox"/> Math Attempted <input type="checkbox"/> Arts, Writing <input type="checkbox"/> Studies <input type="checkbox"/> Arts, Reading <input type="checkbox"/>
14 High School credits earned	Multiple credits are added together <input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> 2.0 <input type="checkbox"/> 3.0 <input type="checkbox"/> 4.0 <input type="checkbox"/> 6.0 <input type="checkbox"/> 10.0 <input type="checkbox"/> 20.0 <input type="checkbox"/> 30.0 <input type="checkbox"/> 40.0 <input type="checkbox"/> 50.0 <input type="checkbox"/> 60.0

# TOPSpro® Enterprise Abbreviations

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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