

# Iowa's TOPSpro Data Dictionary

## Program Year 2013

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July 1, 2012 – June 30, 2013

July 26, 2012

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# Iowa

## TOPSpro

### Data Dictionary

July 1, 2012 – June 30, 2013

Iowa Department of Education

Bureau of Adult, Career and Community College Education

July, 2012

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## PREFACE

The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105<sup>th</sup> Congress has ushered in a new era of collaboration, coordination, cooperation and accountability. The overall goal of the Act is “to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.” The key principles in the Act are:

- Streamlining services;
- Empowering individuals;
- Universal access;
- Increased accountability;
- New roles for local boards;
- State and local flexibility
- Improved youth programs.

The purpose of Title II, The Adult Education and Family Literacy Act (AEFLA), of the Workforce investment Act of 1998 is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services in order to:

- Assist adults become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children;
- Assist adults in the completion of a secondary school education.

Adult education is an important part of the workforce investment system. Title II restructures and improves programs previously authorized by the Adult Education Act. AEFLA focuses on strengthening program quality by requiring states to give priority in awarding funds to local programs that are based on a solid foundation of research, address the diverse needs of adult students, and utilize other effective practices and strategies.

To promote continuous program involvement and to ensure optimal return on the Federal investment, AEFLA also establishes a state performance accountability system. Under this system the Secretary and each state must reach agreement on annual levels of performance for a number of “core indicators” specified in the law:

- Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of post-secondary education, training, unsubsidized employment or career advancement.
- Receipt of a secondary school diploma or its recognized equivalent.

## OVERVIEW

The purpose of the *Iowa TOPSpro Data Dictionary* is to provide a statewide-standardized set of instructions and definitions for coding Tracking of Programs and Students (TOPSpro) forms and effectively utilizing the the TOPSpro Enterprise (TE) web-based data management system. This document is designed to serve as a companion document to the *TE Technical Manual* ([www.casas.org](http://www.casas.org)) produced by the Comprehensive Adult Student Assessment System (CASAS). 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) the National Reporting System (NRS) Guidelines, (2) standard practices utilized in Iowa's adult literacy program, (3) selected definitions from the Workforce Investment Act of 1998, (4) Input from the state level Management Information System (MIS) personnel, and (5) selected definitions from other Iowa state agencies.

Iowa local programs, federally funded by Title II (AEFLA) are required to report all adult literacy students via the TE web-based data system. The 2013 data dictionary will serve as a transition guide from the use of software based TOPSpro to the web-based use of TE by the end of program year 2013. As CASAS develops TE, the data dictionary will evolve into a web-based data dictionary version for 2014.

The purpose of the companion document titled TOPSpro/NRS Coding Guidelines is to provide Iowa TOPSpro users with insights regarding the relationship between CASAS forms and the NRS.

The document titled *Iowa's Adult Literacy Program Assessment Policy Guidelines* is designed to provide guidelines pertaining to standardized assessment practices in Iowa's adult literacy program. It also fulfills the mandate from the U.S. Department of Education: Division of Adult Education and Literacy (USDE: DAEL) that each state develop, publish, and implement on an annual basis a written assessment policy.

## DATA DICTIONARY USAGE

- **Section I: General Instructions** – contains standardized instructions, definitions and procedures for the following TOPSpro forms (1) Entry Record (2) Update Record (3) Test Record.
- **Section II: Specialized Program Instructions** – contains special coding instructions for (1) State Corrections or Jail/community corrections (2) Family Literacy, (3) Sheltered Workshops and Work Activity Centers, (4) Alternative High School, (5) Institutions.
- **Section III: POWER Instructions** – contains coding instructions for the POWER TOPSpro forms.
- **Section IV: Attachments** – contains various attachments providing detailed coding instructions and definitions.

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

# Section I:

# General Guidelines

TOPSpro and TE Coding

Entry Record

Update Record

Test Record

## Iowa Guidelines

**SECTION I: General Instructions**

**TOPSpro Entry Record – Form EUUS-012 – TE Student Demographics**

**Iowa Guidelines**

General information: \* refers to mandatory fields that must be completed. It is important for the teacher to receive as complete and accurate information as possible. The form will be scanned and needs to be completed with a #2 pencil if using paper based forms. (Scan to TE-ETA Fall, 2012).

Purpose/Usage: Collects accountability data from the student at time of enrollment. 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 a benchmark from which student progress will be measured.

Agency #: \*Agency refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. See Attachment A for Agency Codes and Categories.

Site #: \*Site refers to class locations. Use only the first two positions for site categories. The third position may be used to identify instructional programs, classes, and morning/day/evening courses. See Attachment A for site codes and definitions.

Field #	Name	Directions
*1a	Student Name	Last and First Names Required, Middle Initial is required.
*1b	Student Address	Zip Code is Required
*2	Instructor Name	<b>Required for Table 7</b>
*3	Student Identification	*All students must have an ID that is used consistently within and across program years. The ID will be used for data matching purposes for federally mandated core measures including employment, post-secondary enrollment, and secondary credential obtainment. <i>*Note: This field is critical. TOPSpro links all student information by unique student identification number. Students must use one unique ID number on all forms in all classes during all program years.</i> Institutions are advised to assign a community college ID number as the primary ID and add the SSN in the TOPSpro/TE field. Never display Personally identifiable information on publicly accessible forms or computer screens.

*3	Is this your Social Security #?  Is informed consent signed and granted?	Bubble “yes” if this is the student’s SSN. Bubble “No” if an alternate ID has been assigned.  Do not code.
*4	Gender	Male or Female.
*5	Date of Birth	Use leading zeros before one digit numbers.
*6	Highest Year of School Completed  NRS Requirement 2013	Enter last grade <u>completed</u> , Indicate number of full years attended. Use leading zeros before one digit numbers. <b>New Field “Majority of my schooling was outside of U.S.”</b>
*7	Highest Diploma or Degree Earned  NRS Requirement 2013	<u>None</u> – has no high school diploma or GED®.  <u>GED® Certificate</u> – received an official GED® certificate issued by the state GED® office.  <u>High School Diploma</u> – high school diploma, adult high school diploma, or a modified high school diploma (NEDP).  <u>Technical/Certificate</u> – received a certificate of completion in a professional/technical program (Examples: welding, cosmetology, phlebotomy, nurse’s assistant)  <b><u>Some college, no degree</u> - Has enrolled in an accredited institution but has not earned a degree.</b>  <u>A.A. /A.S. Degree</u> – has two-year degree from an accredited institution.  <u>4 Year college graduate</u> – has a four-year degree from an accredited institution, i.e., bachelor of arts or science degree.  <u>Graduate Studies</u> – advanced degree accredited coursework beyond a baccalaureate.  <u>Other</u> – awarded some type of diploma not included above.
	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	Ethnicity	Mark one. Indicate the group with which the student primarily identifies:
	Hispanic or Latino	Cuban, Mexican, Puerto Rican, South or Central America, or other Spanish culture or origin regardless of race.
	Not Hispanic or Latino	Not included in the above definition.
*8b	Race	Mark one <u>or more</u> as student self-identifies origin:
	White	Europe, Middle East, or North Africa
	Asian	Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
	Black or African American	Black racial groups of Africa but not Hispanic culture or origin.
	Native Hawaiian or Other Pacific Islander	Hawaii, Guam, Samoa, or other Pacific Islands.
	American or Alaska Native	North, Central, and South America and maintain cultural identification through tribal affiliation or community recognition.
*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	Enter date the student enrolled in the current program year. Use a leading zero for numbers less than ten.
*11	Instructional Program (IP) <u>Underlined IP's indicate categories exclusive to the federal tables</u>	Mark <u>only one</u> of the following instructional programs:  Completion of an IP – Programs MUST update students each time an IP is completed based on CASAS score. Students retained in the program will complete a new Entry with updated goals.
	<u>Basic Skills (ABE)</u>	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)
	<u>ESL</u>	Adults who are limited English proficient.

DO NOT USE (Beginning PY2012)	<u>ESL/Citizenship</u>	Adults who are limited English proficient achieve competence in English with a focus on language skills necessary to obtain citizenship.
	<u>Citizenship</u>	Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum.
	<u>High School Diploma</u>	Traditional, alternative, or adult high school diploma.
	<u>GED®</u>	Preparation for the GED® test. Includes students working on a GED® in languages other than English. (≥236)
	Spanish GED®	Preparation for the GED® test with instruction primarily in Spanish. Ineligible for EL Civics (Field 13).
	Career/Tech Ed.	Career and Technical Skills = 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 B.A., B.S., or advanced degree.
	Workforce Readiness	Classes help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include : <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills;</li> <li>• Work habits training;</li> <li>• Career decision-making;</li> <li>• Career assessment and job placement.</li> </ul>
Monitoring Documentation Required	Adults with Disabilities	Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Do not code without official documentation of disability from district, VOC Rehab, or other institutional facility.
	Health and Safety	Prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.
	Home Economics	Family and consumer education instruction including: Development of positive self-concept; <ul style="list-style-type: none"> <li>• Understanding personal growth;</li> <li>• Development and relationships with peers and family members in the home, school, and community (including</li> </ul>

		men, women, minorities, and persons with disabilities).
	Parent Education	Program of services that are of sufficient intensity in terms of hours, and are of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities: <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>
	Older Adults	Services for older adults as determined by agency
	Other	Student enrolled in program not listed.
*12	Attainable Goal Within Program Year  NRS Requirement 2013  <u>Underlined=Federal Core Measures</u>	Select one primary goal and one secondary goal. Ensure the student indicates a goal he or she hopes to attain within the current program year.  Column 1 = Indicate Primary Goal  Column 2 = Indicate Secondary Goal
	Improve Basic Skills	Improve overall basic literacy skills.
	Improve English Skills	Improve English literacy skills (e.g. speaking, listening, or writing) to enable better communication with others.
	<u>High School Diploma/GED®</u>	Achieve sufficient skills to earn an adult high school diploma or pass the GED® exam.
	<u>Get a Job</u>	Obtain full or part-time paid employment.
	<u>Retain Job</u>	Upgrade skills to enable retention of current job, increase opportunities for promotion, or get a better job.
	<u>Enter College or Training</u>	Enrollment in a postsecondary education or training program.
	Work-Based Project	Obtain the skills needed to complete a project student activity (i.e., a course of 12-30 hours duration designed to teach specific workplace skills).
	Family Goal	Meet family goal related to instruction.

	U.S. Citizenship	Obtain skills to pass U.S. citizenship test.
	Military	Meet requirements for entry into the military.
	Personal Goal	Meet defined personal goal related to a definable outcome (e.g. pass the driver's test or improve reading ability).
	None	No secondary reason for enrollment
	Other	Any other goal related to instruction not listed above.
13	Special Programs	Indicate special program (s) student enrolls in. Mark all that apply.
	None	Not enrolled in any program listed below
*	Jail	City or county facility designed to confine or rehabilitate criminal offenders
*	Community Corrections	Community-based rehabilitation facility or halfway house.
*	State Corrections	State correctional institution, prison, jail, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders.
	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;</li> <li>• Public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.</li> </ul>

	Family Literacy	<p>Services of sufficient intensity and duration to promote sustainable changes in the family, and that integrate all the following activities:</p> <ul style="list-style-type: none"> <li>• PACT - Interactive literacy activities between parents and their children;</li> <li>• Parent Education - Training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children;</li> <li>• Adult Literacy coursework – Parent educational literacy training that leads to economic self-sufficiency;</li> <li>• Child Education - Age-appropriate education to prepare children for success in school and life experiences.</li> </ul>
	Tutoring	Individualized tutoring for students.
*iPathways	Distance Learning	Primary instruction method (51% or more of the instruction) is non-classroom based and includes the use of instructional technology such as television, video, internet, telephone, or similar technology.
	Special Needs	Designed for students with special needs
	Alternative Ed [K-12]	Leave Blank
*iPathways	Non-Traditional Training	Blended learning environments including basic skills and postsecondary education and training.
*	EL Civics  ≤235 Scaled Score	ESL students enrolled in classes funded by the English Literacy and Civics Education (EL Civics) grant.
	Carl Perkins	Student qualifies for any of the Economically Disadvantaged Criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006.
	Other	Students enrolled in a program not listed above.
14	Personal Status	Mark all that apply to the student
	TANF -	Student receives Temporary Assistance to Needy Families

	Other Public Assistance	<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> <li>• Aid to the disabled</li> </ul> <p>Definition does <b>not include</b></p> <ul style="list-style-type: none"> <li>• Social Security Benefits</li> <li>• Unemployment Insurance</li> <li>• Employment Funded disability</li> </ul>
	WIA Title I	<p>Student receives employment training or assistance through WIA Title I for:</p> <ul style="list-style-type: none"> <li>• Youth and adult employment activities</li> <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>Student receives employment or assistance through WIA Title I, Subtitle C Job Corps program, or WIA Title I Subtitle D National Programs for:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Migrant and seasonal farm workers</li> <li>• Veterans Workforce Investment</li> <li>• Youth Opportunity grants</li> <li>• Demonstration</li> <li>• Pilot</li> <li>• Multi-service research or multi-state projects</li> <li>• National Emergency Grants</li> </ul>
	Rehabilitation	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.
	Concurrently Enrolled in High School/K-12	Student enrolled in high school and adult school classes at the same time. (Not included on federal tables).
	Dislocated Worker	Student received an individual notice of pending or actual layoff from a job, or an individual who received a publicly

		announced notice of pending or actual layoff.
	Veteran	Student has served in the active military and was discharged or released from service under conditions other than dishonorable.
	Disabled	Student has a record of, or is regarded as having any type of physical or mental impairment (including learning disability) that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, learning and working.
	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.  Student is unemployed, underemployed, and is experiencing difficulty in obtaining or upgrading employment.
	Single Parent	Student has custodial support of one or more dependent children.
	Other	Personal status not listed above.
*15	Labor Force Status	Mark one as applies to student.
	Employed	Work as paid employee, self-employed, farm, or work 15+ hours per week as unpaid worker on a farm or in a business operated by a member of the family, includes students not currently working but who have jobs or businesses from which they are temporarily absent.
	Unemployed	Not working but are seeking employment. Have made specific efforts to find a job and are available for work.
	Not Employed and Not Seeking Work	Not employed and are not seeking employment and are not retired.
*16	Home Zip Code	Required.
*17	Class Number	Write the class number in the boxes. Bubble with same numbers below. The local agency determines and creates its class numbering system. Right or left justified. <b>Note:</b>

		<b>TOPSpro reads “0” as a number, not a placeholder, e.g., “1234” will be read as a different class than “001234”.</b>																												
*18	Instructional Level  NRS Requirement 2013  NRS/CASAS/ESL Level Names	Do not code. <b>Except when 1) pretest is <math>\geq 246</math> and 2) student does not have a secondary credential.</b> Determined by CASAS pre-test score. Enrollment placement in instructional level is according to the CASAS skill level descriptors or appraisals. The levels correspond to the score ranges below:  <table border="1"> <thead> <tr> <th>CASAS Level</th> <th>NRS Level</th> <th>Score Range</th> <th>ESL Name</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>150-180</td> <td>Beginning Literacy</td> </tr> <tr> <td>A</td> <td>2</td> <td>181-190</td> <td>Beginning Low</td> </tr> <tr> <td>A</td> <td>3</td> <td>191-200</td> <td>Beginning High</td> </tr> <tr> <td>B</td> <td>4</td> <td>201-210</td> <td>Intermediate Low</td> </tr> <tr> <td>B</td> <td>5</td> <td>211-220</td> <td>Intermediate High</td> </tr> <tr> <td>C</td> <td>6</td> <td>221-235</td> <td>Advanced</td> </tr> </tbody> </table>	CASAS Level	NRS Level	Score Range	ESL Name	A	1	150-180	Beginning Literacy	A	2	181-190	Beginning Low	A	3	191-200	Beginning High	B	4	201-210	Intermediate Low	B	5	211-220	Intermediate High	C	6	221-235	Advanced
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	NRS/CASAS/ABE & ASE Level Names	*E	6	≥246	ASE High
19	Skill Level	Leave Blank			
20	Provider Use	Leave Blank			

**TOPSpro Update Record – Form EUUS-012 – TE Student Demographics**

**Iowa Guidelines**

The following table identifies the requirements and data elements of the Update Record Form (EUUS-012). Attachment B contains an example of this form. (Scan to TE-ETA Fall, 2012).

**Local Agency Number:** Print the community college local agency number.

**Site Number:** Leave blank unless instructed otherwise by local agency.

Field #	Name	Directions
*1a	Student Name	Last and First Names Required, Middle Initial is required.
*1b	Student Address	Zip Code is Required
*2	Instructor Name	Required for Table 7
*3	Student Identification	*All students must have an ID that is used consistently within and across program years. The ID will be used for data matching purposes for federally mandated core measures including employment, post-secondary enrollment, and secondary credential obtainment. <i>*Note: This field is critical. TOPSpro links all student information by unique student identification number. Students must use one unique ID number on all forms in all classes during all program years.</i> Institutions are advised to assign a community college ID number as the primary ID and add the SSN in the TOPSpro/TE field. Never display Personally identifiable information on publicly accessible forms or computer screens.
*4	Date of Class Update	Date student left program. <i>*Critical for NRS Core</i>
*5	Hours of Instruction	Indicate hours of instruction corresponding to documented attendance between the date of Entry and date of Update. If multiple Entry and Update Records are completed, record the number of instructional hours since the most recent Update Record in the same instructional program. TOPSpro will add the total hours of instruction on each completed Update Record and total for all IP's.

*6	Instructional Program <u>Underlined IP's indicate categories exclusive to the federal tables.</u>	Indicate the IP for which the student placed on Entry field #11.  Completion of an IP – Programs MUST update students each time an IP is completed based on CASAS score. Students retained in the program will complete a new Entry with updated goals.
	<u>Basic Skills (ABE)</u>	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 ( $\leq 235$ )
	<u>ESL</u>	Adults who are limited English proficient.
DO NOT USE (Beginning PY2012)	<u>ESL/Citizenship</u>	Adults who are limited English proficient achieve competence in English with a focus on language skills necessary to obtain citizenship.
	<u>Citizenship</u>	Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum.
	<u>High School Diploma</u>	Traditional, alternative, or adult high school diploma.
	<u>GED®</u>	Preparation for the GED® test. Includes students working on a GED® in languages other than English. ( $\geq 236$ )
	Spanish GED®	Preparation for the GED® test with instruction primarily in Spanish. Ineligible for EL Civics (Field 13).
	Career/Tech Ed. Career/Tech Ed cont.	Career and Technical Skills = 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 B.A., B.S., or advanced degree.
	Workforce Readiness	Classes help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include : <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills;</li> <li>• Work habits training;</li> <li>• Career decision-making;</li> <li>• Career assessment and job placement.</li> </ul>

Monitoring Documentation Required	Adults with Disabilities	Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Do not code without official documentation of disability from district, VOC Rehab, or other institutional facility.		
	Health and Safety	Prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.		
	Home Economics	Family and consumer education instruction including: <ul style="list-style-type: none"> <li>• Development of positive self-concept;</li> <li>• Understanding personal growth;</li> <li>• Development and relationships with peers and family members in the home, school, and community (including men, women, minorities, and persons with disabilities).</li> </ul>		
	Parent Education	Program of services that are of sufficient intensity in terms of hours, and are of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities: <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>		
	Older Adults	Services for older adults as determined by agency		
	Other	Student enrolled in program not listed.		
*7	Status	Indicate student’s status since completion of the instructional period. Mark one. <table border="1" data-bbox="732 1688 1395 1902"> <tr> <td>Retained in Program</td> <td>Student is currently enrolled in the IP and plans to continue in the IP during the next</td> </tr> </table>	Retained in Program	Student is currently enrolled in the IP and plans to continue in the IP during the next
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*7 cont.	Status cont.	Retained in Program cont.	program year beginning July 1. OR  Instructor is not certain as to the student's future program status.
		Left Program	Student who leaves the IP before completion or left IP due to completion.  <i>Left program should be coded when the instructor is reasonably certain the student will not be returning to the class or program. If instructor is uncertain, refer to instructions for "Retained in Program"</i>  A student is considered to have left the IP if no instructional services have been received for 90 consecutive days or no services are scheduled. Date student left the IP should be coded in Field #4.
		No Show or Did Not Attend 12 Hours.	Did not show for class or attend 12 hours.
8	Progress	Leave Blank – Determined by pre/post-test indicators.	

*9 (*Work and Education Outcomes Coding Required)	Student Results <i>*Work</i>	Indicate student results within the current program year.	
		Got a Job	Obtained a job while receiving instruction.
		Retained Job	Employed at time of Entry Record and remained employed.
		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 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

*9 cont. (*Work and Education Outcomes Coding Required)	Student Results  <i>*Work</i>		branches of the U.S. Armed Services.
		Acquired Workforce 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 results not listed.
		Increased Involvement in Children's Education	<p>Helping children more frequently with homework</p> <p>Increased contact with children's teachers to discuss children's education.</p> <p>More involvement in children's school such as attending school activities and parent meetings</p> <p>Volunteering to work on school projects.</p>
		Increased Involvement in Children's Literacy-	Increased involvement in the literacy related activities of dependent

*9 cont. (*Work and Education Outcomes Coding Required)	Student Results cont. <i>Personal/Family</i>	Related Activities	children under his or her care 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	Other personal/family results not listed.
*9 cont. (*Work and Education	Student Results cont.	Achieved U.S. Citizenship Skills	Obtained the skills needed to 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

<p>Outcomes Coding Required)</p>	<p><i>Personal/Family cont.</i></p> <p><i>Community Education</i></p>		<p>organizations, volunteering to work for such organizations, contributing to the support of such organizations, volunteering to work on community improvement activities.</p>	
<p>(*Work and Education Outcomes Coding Required)</p>	<p><i>*Education</i></p>	<p>Other</p>	<p>Any other community related result that the student obtained that is not listed.</p>	
<p>9 (*Work and Education Outcomes</p>	<p>Student Results</p>	<p>Returned to K-12</p>	<p>Returned to the traditional K-12 school system or alternative high school program.</p>	
		<p>Passed GED®</p>	<p>Obtained passing scores on all GED® tests.</p>	
		<p>Earned Certificate</p>	<p>Obtained recognized certification of attainment of literacy related competencies (Basic Skills Certificates.)</p>	
		<p>Earned a High School Diploma</p>	<p>Obtained an adult high school diploma</p>	
		<p>Entered College</p>	<p>Enrolled in postsecondary education such as</p>	

Coding Required)	<i>*Education cont.</i>		community college or four-year institution.
		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.
		Gained Computer or Technical Skills	Increased knowledge of computers including both hardware and software.
		Mastered Course Competencies/Educational Plan	Passed final test, was promoted to the next level (if applicable), and met objectives of the course.
		Other	Education-related results not listed.
*10	Class Number	Write class number in boxes and bubble in the same numbers below.	
11	Instructional Level	Leave blank Unless coding “ESL Completed Adv. High” or “ASE Completed ASE High”	

12	Skill Level	Leave blank.																
13	Reason for Exiting	<p>Must complete <b>only if item 7 "Status" is marked "Left Program"</b></p> <table border="1"> <tr> <td>Changed Class or Instructional Program</td> <td>Changed classes or entered into another educational or training program</td> </tr> <tr> <td>Completed Instructional Program</td> <td>Attained goal defined at enrollment.</td> </tr> <tr> <td>Met goal</td> <td>Student met the goal for which enrolled</td> </tr> <tr> <td>End of Program Year</td> <td>Update Record completed because it is the end of the program year. Local agency or student anticipates continuing enrollment into the next program year.</td> </tr> <tr> <td>Got a job</td> <td>Obtained full or part-time paid employment.</td> </tr> <tr> <td>Moved</td> <td>Changed residence to another geographic location outside program service area.</td> </tr> <tr> <td>Schedule Conflict</td> <td>Not available due to a conflict with the schedule of instruction.</td> </tr> <tr> <td>Lack of Transportation</td> <td>Without own means of transportation and is</td> </tr> </table>	Changed Class or Instructional Program	Changed classes or entered into another educational or training program	Completed Instructional 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	Not available due to a conflict with the schedule of instruction.	Lack of Transportation	Without own means of transportation and is
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Moved	Changed residence to another geographic location outside program service area.																	
Schedule Conflict	Not available due to a conflict with the schedule of instruction.																	
Lack of Transportation	Without own means of transportation and is																	
13 cont.	Reason for Exiting																	

13 cont.	cont.		unable to arrange for private transportation between home and location of instruction.
	Reason for Exiting	Lack of Childcare	Resources or facilities needed to meet the student's childcare needs are not available.
		Own Health Problems	Needs or is receiving medical or mental health treatment that inhibits participation in instruction
		Lack of Interest	Declines to complete services due to lack of interest or perceived value of the program.
		Public Safety	Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, or similar reason.
		Administrative Separation	Dismissed by school administration for cause.
		Unknown Reason	Unable to contact using address, phone number and alternative contact information provided by student.

	cont.	Other Known Reason	All other known reasons. State the specific reason.
*14	<p>Sub-sections of GED® Passed</p> <p>Sub-sections of GED® Attempted</p> <p>NRS Requirement 2013</p>	<p>Indicate any sections of the GED® that the student passed since completing the Entry Record.</p> <p>Indicate any sections of the GED® that the student attempted since completing the Entry Record.</p>	
15	High School Credits Earned	<p>Complete only if the community college serves credit recovery students with AEFLA funding, under contract with the school district.</p> <p><b>Note:</b> TOPSpro aggregates values of multiple bubbles e.g., if a student earned 23 credits, both the bubble indicating three credits and the bubble indicating 20 credits should be marked. TOPSpro will add the two bubbles together to total 23 credits.</p>	



		W	Writing
		S	Speaking
		G	Grammar
		C	Citizenship
		X	Used for extended range forms (e.g. Form 081RX)
*5	Test Date	Indicate the date the student takes the test. Use leading zeros for the months and numbers less than ten.	
*6	Class Number	Write the class number in the boxes at the top. Bubble the same numbers below.	
*7	Instructional Program (IP)	Mark only one of the following instructional programs: Indicate the one program the student is enrolled in for this class.	
	<u>Underlined IP's indicate the only categories included in the federal tables</u>		
	<u>Basic Skills (ABE)</u>	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)	
	<u>ESL</u>	Adults who are limited English proficient.	
DO NOT USE Beginning PY2012	<u>ESL/Citizenship</u>	Adults who are limited English proficient achieve competence in English with a focus on language skills necessary to obtain citizenship.	
	<u>Citizenship</u>	Class to obtain U.S. Citizenship. Utilizes a specific Citizenship curriculum.	
	<u>High School Diploma</u>	Traditional, alternative, or adult high school diploma.	
	<u>GED®</u>	Preparation for the GED® test. Includes students working on a GED® in languages other than English. (≥236)	

	Spanish GED®	Do Not Code
	Career/Tech Ed.	Career and Technical Skills = 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 B.A., B.S., or advanced degree.
	Workforce Readiness	Classes help participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include : <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills;</li> <li>• Work habits training;</li> <li>• Career decision-making;</li> <li>• Career assessment and job placement.</li> </ul>
Monitoring Documentation Required	Adults with Disabilities	Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Do not code without official documentation of disability from district, VOC Rehab, or other institutional facility.
	Health and Safety	Prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.
	Home Economics	Family and consumer education instruction including: <ul style="list-style-type: none"> <li>• Development of positive self-concept;</li> <li>• Understanding personal growth;</li> <li>• Development and relationships with peers and family members in the home, school, and community (including men, women, minorities, and persons with disabilities).</li> </ul>
	Parent Education	Program of services that are of sufficient intensity in terms of hours, and are of sufficient duration to make sustainable changes in a family, and that integrate all of the following activities: <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>

*7 cont.	Instructional Program cont.  Older Adults	Services for older adults as determined by agency.
	Other	Student enrolled in program not listed.
*8	Hours of Instruction	<p>Indicate hours of instruction corresponding to documented attendance between the pre-test and post-test. If a student takes multiple post-tests, record the number of instructional hours since the last post-test. TOPSpro will add the total hours of instruction on each completed Test Record and summarize the number of hours of instruction in the program. The Iowa Department of Education uses this information to track the number of hours of instruction as it relates to the pre- and post-test learning gains.</p> <p><b>Note for TOPSpro:</b> If this is the student's pre-test and the optional required field for instructional hours is checked in TOPSpro, <i>you must put a zero</i> in this field on the Test Record form. Otherwise the record will show as invalid (yellow) for test hours in TOPSpro.</p>
9	Raw Score	<p>Indicate the raw score in the space provide only if the student used a local agency made answer sheet and the local agency will transfer the answers to the Test Record.</p> <p><i>Raw score override is not permissible unless the accompanying item level answers are also entered into the TOPSpro data base and the student answer sheet is kept on file.</i></p>
10	Test 1-4	Leave blank
	Student does not have the skills to be tested	<b>Scan into TOPSpro.</b> Pre-test when student appraisal indicates student has the skills to be tested.

# Section II:

## Special Institutional Coding Guidelines – Corrections and Sheltered workshops

**SECTION II: Specialized Program Instructions**

This section contains special coding instructions for the following programs: (1) Corrections, (2), Family Literacy, (3) Sheltered Workshops and Work Activity Centers, (4) Alternative High Schools, and (5) Institutions. Refer to Section I for Program Definitions.

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

**Entry Record**

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

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 #	Instructions
1-12	Follow instructions in Section I.
13	Enter Family Literacy

14-20	Follow instructions in Section I.
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**Update Record**

Field #	Instructions
1-8	Follow instructions in Section I.
9	Enter appropriate Personal/Family or Community
10-15	Follow instructions in Section I.

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 #	Instructions
1-12	Follow instructions in Section I.
13	Enter Workplace Education.
14-20	Follow instructions in Section I.

**Update Record**

Field #	Instructions
1-8	Follow instructions in Section I.
9	Enter appropriate Work or Education
10-13	Follow instructions in Section I.
14-15	Follow instructions on Section I.

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

**Entry Record**

Field #	Instructions
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 #	Instructions
1-5	Follow instructions in Section I.
6	Enter High School Diploma.
7-8	Follow instructions in Section I.
10-15	Follow instructions on Section I. <b>(Note: Item 15 may be used to track high school credits.)</b>

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 centers.)**

**Entry Record**

Field #	Instructions
1-12	Follow instructions in Section I.
13	Enter “other for Institutional Settings

14-20	Follow instructions in Section I.
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### Update Record

Field #	Instructions
1-8	Follow instructions in Section I.
9	Enter the Work or Education category
10-15	Follow instructions in Section I.

### Iowa's Adult Literacy Program Assessment Policy

The Iowa Department of Education requires all eligible adult literacy providers to utilize the Comprehensive Adult Student Assessment System (CASAS) standardized assessment instruments for the National Reporting System (NRS) to report the Educational Gain benchmarks in the Educational Functioning Levels. The CASAS standardized assessment instruments are the only approved instruments utilized for state and federal reporting purposes. The utilization of common assessment instruments based on the same standard score scale, provides standardized data and progress reports across all of Iowa's adult literacy eligible providers. This assessment policy was implemented during program year 2001.

### Appraisal and Pre-Test Guidelines

This section contains instructions for completing ECS 130 appraisal and pre-test guidelines. The ECS appraisal is designed as an initial assessment instrument that provides information on learners' basic functional literacy skills in reading and math in an employability context. Form 130 is accurate up to a standard score of 245 (Level D). It includes two sections: Reading – 25 questions, 25 minutes [administration time]; Math – 25 questions, 25 minutes [administration time]. Appraisal results determine whether participants should be placed into educational services such as English Literacy, ABE, GED® preparation classes, or vocational training programs. Appraisal results, based on the ECS 130, place adult learners into CASAS Levels A, B, C, or D. **The Appraisal is not to be used for pre-testing or post-testing.**

Give the above description of the ECS 130 Appraisal and common usage of the ECS Appraisal and CASAS pre-tests in Iowa's ABE programs, the following guidelines should be implemented in the appropriate use of the ECS 13- Appraisal and pre-tests:

- The ECS 130 Appraisal should be administered only as an initial assessment to adult learners to determine appropriate placement in CASAS Levels A-D. the ECS 130 may not be used as a substitute for pre-testing.
- Every learner should be pre-tested upon initial enrollment, as part of the orientation process, or before 12 hours of instruction.
- The appropriate instruments for CASAS Levels A-D should be utilized as a basis for initial placement in the appropriate instructional level and to document the beginning skill level in reading and math.
- It is not necessary to administer the ECS 130 Appraisal if the instructor determines through other standardized assessment procedures, a realistic instructional level in which to place the adult learner.
- It is necessary to administer the appropriate level pre-test once the appropriate instructional level and skill level has been determined through initial assessment procedures. The pre-test serves as the basis for initial instructional level placement and initial skill level placement.

The guidelines reflect the intent, CASAS policy, and common usage in the utilization of the ECS 130 Appraisal and CASAS Level pre-tests.

### **Post-Test Guidelines**

This section contains instructions for completing post-test procedures. The purposes of post-test procedures are: (1) determine learner instructional gains within any instructional level, (2) determine learner instructional gains between instructional levels, and (3) determine learner skill level gains. The following guidelines should be implemented in the appropriate use of post-tests.

- Every learner should be post-tested to determine appropriate instructional level or skill level gains.
- On average, post tests should be scheduled following approximately forty (40) hours of instructional intervention. However, GED® level students may require a shorter period of instructional intervention time (i.e. 25-40 hours) prior to the administration of post-tests. Some learners may require up to 100 hours of instructional intervention to evaluate full instructional level or skill level gains.

# Section III:

## POWER Instructions

## Section III: POWER Instructions

### TOPSpro Consumer Profile Record

#### Iowa Guidelines

Purpose/Usage: Collects personal information about the consumer including strengths and disability/disabilities. Power is not available on eO.

Employment Record section (#9-18 of the Consumer Profile Record) can be updated when consumer's employment situation changes. A Consumer Profile Record must be completed at the following times:

1. Before an initial POWER assessment of the consumer is completed.
2. When a change to the consumer's profile occurs.
3. When a change in the consumer's employment status or situation occurs.

Things for teachers to remember:

1. Each consumer, for whom a Consumer Profile is completed, must have a TOPSpro Entry Record completed. **(Note: Only one Entry Record is required during the program year or if there is a change in instructional program.)**
2. Use a #2 pencil only. Do not use ink.
3. If the information is changed, completely erase any undesired answers. Incomplete erasures may be scored incorrectly.
4. Erase any stray marks on the form or the form may be misread or unscannable.

**Agency #** This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information (See attachment for Agency Codes and Site Categories).

**Site #** This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc). (See attachment for Agency Codes and Site Categories).

Field #	Name	Directions		
1a	Consumer Name	Print Legibly		
1b	Consumer Address	Print Legibly		
2	Instructor Name	May add the name of class on this line.		
3	Consumer ID	All students must have an ID (SSN or substitute).  An institution may use their own established method for assigning substitute ID's.		
	Is this your Social Security #?	Bubble "Yes" if this is the student's SSN. Bubble "No" if a substitute ID is assigned.		
	Is informed Consent Signed?	Do not code.		
4	Individual Plan Goals were modified for this program year using an observation.  If true, which form was used?	Bubble in if the agency used results from the POWER observation to determine goals and objectives for the consumer's annual plan.  Bubble in which form was used.  Form 301 – Independent Living  Form 303 – Community Access  Form 305 – Employability		
5	Strengths of Consumer	Bubble in the consumer's primary strengths. Limit selection to two or three major strengths.  Strengths:  <table border="1" data-bbox="824 1730 1382 1837"> <tr> <td>Physical</td> <td>Strong gross motor skills, can perform manual labor.</td> </tr> </table>	Physical	Strong gross motor skills, can perform manual labor.
Physical	Strong gross motor skills, can perform manual labor.			

		Cognitive	Speaks words, verbal, learns quickly.
		Social	Acknowledges other people, sense of humor, friendly, outgoing.
		Bilingual	Speaks using native language and English.
		Independent	Does not rely on support specialists to complete tasks.
		Motivated	Likes to work, determined, wants to be at work and in community.
		Reliable	Responsible, listens to directions, stays with task until completion.
		Hygiene	Demonstrates pleasant appearance consistently.
		Self-Advocate	Requests assistance when needed, demonstrates leadership.
6	Special Needs	Bubble in the appropriate special needs categories that must be considered when placing and coaching the consumer in the program or on the job. Limit selections to one or two categories.	
6 cont.	Special Needs cont.	Flexible Schedule	Restricted to certain days or times of day.
		Safety Restrictions	Unable to work near hazardous materials, open work areas, or otherwise restricted due to health and safety-related issues.
		Accessible	Restrictive to use of



7 cont.	Primary Disability cont.  Secondary Disability cont.	Moderate Mental Retardation cont.	before the age of 18.
		Severe Mental Retardation	Consumer requires continuous, extensive, and long-term supports that are used regularly; significant limitations in intellectual functioning and in adaptive behavior expressed in conceptual, social, and practical skills; originates before the age of 18.
		Physical Disability	Consumer has orthopedic impairment caused by disease and congenital abnormality such as paralysis, burns, and polio that affects educational functions.
		Hearing Impairment	Consumer has partial sight or blindness that limits sight affecting educational performance.
		Brain Injury	Consumer has traumatic injury caused by external physical force and open or closed head injuries affecting educational performance; does not include congenital or degenerative brain injuries.
		Autism	Consumer has a developmental disability that affects communication

			and social interaction; generally evident before age 3; often resists environmental change and has unusual responses to sensory experiences.
		Cerebral Palsy	Consumer has a medical condition caused by a permanent brain injury characterized by a lack of muscle control and body movement.
		Epilepsy	Consumer has a seizure disorder induced by temporary changes in the electrical functions of the brain affecting movement and sensation.
		Mental Illness	Consumer has a condition that affects development of functional capacity preventing self-sufficiency related to three or more primary aspects of daily live, such as self-care, interpersonal relationships, and learning; includes disorders such as severe depression, self-injurious behavior, and anti-social behavior.
		Other	Consumer has another low incidence disability or chronic health condition such as attention deficit disorder, heart condition, and diabetes.



10	Record Date	Bubble in when updating the consumer's Employment Record. Employment includes paid as well as volunteer employment.	
11	Instructional Program	Indicate the one program the consumer is enrolled in for this class. Note: It is necessary to code an adult learner in the Basic Skills (ABE) category in order to be included in the National Reporting System (NRS) federal report:	
Basic Skills (ABE)		A program of instruction designed for 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.	
Adults with Disabilities		Consumers who are mentally retarded, hard of hearing, deaf/blind, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, multi-handicapped, or persons with specific learning disabilities who, because of their handicapping condition, cannot succeed in the program without special education assistance or who require a modified educational program.	
Vocational/Occupational Skills		Organized programs offering a sequence of courses which are directly related to the preparation of consumers in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.	
Parent Education		A program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (a) interactive	

			literacy activities between parents and their children; (b) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (c) parent literacy training that leads to economic self-sufficiency.
		Older Adults	A program whose services are provided primarily for adults 60 years and older.
12	Start Date in Job Placement	Bubble in the date that the consumer started in current position. Complete field only if the consumer has paid or volunteer employment position. Use leading zeros for the days that are fewer than 10. If the consumer started current position before 2000, manually enter the start date in the TOPSpro software.	
13	Hourly Wage	Bubble in the consumer's current wage if the consumer is currently employed. Complete this field only if the consumer has a paid or volunteer employment position. Use leading zeros for the numbers that are fewer than 10. Enter \$0.00 if the consumer has a volunteer position. If the work wage varies per week within a certain period, average the wage per hour.	
14	Average Work Hours per Week	Bubble in the consumer's number of hours on the job per week. Complete this field only if the consumer has a paid or volunteer employment position. If the work hours vary per week within a certain period, average the number of hours per week.	
15	Non-traditional or Gender	Bubble this field if one or more of the consumer's assigned job tasks are those where less than 25 percent of the overall workforce performing these tasks (in your estimation) are of the consumer's own gender, such as a female doing plaster work or painting, or a male doing typing or filing in an office. Bubble the field only if the person has a paid or volunteer employment position.	
16	Advancement/ Enhancement	Bubble this field only if the consumer made advancements on the job – such as assuming a higher level of work tasks, taking on additional tasks, receiving higher wages, or similar enhanced work since the previous update to the Employment Record. Bubble this field only if the consumer has a paid or volunteer employment position.	

17	This is an F+ Job	Bubble this field to indicate if the consumer’s job is in an area of employment other than food (such as at a fast food restaurant), flowers (landscaping, nursery) or filth (janitorial). Bubble this field only if the consumer has a paid or volunteer employment position. Do not bubble this field if the consumer is employed in fast food, landscaping, or janitorial related occupations.										
18	Employment Type	<p>Indicate the person’s group ratio at the place of employment. Bubble only one response. Bubble this field only if the person has a paid or volunteer employment position. If the consumer has more than one job, enter the lowest ratio (least supervision) of all jobs; (i.e. if the consumer works at one job every week with closer supervision at a ratio of 1:3, and at another job every week with less supervision at a ratio of 1:5, enter 1:5 for this field). The options include:</p> <table border="1" data-bbox="553 779 1354 1493"> <tr> <td data-bbox="553 779 821 888">Individual placement</td> <td data-bbox="821 779 1354 888">Consumer who works independently on the job.</td> </tr> <tr> <td data-bbox="553 888 821 1039">1 to 1</td> <td data-bbox="821 888 1354 1039">Consumer has one job coach or support specialist and is not teamed with other consumers.</td> </tr> <tr> <td data-bbox="553 1039 821 1190">1 to 2, 1 to 3</td> <td data-bbox="821 1039 1354 1190">Consumer has a job coach or support specialist and is teamed with one or two other consumers.</td> </tr> <tr> <td data-bbox="553 1190 821 1341">1 to 4</td> <td data-bbox="821 1190 1354 1341">Consumer has a job coach or support specialist and is teamed with three other consumers.</td> </tr> <tr> <td data-bbox="553 1341 821 1493">1 to 5+</td> <td data-bbox="821 1341 1354 1493">Consumer is assigned to a classroom, workshop, enclave, or job site with five or more consumers.</td> </tr> </table>	Individual placement	Consumer who works independently on the job.	1 to 1	Consumer has one job coach or support specialist and is not teamed with other consumers.	1 to 2, 1 to 3	Consumer has a job coach or support specialist and is teamed with one or two other consumers.	1 to 4	Consumer has a job coach or support specialist and is teamed with three other consumers.	1 to 5+	Consumer is assigned to a classroom, workshop, enclave, or job site with five or more consumers.
Individual placement	Consumer who works independently on the job.											
1 to 1	Consumer has one job coach or support specialist and is not teamed with other consumers.											
1 to 2, 1 to 3	Consumer has a job coach or support specialist and is teamed with one or two other consumers.											
1 to 4	Consumer has a job coach or support specialist and is teamed with three other consumers.											
1 to 5+	Consumer is assigned to a classroom, workshop, enclave, or job site with five or more consumers.											
	Optional	Complete this section of the person has a paid or volunteer employment position. The name of the employer and specific job tasks should be entered in this section.										

## TOPSpro Observation Record

### Iowa Guidelines

**Purpose/Usage:** This form is used to record POWER pre-post assessment results. Enter the information into the consumer's record at that time. The observation record collects consumer performance levels for one observation. This record collects observation date, form number, hours of instruction, and class number.

**Tips for teachers to remember:**

1. TOPSpro Entry Record should be filled out for each consumer when entering a program. (Note: only one Entry Record is required for each consumer.)
2. Use a #2 pencil only. Do not use ink.
3. If the observation level is changed, completely erase any undesired answers. Incomplete erasures may be scored incorrectly.
4. Erase any stray marks on the form, or the form may be misread or unscannable.

**Agency #:** This field refers to the community college district number. An example would be Hawkeye Community College is 07. Code the first two field positions. Leave the rest of the field positions blank or use for local information. (See Attachment for Agency Codes and Categories.)

**Site #:** This field refers to class locations. Use only the first two positions for site categories. The third position may be used to identify specific community college campuses located in a community college district (i.e. individual site numbers for multi-campus community college districts such as Areas I, IX, XI, etc.). (See Attachment for Site codes and definitions.)

Field #	Name	Directions
1	Consumer Name	Print legibly. Middle initial is optional
2	Instructor Name	May add the name of the class on this line.
3	Consumer Identification	All students must have an ID (SSN or college issued ID number).
4	Observation Date	Enter the date that staff observed the person performing the POWER SKILLS.
5	Class Number	Bubble in the appropriate class number. This field should be completed by a teacher or administrator. TOPSpro does not require all the class digits to be filled. Class numbers should be aligned starting on the left. Each community college should define its own coding structure. Note: The class number must be the same on the Observation Record as on the Entry Record.

# Section IV: Attachment A

## Agency and Site Categories

### Agency and Site Categories

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
06	Iowa Valley Community College District
07	Hawkeye Community College
09	Eastern Iowa Community College District
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

Sites are defined as class locations. When data is entered into TOPSpro, 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 TOPSpro 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 #	Site Definitions
01	<u>Institutionalized agencies</u> are defined as: institutionalized environments such as orphanages, general or special institutions, hospitals, or residential schools for physical or mentally handicapped.
02	<u>Correctional education agencies</u> are defined as: 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	<u>Public housing authorities</u> are defined as: 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	<u>Local Education Agency (LEA)</u> A legally constituted local school authority having administrative control and direction of public 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	<u>Learning Center</u> is 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	<u>Work Site</u> may be public or private, as long as it is an operating place of employment for participants. <b>Sheltered Workshops and work activity centers are included under this site.</b>

07	<u>Library</u> means public library.
08	<u>Community-based Organization Center</u> is the center of 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	<u>Home or Home-based</u> is a private residence in which instruction is provided by a teacher or paraprofessional, usually at the home of a student.
10	<u>Postsecondary Education Institution</u> is 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	<u>Alternative Education</u> is 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	<p><u>Faith-Based Organization (FBO's)</u> 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	<u>Other</u> includes those that do not fit into one of the above categories. Storefront locations would generally fall into this category.

# Section IV: Attachment B

## Ethnicity/Racial Categories

Revised PY2009

<http://www.nrsweb.org/docs/tips/RaceandEthnicity.pdf>