

DATA DICTIONARY

TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

Entry Record—Form EUUS-019

The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field		WIOA 225/231	WIOA EL Civics	WIOA 243 IELCE
1a	Student Name / Phone	√	√	√
1b	Student Address/Email	√	√	√
2	Instructor Name	IR	IR	IR
3	Student ID	√	√	√
4	Gender	√	√	√
5	Date of Birth	√	√	√
6	Highest Years of School	√	√	√
7	Highest Diploma	√	√	√
8a	Ethnicity	√	√	√
8b	Race	√	√	√
9	Native Language	√	√	√
10	Date of Entry Class	√	√	√
11	Instructional Program	√	√	√
12	Attainable Goal (1 & 2)	IR	IR	IR
13	Special Programs	IR	IR	IET
14	Employment Barriers	√	√	√
15	Class Number	√	√	√
16	Personal Status	√	√	√
17	Employment Sector	IR	IR	IR
18	Labor Force Status	√	√	√
19	Instructional Level	IR	IR	IR
20	Provider Use			

√ = Must be filled in.

IR = If required (by instructional program, agency or funding source)

The following table identifies the requirements and data elements of the new Entry Record Form (EUUS-016).

Local Agency Number: Print your CASAS local agency ID Number (provided by CASAS).

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

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions
1a Student Name and Student Phone Number	Enter last name, then first name. Students with two last names should choose one name and use this name consistently on all subsequent forms.
1b Student Address and Student E-mail	Enter student address and e-mail address (if applicable) here.
2 Instructor Name	Local agency-use field only—Enter instructor’s name or other designators as directed by the local agency. Agencies use this space to indicate an instructor, a class time, location, or other information used for identification.
3 Student Identification	<p>Enter the unique student identification number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student.</p> <p>TE also includes a feature to auto-assign Student ID to any new student. Agencies can specify whether or not to use this feature in the TE Options window.</p> <p>Note: This field is critical. TOPSpro™ Enterprise links all student information by their unique student identification (ID) number. Students must use one unique ID number on all forms in all classes during the current program year. Agencies must ensure that student data submitted to the CDE is unduplicated.</p>
Social Security Number	<p>Marking “Yes” indicates the Student ID is the student’s Social Security number (SSN).</p> <p>Note: The CDE strongly recommends never using SSN as the Student ID. It does, however, strongly encourage all agencies to provide student SSN for data matching purposes, but to input this manually in the special SSN field located in the TE Student Demographics record (see page 43 for more details on this field.)</p>
4 Gender	Mandatory field—indicate male, female, or non-binary.

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions
5 Date of Birth	Mandatory field—enter student’s date of birth. Mark the month (MM), day (DD), and year (YY). Use a leading zero for numbers less than 10. Example: If date of birth is August 9, 1973, indicate 08-09-73.
6 Highest Year of School Completed	Indicate the number of years of formal schooling the learner has completed. Schooling in the United States or abroad is included. Use a leading zero for numbers less than ten.
I earned the above outside of the U.S.	Please indicate whether the student completed formal schooling outside the United States. If the student completed some schooling in the U.S., and some outside the U.S., then mark this only if more than 50 percent was completed outside the U.S. Example: If a student’s highest year was grade 9, with grades 1-6 completed in the person’s home country, and grades 7-9 completed in the U.S., then check this box, because the majority of schooling was outside the U.S.
7 Highest Diploma or Degree Earned	Mark one. Indicate the highest credential or degree the learner has achieved. Schooling in the United States or abroad is included. None = Has no high school level diploma or GED certificate. High School Equivalency = Obtained high school equivalency, such as a HiSET or GED certificate issued by the state HSE office. HSD = Traditional HSD or alternative high school or adult HSD. Technical/Certificate = Received a certificate of completion in a professional/technical program. (Examples: welding, cosmetology, phlebotomy, nurse’s assistant) Some College, No Degree = Has enrolled in an accredited institution but has not earned a degree. A.A./A.S. Degree = Has a two-year degree from an accredited institution. 4-year College = Has a four-year degree from an accredited institution; i.e., bachelor of arts or science degree.

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions
	Graduate Studies = Has completed accredited course work beyond a four-year degree.
	Other = Was awarded some type of diploma not included above.
I earned the above outside of the U.S.	Please indicate whether the student earned the degree or diploma outside the United States. This check box should directly respond to the specific degree indicated in this field.
8a Ethnicity	Mark one. Indicate the group with which the student primarily identifies:
	Hispanic or Latino = Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
	Not Hispanic or Latino = Not included in the above definition.
8b Race	Mark one or more, according to student's origins:
	White = A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East.
	Asian = A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).
	Black or African American = A person who has origins in any of the Black racial groups of Africa.
	Native Hawaiian Or Other Pacific Islander = A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
	American Indian or Alaska Native = A person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
9 Native Language	Mark one. Indicate the prevalent language spoken in the home when the student was a child. <i>Note: There are additional native language options available inside TE software that are not featured on the EUUS form.</i>

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions																
10 Date of Entry into this Class	Enter the date that the student began the instructional program within the current program year. Use a leading zero for the numbers less than ten.																
11 Instructional Program	<p>Mark only one of the following instructional programs.</p> <table border="1" data-bbox="545 478 1427 1890"> <tbody> <tr> <td data-bbox="545 478 808 674">Basic Skills ABE</td> <td data-bbox="808 478 1427 674">= 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.</td> </tr> <tr> <td data-bbox="545 674 808 793">ESL/ELL</td> <td data-bbox="808 674 1427 793">= Helps adults who are limited English proficient achieve competence in the English language.</td> </tr> <tr> <td data-bbox="545 793 808 842">Citizenship</td> <td data-bbox="808 793 1427 842">= Class to obtain U.S. citizenship.</td> </tr> <tr> <td data-bbox="545 842 808 926">High School Diploma</td> <td data-bbox="808 842 1427 926">= Includes traditional HSD, alternative high school or adult HSD.</td> </tr> <tr> <td data-bbox="545 926 808 1157">High School Equivalency</td> <td data-bbox="808 926 1427 1157">= Preparation for high school equivalency exams, such as the HiSET, GED test. Includes learners working on HSE in languages other than English (such as Spanish GED).</td> </tr> <tr> <td data-bbox="545 1157 808 1352">Career and Technical Education</td> <td data-bbox="808 1157 1427 1352">= 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.</td> </tr> <tr> <td data-bbox="545 1352 808 1667">Workforce Readiness</td> <td data-bbox="808 1352 1427 1667">= Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include: <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement </td> </tr> <tr> <td data-bbox="545 1667 808 1890">Adults with Disabilities</td> <td data-bbox="808 1667 1427 1890">= Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Includes persons with the following impairments:</td> </tr> </tbody> </table>	Basic Skills ABE	= 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.	ESL/ELL	= Helps adults who are limited English proficient achieve competence in the English language.	Citizenship	= Class to obtain U.S. citizenship.	High School Diploma	= Includes traditional HSD, alternative high school or adult HSD.	High School Equivalency	= Preparation for high school equivalency exams, such as the HiSET, GED test. Includes learners working on HSE in languages other than English (such as Spanish GED).	Career and Technical Education	= Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.	Workforce Readiness	= Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include: <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement 	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. Includes persons with the following impairments:
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		<ul style="list-style-type: none"> • Developmental disability • Deafness or hearing impairments • Blindness or visual impairments • Emotional/mental disability • Physical disabilities • Traumatic brain injury • Neurological disability
	Pre-Apprenticeship	Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.
	Adults Supporting K-12 Student Success	= Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: <ul style="list-style-type: none"> a. Interactive literacy activities between parents and their children b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children c. Parenting skills
12 Attainable Goal Within Current Program Year		Select one primary goal in the column marked '1' and a secondary goal in the column marked '2'. 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.

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	Improve English Skills = Improve English literacy skills (e.g. speaking, listening or writing) to enable better communication with others.
	High School Diploma / GED = Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the GED examination.
	Get a Job = Obtain full or part-time paid employment.
	Retain Job = Upgrade skills to enable retention of current job or increase opportunities for promotion.
	Get a Better Job = Upgrade skills to increase opportunities for promotion or get a new job with more pay or responsibility.
	Enter College or Training = Achieve skills to enable enrollment in a postsecondary education program or job 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 a defined family goal related to instruction with a clearly definable outcome (such as increased involvement in children’s education, reading more to child, or similar goal.)
	U.S. Citizenship = Obtain skills to pass U.S. citizenship test.
	Military = Obtain requirements for entry into the military service.
	Personal Goal = Meet a defined personal goal related to a clearly definable outcome (such as pass a driver’s test or improve reading ability).
	None = No secondary reason for enrollment.
	Other = Any other goal related to instruction with a clearly definable outcome.
13 Special Programs	Indicate special program(s) student enrolls in. Mark all that apply. Important: Family Literacy students must mark “Family Literacy.” Vocational ABE and ESL (VABE/VESL) students must mark “Workplace Education”.

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	<p data-bbox="657 247 1393 279">None = Not enrolled in any program listed below.</p> <p data-bbox="602 296 1385 365">EL Civics (IELCE) = ESL students enrolled in classes funded by the Section 243 EL Civics grant.</p> <p data-bbox="813 407 1398 543">Note: For funding purposes, agencies must designate the appropriate EL Civics focus area(s) at the agency and class level.</p> <p data-bbox="813 590 1398 693">Marking this field on the Entry Record does not qualify a learner for payment points purposes.</p>
	<p data-bbox="686 709 1393 779">Jail = City or county facility designed to confine or rehabilitate criminal offenders.</p> <p data-bbox="573 793 1398 863">Community Corrections = Community-based rehabilitation facility or halfway house.</p> <p data-bbox="573 877 1414 1014">State Corrections = State correctional institution, prison, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders.</p> <p data-bbox="573 1066 1414 1759">Homeless Program = Instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular, and adequate nighttime residence as well as an individual having a primary nighttime residence that is:</p> <ul data-bbox="813 1287 1406 1759" style="list-style-type: none"> • 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.

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	<p>Family Literacy (ABE/ESL) = Mark Family Literacy Special Program. Services of sufficient intensity and duration to promote sustainable changes in the family, and that integrate all of the following activities:</p> <ul style="list-style-type: none"> • Interactive literacy activities between parents and their children. • Training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children. • Parent literacy training that leads to economic self-sufficiency. • Age-appropriate education to prepare children for success in school and life experiences.
	<p>Workplace Ed. (VABE/VESL) = Mark Workplace Education Special Program. Designed to increase workforce productivity through improved workplace literacy skills. Curriculum focuses on pre-employment and workplace competencies as well as general English language and communication skills. Curriculum should also provide students with necessary basic and cognitive skills, and personal and interpersonal qualities important to obtain and retain employment.</p>
	<p>Tutoring = Provides tutoring to students.</p>
	<p>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. Classroom activity where the student and instructor are separated by time, distance, or both.</p>

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	<p>** For Program Year 2021-22, many programs continue to implement Distance Learning instruction. For more information about Distance Learning, refer to Attachment C (Distance Learning) of the CA Statewide Assessment Policy, or continue to monitor the CDE OTAN COVID-19 Website: https://otan.us/resources/covid-19-field-support/</p> <p>Special Needs = Designed for students with special needs.</p> <p>Alternative Education [K–12] = Leave blank (not applicable to California).</p> <p>Non-Traditional Training = Student enrolled in a program which is considered non-traditional for a particular gender, age, or other category.</p> <p>Older Adults = Services for older adults as determined by their agency.</p> <p>Carl Perkins = Student qualifies for Federal act established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p> <p>Note: In PY 2021-22, agencies receiving Carl Perkins funding must mark Special Programs = Perkins at either the student or class instance level.</p>
14 Barriers to Employment	<p>Note on barriers: Most barriers rely on the student’s own perception, so in general, agencies must accept the student’s own perception of these listed areas. A new Attachment T is available that provides suggestions for developing consistent responses from students.</p> <p>Cultural Barriers = Record if the participant perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way</p>

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	of thinking, acting or working that may serve as a hindrance to employment.
Displaced Homemaker	<p>= Record if the participant has been providing unpaid services to family members in the home and who:</p> <ul style="list-style-type: none"> • Has been dependent on the income of another family member but is no longer supported by that income, or • Is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment, a permanent change of station, or the service-connected death or disability of the member <p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
English Language Learner	<p>= The participant is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.</p> <p><i>*** TE will automatically assign all learners in ESL into this barrier category.</i></p>
Ex - Offender	<p>= The participant is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, status offenses, or other crimes.</p>

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	<p>Foster Care Youth = Record if the participant is a person who is currently in foster care or has aged out of the foster care system.</p> <p>Individual with a Disability = Record if the participant indicates that s/he has any "disability", as defined in the Americans with Disabilities Act of 1990. A "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities.</p>
	<p>Homeless = The individual:</p> <ul style="list-style-type: none"> (a) Lacks a fixed, regular, and adequate nighttime residence. This includes: <ul style="list-style-type: none"> (i) Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (ii) Living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations (iii) Living in an emergency or transitional shelter (iv) Abandoned in a hospital (v) Awaiting foster care placement (b) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground (c) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work (d) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).

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	<p>This definition does not include an individual imprisoned or detained under an Act of Congress or State law. An individual who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.</p>
<p>Long Term Unemployed =</p>	<p>The participant has been unemployed for 27 or more consecutive weeks at program entry.</p>
<p>Low Income =</p>	<p>The participant is a person who:</p> <ul style="list-style-type: none"> • In the 6 months prior to application to the program has received, or is a member of a family that is receiving: • Assistance through the supplemental nutrition assistance program under the Food and Nutrition Act • Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act • Assistance through the supplemental security income program under Title XVI of the Social Security Act or state or local income-based public assistance. • Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level • Is a youth who receives, or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act • Is a foster child on behalf of whom State or local government payments are made • Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement

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	<ul style="list-style-type: none"> • Is a homeless individual or a homeless child or youth or runaway youth or • Is a youth living in a high-poverty area.
Low Levels of Literacy =	<p>The participant is unable to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society. <i>*** TE will automatically assign all learners in ABE, HSE, and HS diploma into this barrier category.</i></p>
Migrant Farmworker =	<ul style="list-style-type: none"> • The participant is a seasonal farmworker and whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day • A dependent of the person described above.
Seasonal Farmworker =	<ul style="list-style-type: none"> • The participant is a low-income individual (i) who for the 12 consecutive months out of the 24 months prior to application for the program involved, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment; and (ii) faces multiple barriers to economic self-sufficiency • A dependent of the person described above.
Exhausting TANF with Two Years =	<p>Record if the participant is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act.</p>
Single Parent =	<p>Record if the participant is single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).</p>

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15 Class Number	<p>Write the class number in the boxes at the top. Bubble with the same numbers below. A local agency determines and creates its class numbering system. Numbers can be right or left justified.</p> <p>Note: TOPSpro™ Enterprise reads “0” as a number, not a placeholder. For example class number “1234” will be read as a different number from “00001234”.</p>						
16 Personal Status	<p>Mark all that apply to the student.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 150px;">WIOA, = Title I</td> <td> <p>Program that helps jobseekers with career counseling, job search assistance, and job training.</p> <p><i>For Program Year 2021-22: Agencies are strongly encouraged to record Title II students who are co-enrolled with a WIOA partner.</i></p> <p>Examples of students that receive employment training or assistance through WIOA, Title I:</p> <ul style="list-style-type: none"> • Youth and adult employment activities • Dislocated workers • Displaced homemakers • Low income individuals • Non-traditional employment • Older individuals or youths with significant barriers to employment • Individuals with disabilities </td> </tr> <tr> <td style="vertical-align: top;">WIOA, = Title III</td> <td> <p>Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.</p> <p><i>For Program Year 2021-22: Agencies are strongly encouraged to record Title II students who are co-enrolled with a WIOA partner.</i></p> </td> </tr> <tr> <td style="vertical-align: top;">WIOA, = Title IV</td> <td> <p>Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational</p> </td> </tr> </table>	WIOA, = Title I	<p>Program that helps jobseekers with career counseling, job search assistance, and job training.</p> <p><i>For Program Year 2021-22: Agencies are strongly encouraged to record Title II students who are co-enrolled with a WIOA partner.</i></p> <p>Examples of students that receive employment training or assistance through WIOA, Title I:</p> <ul style="list-style-type: none"> • Youth and adult employment activities • Dislocated workers • Displaced homemakers • Low income individuals • Non-traditional employment • Older individuals or youths with significant barriers to employment • Individuals with disabilities 	WIOA, = Title III	<p>Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.</p> <p><i>For Program Year 2021-22: Agencies are strongly encouraged to record Title II students who are co-enrolled with a WIOA partner.</i></p>	WIOA, = Title IV	<p>Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational</p>
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	<p>rehabilitation, occupational training, and assistive technologies.</p> <p><i>For Program Year 2021-22: Agencies are strongly encouraged to record Title II students who are co-enrolled with a WIOA partner.</i></p>
	<p>TANF = Individual receives funds through, or are eligible for TANF, welfare, or California Work Opportunity and Responsibility to Kids (CalWORKs)</p> <p>Note: CalWORKs is the California name for the national TANF program</p>
	<p>Other Public Assistance = Student receives federal, state or local financial assistance including:</p> <ul style="list-style-type: none"> • Food stamps • Refugee cash assistance • General assistance • Aid to the blind or totally disabled <p>Definition does not include:</p> <ul style="list-style-type: none"> • Social Security benefits • Unemployment insurance • Employment-funded disability
	<p>Concurrent enrolled in HS/K-12 = Student enrolled in high school and adult school classes at the same time.</p>
	<p>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.</p>
	<p>Veteran = Student has served in the active military and was discharged or released from such service under conditions other than dishonorable.</p>
	<p>Incarcerated = Student is presently confined in a prison or jail environment.</p>

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions
	Other = Any other personal status not listed above.
17 Labor Force Status	<p>Please mark one</p> <p>Employed = Work as paid employees, work in their own business or farm, or work 15 hours or more a week as unpaid workers 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.</p> <p>Unemployed = Not working, but are seeking employment, have made specific efforts to find a job, and are available for work. Includes unemployed learners who have not actively looked for work in the last four weeks.</p> <p>Employed with Notice = Is currently employed, but either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).</p> <p>Not in Labor Force = Participant is not in the labor force and not employed -- including those who are retired, full time students, or incarcerated.</p>
18 Instructional Level	<p>If required—indicate the student’s present placement in instructional level according to the CASAS Skill Level Descriptors or appraisals.</p> <p>For high school diploma students. Mark ASE High if the student is enrolled in the High School Diploma program, and completed enough credits to enter the program at an 11th or 12th grade level.</p> <p>For PY 2021-22: Mark if using informal resources, such as an appraisal, oral interview, writing sample, or education history to determine a learner’s level for placement in lieu of a CASAS NRS approved pretest. Agencies can continue to use</p>

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions																																																								
	<p>“self-reported placement” per OCTAE memo 20-5, dated May 29, 2020. In PY 21-22, however, agencies are encouraged to use the standard method of qualifying a student with a valid pretest score, as was required before.</p> <p>Example: <i>An ESL student accurately completed the online student enrollment form, performed well in an oral interview, and earned a 4 year college degree in her home country, so she was placed into an ESL advanced class... so mark ‘ESL Advanced’ in this field.</i></p> <p>Note: <i>All 12 NRS instructional levels appear in the TE software, but only ASE Low and ASE High are available on the EUUS form.</i></p> <table border="1" data-bbox="537 814 1416 1224"> <thead> <tr> <th>CASAS Levels</th> <th>NRS Levels</th> <th>Score Ranges</th> <th>NRS/CASAS/ESL Level Names</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> <table border="1" data-bbox="537 1230 1416 1593"> <thead> <tr> <th>CASAS Levels</th> <th>NRS Levels</th> <th>Score Ranges</th> <th>NRS/CASAS/ABE Level Names</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>150–200</td> <td>Beginning Literacy</td> </tr> <tr> <td>B</td> <td>2</td> <td>201–210</td> <td>Beginning</td> </tr> <tr> <td>B</td> <td>3</td> <td>211–220</td> <td>Intermediate Low</td> </tr> <tr> <td>C</td> <td>4</td> <td>221–235</td> <td>Intermediate High</td> </tr> <tr> <td>D</td> <td>5</td> <td>236–245</td> <td>ASE Low</td> </tr> <tr> <td>E</td> <td>6</td> <td>≥ 246</td> <td>ASE High</td> </tr> </tbody> </table>	CASAS Levels	NRS Levels	Score Ranges	NRS/CASAS/ESL Level Names	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	CASAS Levels	NRS Levels	Score Ranges	NRS/CASAS/ABE Level Names	A	1	150–200	Beginning Literacy	B	2	201–210	Beginning	B	3	211–220	Intermediate Low	C	4	221–235	Intermediate High	D	5	236–245	ASE Low	E	6	≥ 246	ASE High
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19 Provider Use	Leave blank unless instructed otherwise.																																																								

Update Record – Form EUUS-019

The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field		WIOA 225/231	WIOA EL Civics
1a	Student Name / Phone	√	√
1b	Student Address/E-mail	√	√
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Date of Program Update	√	√
5	Instructional Program	√	√
6	Status	IR	IR
7	Progress	IR	IR
8	Services Received	IR	IR
9	Learner Results	√	√
10	Class Number	√	√
11	Hours of Instruction	√	√
12	Received Training	IR	IR
13	Instructional Level	IR	IR
14	Leading to Credential	IR	IR
15	Reason for Exiting	√	√

√ = Must be filled in.

IR = If required (by instructional program, agency or funding source)

The following table identifies the requirements and data elements of the Update Record Form (EUUS-019). Form UTUS-016 also includes the Update Record answer sheet.

Local Agency Number: Print your CASAS local agency ID Number (provided by CASAS).

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

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
1a Student Name and Student Phone Number	Enter last name, then first name. Students with two last names should choose one name and use this name consistently on all subsequent forms.
1b Student Address Student E-mail	Enter student address and e-mail address here.
2 Instructor Name	Enter instructor's name or other designators as directed by the local agency. Agencies use this space to indicate an instructor, a class time, location, or other information used for identification.
3 Student Identification	<p>Enter the unique student identification number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student.</p> <p>TE also includes a feature to auto-assign Student ID to any new student. Agencies can specify whether or not to use this feature in the TE Options window.</p> <p>Note: This field is critical. TOPSpro™ Enterprise links all student information by their unique student identification (ID) number. Students must use one unique ID number on all forms in all classes during the program year. Agencies must ensure that student data submitted to the CDE is unduplicated.</p>
4 Date of Class Update	If the Update Record documents a student who has left a program, indicate the specific date the student left. Otherwise, indicate date form is filled out. Use a leading zero for numbers less than ten.
5 Instructional Program	Indicate the one instructional program the student is enrolled in for this class.
	Basic Skills (ABE) = For adults who lack competence in reading, writing, speaking, problem

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>solving, or computation at a level necessary to function in society, on a job, or in a family.</p>
ESL/ELL	<p>= 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.</p>
Citizenship	<p>= Class to obtain U.S. citizenship.</p>
HSD	<p>= Traditional HSD or alternative high school or adult HSD.</p>
High School Equivalency	<p>= Preparation for high school equivalency exams, such as the HiSET or GED test. Includes learners working HSE in languages other than English (such as Spanish GED).</p>
Career and Technical Education	<p>= A sequence of courses that directly relate to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.</p>
Workforce Readiness	<p>= Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include:</p> <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment <p>Job placement</p>
Adults with Disabilities	<p>= Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program.</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>Includes persons with the following impairments:</p> <ul style="list-style-type: none"> • Developmental disability • Deafness or hearing impairments • Blindness or visual impairments • Emotional/mental disability • Physical disabilities • Traumatic brain injury • Neurological disability
Pre-Apprenticeship	<p>Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.</p>
Adults Supporting K-12 Student Success	<p>= Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:</p> <ol style="list-style-type: none"> a. Interactive literacy activities between parents and their children b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children c. Parenting skills

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
6 Status	<p>Indicate student's status since completion of the semester, session, term, or last Entry Record in an instructional program. Mark one.</p> <p><i>Note: In general, agencies should leave this field blank. For federal reporting, TE uses attendance hours to calculate Periods of Participation (PoPs) that determine student status for follow up reporting.</i></p> <p>Retained in Program = Leave blank. The agency should refer to the federal guidelines, which consider a student to have left program when the learner has not received instruction for 90 days and has no instruction scheduled. If the learner returns before the 90-day period, then the student will automatically be considered retained in program. Mark Retained in Program only in exceptional circumstances only if the student has documented future enrollment, such as in the agency's online registration system.</p>
	<p>Left Instructional Program = Leave blank. As per federal policy, a student is considered to have automatically left the instructional program when the learner has not received instruction for 90 days and has no instruction scheduled.</p>
	<p>No Show or Did Not Attend at Least 12 Hours = Student did not show up for class or attend class for ≥12 instructional hours.</p>
7 Progress	<p>Optional. Indicate the student's progress since the completion of the Entry Record</p> <p>Progressed to a Higher Level = Learner has progressed within the given instructional level, but</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>has not completed assigned level or program.</p> <p>Advanced to a Higher Level or Instructional Program = Learner now receives instruction at a higher level or has enrolled in a different instructional program than indicated on the Entry Record.</p> <p>Completed Level/ Instructional Program = Learner completed level or instructional program but not currently receiving instruction at next higher level or instructional program</p>
8 Services Received	<ul style="list-style-type: none"> • Record Supportive, Training, or Transition if the participant received Supportive, Training, or Transition services respectively. • Career Services are for clients in WIOA Title I Programs (<i>if co-enrolled in Title II – please record.</i>) Career Services have more to do with delivery method than the specific services received. • Vocational Rehabilitation Services are for clients in WIOA Title IV Programs. (If co-enrolled in Title II – please record.) • <i>Refer to Attachment S: Services Definitions for more specific information about Supportive, Training, and Transition Services.</i> • <i>Go to the Student In Program Years field in TE to specify individual services that the student received.</i>
9 Learner Results and WIOA Milestones	Indicate student results within the current program year.
<i>Work</i>	<p>Got a Job = Obtained a job while receiving instruction</p> <p>Increased Wages = Total earnings from wage records exceed amount learner earned at time of program entry.</p> <p>Retained Job = Employed at time of Entry Record and remained employed.</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	Got a Better Job = Increased opportunities for promotion or obtained a new job with more pay or responsibility.
	Met Work-Based Project Goal = Acquired the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours.
	Entered Job Training = Entered an occupational skills training in the current program year
	Entered Training Program = Entered an occupational skills training program in the current program year. Student may or may not have completed program at time of Update Record.
	Training Milestone = Record if the participant had a satisfactory or better progress report towards established milestones from an employer/training provider who is providing training (on-the-job training (OJT), registered apprenticeship, etc.).
	Entered an Apprenticeship = Has entered into an “apprenticeship agreement” with employer or sponsor. Student’s participation in the approved program of training may be through employment, or education, or both.
	Entered Military = Entered into one of the branches of the U.S. Armed Services.
	Acquired Workforce Readiness Skills = Obtained work experience that enabled the student to receive future employment.

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>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.</p> <p>Other = Any work result the student obtained that is not listed.</p>
<i>Education</i>	Passed GED = Obtained passing scores on all GED tests.
	Passed HiSET = Obtained passing scores on all HiSET tests.
	Passed TASC = Obtained passing scores on all TASC tests. <i>(No longer recognized for HSE attainment in California.)</i>
	<p>Earned a High School Diploma = Obtained a HSD, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult HSD).</p> <p><i>Note: marking this field suggests the student appears on the local district's list that certifies all students who were awarded diplomas during the program year.</i></p>
	Returned to K-12 = Returned to the K–12 school system, including alternative high school program
	Completed Course = Passed final test, was promoted to the next level (if applicable), and met objectives of the course.
	Mastered Course Competencies/Educational Plan = Completed course, but met objectives of the course but by mastering the skills of the course rather than through a specific exam.

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	Earned Certificate = Obtained recognized certification of attainment of literacy-related competencies.
	Educational Achievement = Achieved at least one educational functioning level in an education program that provides instruction below the post-secondary level.
	Secondary/Post-Secondary Transcript = Record if participant's transcript or report card for either secondary or post-secondary education for one academic year (or 24 credit hours) shows that the participant is achieving the state unit's policies for academic standards. Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.
	Skills Progression = Record if participant successfully completed an exam that is required for a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.
	Career Service = Record if career services were received (excluding follow-up services).
	Entered College = Enrolled in postsecondary education, such as a community college or four-year institution.
	Transitioned to Credit (Transfer) = Transitioned from a non-credit to a for credit community college course.
	Transitioned to Credit (Non-transfer) = Transitioned from one non-credit community college

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	course to another non-credit course in a different program.
Attained Credential	<p>= Obtained a credential consisting of an industry-recognized certificate or certification, during time of program participation.</p> <p>Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.</p>
Attained AA/AS Degree	= Obtained an Associate's Degree during time of program participation.
Attained BA/BS Degree	= Obtained a Bachelor's Degree during time of program participation.
Entered Graduate Studies	= Enrolled in an advanced degree program, such as a Master's or Ph.D. program, during time of program participation.
Attained Post-Graduate Degree	= Obtained an advanced degree, such as a Master's degree or Ph.D., during time of program participation.
Obtained Occupational Skills Licensure	<p>= Obtained a license recognized by the State or Federal Government, during time of program participation.</p> <p>Note: This field counts as an outcome for IET students on NRS Table 4 and also NRS Table 11.</p>
Obtained Occupational Skills Certificate	<p>= Obtained a skills certificate recognized for the State or Federal Government, during time of program participation.</p> <p>Note: This field counts as an outcome for IET students on</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p align="center"><i>NRS Table 4 and also NRS Table 11.</i></p> <p align="center">Other = Any education-related result not listed.</p>
<i>Family/Community</i>	<p>Increased Involvement in Children's Education = Increased involvement in the education of dependent children under his or her care, including:</p> <ul style="list-style-type: none"> • Helping children more frequently with their schoolwork • 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 <p>Volunteering to work on school projects</p> <p>Increased Involvement in Children's Literacy-Related Activities = Increases involvement in the literacy-related activities of dependent children under his or her care, including:</p> <ul style="list-style-type: none"> • Reading to children • Visiting a library <p>Purchasing books or magazines for children</p>
	<p>Met Other Family Goal = Made measurable improvement in personal daily life issues such as:</p> <ul style="list-style-type: none"> • Diet • Exercise for self and family

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<ul style="list-style-type: none"> • Reducing or ceasing any unhealthy habit or addiction • Mobility in the community • Other positive lifestyle changes.
Met Personal Goal	= • Met a personal goal while receiving instruction which was personal/family related and had a clearly definable outcome.
Obtained Permanent Residence	= Obtained documentation to maintain a permanent residence in the United States.
Achieved U.S. Citizenship	= Obtained U.S. citizenship through the U.S. Citizenship and Immigration Service (USCIS).
Achieved U.S. Citizenship Skills	= Obtained the skills needed to pass the U.S. citizenship exam.
Registered to Vote or Voted for 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: <ul style="list-style-type: none"> • Attending or organizing meetings of neighborhood • Community or political organizations • Volunteering to work for such organizations • Contributing to the support of such organization

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>Volunteering to work on community improvement activities.</p> <p>Other Family Outcome = Any other family-related result that is not listed.</p> <p>Other Community Outcome = Any other community-related result that is not listed.</p> <p>Any education-related result not listed.</p>
10 Class Number	<p>Write class number in boxes at the top. Bubble with the same numbers below. Local agency determines and creates its class numbering system. Numbers can be right or left justified.</p> <p>Note: TOPSpro™ Enterprise reads “0” as a number, not a placeholder. For example, class number 1234 will be read as a different number than “00001234.”</p>
11 Instructional Hours	<p>Indicate, as accurately as possible, the total number of hours of instruction the student received since the last documented record.</p>
12 Leading to Credential	<p>Indicate if the participant entered a training program or an education program that leads to a state or federally recognized credential relating to the core program in which the individual participates.</p> <p>For example, mark if a student enrolled in an automotive program in adult education, exited, and then went on to employment in an auto shop.</p>
13 Instructional Level	<p>If required—indicate the student’s present placement in instructional level according to the CASAS Skill Level Descriptors or appraisals.</p> <p>For high school diploma students. Mark ASE High if the student is enrolled in the High School Diploma program, and completed enough credits to enter the program at an 11th or 12th grade level.</p> <p><i>Note: For informal self-reported instructional level placement, use field 18 on the Entry Record.</i></p> <p><i>Note: All 12 NRS instructional levels appear in the TE software, but only ASE Low and ASE High are available on the EUUS form.</i></p>
14 Leading to Post-Secondary	<p>Indicate if the participant entered a training or education program that leads to enrollment in a post-</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
Credential or Enrollment	secondary institution. Applies just to students who obtain a Secondary Credential (HSE or HS diploma) and then exit to enter post-secondary.
15 Reason for Exiting	Changed Class or Program = Changed classes or entered into another educational or program
	Completed Program = Completed the instructional program 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.
	Got a Job = Obtained full or part-time paid.
	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 unable to arrange for private transportation between home and location of instruction.
	Released from Incarceration = Exited a local, state, or federal corrections program because the term of incarceration is complete.
	Lack of Childcare = Resources or facilities needed to meet the student's childcare needs are not available.
	Family Problems = Issues within participant's family prevent attendance at program.
Own Health Problems = Needs or is receiving medical or mental health treatment that precludes participation in instruction.	
Lack of Interest = Declines to complete service because of lack of interest or perceived value.	

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	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.
	Other Known Reason = All other known reasons. State the specific reason.
	<p>Note: <i>The following additional Reasons for Exiting appear directly in TE software:</i></p> <ul style="list-style-type: none"> • <i>Active Duty in Armed Services</i> • <i>Incarcerated</i> • <i>Deceased</i> • <i>Long Term Medical Treatment</i> <p><i>Any student that marks one of these four reasons will appear on NRS Table 4 Column C, which eliminates that student from any follow up reporting.</i></p>

Test Record–Form TRUS-019

The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field		WIOA 225/231	WIOA EL Civics
1	Student Name / Phone	IR	IR
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Form Number	√	√
5	Test Date	√	√
6	Class Number	√	√
7	Instructional Program	√	ESL
8	Hours of Instruction	√	√
9	Raw Score	IR	IR
10	Test 1	IR	√
11	Test 2	IR	N/A
12	Test 3	IR	N/A
13	Test 4	IR	N/A
14	Student not able to test	IR	IR

√ = Must be filled in.

IR = If required (by instructional program, agency or funding source)

The following table identifies the requirements and data elements of the Test Record Form (TRUS-019). Forms ETUS-016 and UTUS-016 also include the Test Record answer sheet.

Local Agency Number: Print your CASAS local agency ID Number (provided by CASAS).

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

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions
1 Student Name	Enter last name, then first name. Students with two last names should choose one and use this name consistently on all subsequent forms.
2 Instructor Name	Enter instructor's name or other designators as directed by the local site. Sites may designate this space to indicate an instructor, a class time, location, or other information used for identification.
3 Student Identification	<p>Enter the unique student identification number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student.</p> <p>TE also includes a feature to auto-assign Student ID to any new student. Agencies can specify whether or not to use this feature in the TE Options window.</p> <p>Note: This field is critical. TOPSpro™ Enterprise links all student information by their unique student identification (ID) number. Students must use one unique ID number on all forms in all classes during the program year. Agencies must ensure that student data submitted to the CDE is unduplicated.</p>
Is this your Social Security #?	<p>Marking "Yes" indicates the Student ID is the student's Social Security number (SSN).</p> <p>Note: The CDE strongly recommends never using SSN as the Student ID. It does, however, strongly encourage all agencies to provide student SSN for data matching purposes, but to input this manually in the special SSN field located in the TE Student Demographics record (see page for more details on this field.)</p>
4 Form Number and Subject Area	<p>Enter the CASAS test form number with the letter indicating the subject area. Must use 3 digits; include leading zero if necessary plus modality (examples: 081R, 081RX).</p> <p>R = Reading M = Math</p>

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions												
	<p>L = Listening W = Writing S = Speaking G = Grammar C = Citizenship/COAAPs X = used for extended range forms (Form 081RX or 082RX)</p> <p>All CASAS tests have a form number printed on the cover of the test booklet. TOPSpro™ Enterprise requires this field in order to score the test.</p>												
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	<p>Write the class number in the boxes at the top. Bubble with the same numbers below. A local agency determines and creates its class numbering system. Numbers may be left or right justified.</p> <p>Note: TOPSpro™ Enterprise reads “0” as a number, not a placeholder. For example, class number “1234” will be read as a different number than “00001234.”</p>												
7 Instructional Program	<p>Indicate the one program student is enrolled in for this class.</p> <table border="0" data-bbox="586 1014 1479 1839"> <tr> <td data-bbox="586 1014 906 1203">Basic Skills (ABE)</td> <td data-bbox="906 1014 1479 1203">= 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.</td> </tr> <tr> <td data-bbox="586 1203 906 1329">ESL/ELL</td> <td data-bbox="906 1203 1479 1329">= Helps adults who are limited English proficient achieve competence in the English language (includes EL Civics).</td> </tr> <tr> <td data-bbox="586 1329 906 1371">Citizenship</td> <td data-bbox="906 1329 1479 1371">= Class to obtain U.S. citizenship.</td> </tr> <tr> <td data-bbox="586 1371 906 1455">HSD</td> <td data-bbox="906 1371 1479 1455">= Traditional HSD or alternative high school or adult HSD.</td> </tr> <tr> <td data-bbox="586 1455 906 1612">GED</td> <td data-bbox="906 1455 1479 1612">= Preparation for the GED test. Includes learners working on a GED in languages other than English (i.e. Spanish GED).</td> </tr> <tr> <td data-bbox="586 1612 906 1839">Career and Technical Skills</td> <td data-bbox="906 1612 1479 1839">= A sequence of courses that directly relate to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.</td> </tr> </table>	Basic Skills (ABE)	= 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.	ESL/ELL	= Helps adults who are limited English proficient achieve competence in the English language (includes EL Civics).	Citizenship	= Class to obtain U.S. citizenship.	HSD	= Traditional HSD or alternative high school or adult HSD.	GED	= Preparation for the GED test. Includes learners working on a GED in languages other than English (i.e. Spanish GED).	Career and Technical Skills	= A sequence of courses that directly relate to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.
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Field No. and Name	TOPSpro™ Enterprise Test Record Instructions
	<p>Workforce Readiness = Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include:</p> <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement
	<p>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. Includes persons with the following impairments:</p> <ul style="list-style-type: none"> • Developmental disability • Deafness or hearing impairments • Blindness or visual impairments • Emotional/mental disability • Physical disabilities • Traumatic brain injury • Neurological disability
	<p>Pre-Apprenticeship = Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.</p>
	<p>Adults Supporting K-12 Student Success = Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate the following activities:</p> <ul style="list-style-type: none"> • Interactive literacy activities between parents and their children

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions
	<ul style="list-style-type: none"> • Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children • Parenting skills <p style="text-align: center;">Other = Student is enrolled in a program not listed.</p>
8 Hours of Instruction	<p>Indicate as accurately as possible the total number of hours of instruction the learner actually received between the pretest and the post-test. If a student takes multiple pre-tests, record the number of instructional hours since the last post-test. The TOPSpro will add the total hours of instruction on each completed Test Record and summarize the number of hours of instruction in the program.</p> <p>Note for TOPSpro™ Enterprise: If this is the student’s pretest and the optional required field for instructional hours is checked in TOPSpro, you must put a zero 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 provided only if the student used a local agency-made answer sheet and the local agency intends on transferring the score to the Test Record.</p>
10 Test 1–4 to 13	<p>Leave blank unless otherwise instructed.</p> <p style="text-align: center;">EL Civics only: Use Test 1 to record passes or not passes on EL Civics Additional Assessments.</p> <p style="text-align: center;">To record a pass: Bubble 999 To record a not pass: Bubble 000</p> <p>Use a separate test record for each attempt and each additional assessment—do not use the Test 2 to Test 4 areas to document EL Civics assessments.</p>
Student does not have the skills to be tested.	<p>Student’s literacy or other skills are too low to achieve an accurate score. Learner should re-test after completing additional classroom hours.</p>

TOPSPRO ENTERPRISE INSTRUCTIONS FOR MANUAL DATA ENTRY

TOPSpro™ Enterprise includes some data fields that require data entry directly into the software rather than scanning data through use of TOPS answer sheets. The following table identifies some key data elements in TOPSpro™ Enterprise with the requirements for each field.

Agency Record Information

On the TOPSpro™ Enterprise menu, go to Organization – Agencies.

The screenshot shows two sections of a form: 'Agency Identification' and 'Agency Contact'. The 'Agency Identification' section includes fields for Agency ID, Agency Name, License Number, CDS/Vendor Code, State, Current Program Year, Time Zone, and Funding Sources (for current PY). The 'Agency Contact' section includes fields for Contact ID, Title, First Name, Middle Name, Last Name, Address, State, City, Zip, Phone, Fax, and Cell Phone.

Field Name	TOPSpro™ Enterprise Instructions
Agency Identification	
Agency ID	Enter your local agency ID number (assigned by CASAS)
Agency Name	Enter your local agency name that corresponds to the local agency ID number assigned by CASAS.
License Number	For local agency use. Enter the license number assigned by CASAS that pertains to your agency's local installation of TOPSpro™ Enterprise.
CDS Vendor Code	Enter your local agency's 14 digit (xx-xxxxx-xxxxxxx) CDS/Vendor Code assigned by the CDE.
State	Enter California.
Current Program Year	Enter the current program year, 2021-22.
Time Zone	Mark Pacific Time.
Funding Sources	Mark each of the CDE funding sources that apply to your local agency.

Field Name	TOPSpro™ Enterprise Instructions
	For specific questions about how your own agency is funded, please contact your CDE Regional Consultant.
Agency Contact	
	This section is for local agency use only. Mark all pertinent contact information for your local agency.

Class Record Information

On the TOPSpro™ Enterprise menu, go to *Organization–Classes –Class Definitions*.

  **Select Site**

Site:

  **Class Definition**

Class ID: Extended ID:

Course Code:

Class Description:

CIP Code:

A22 Course Code:

Field Name	TOPSpro™ Enterprise Instructions
Agency Identification	
Site	Select your local agency ID number (assigned by CASAS) or your local agency Site ID number (if applicable.)
Class ID	Enter the class ID
	Extended ID, Course Code, and Class Description are all optional but can be entered here is applicable to your local agency. Definitions for these field vary from agency to agency.
CIP Code	Enter the six digit federal Classification of Instructional Programs (CIP) code. https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56 Note: This field is now required for all Perkins and CTE classes.
A 22 Course Code	Enter the four digit CDE A 22 Course Code. Note: This field is now required for all Perkins and CTE classes.

Class Record Information

On the TOPSpro™ Enterprise menu, go to *Organization–Classes –Class Instances*.

Select Class Definition

Class Definition: Agency/Site:
 Program Year:
 Class Definition:

Class Instance

Class Start Date: **Class End Date:**

Instructional Programs:

<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Adults w/Disabilities	<input type="checkbox"/> Pre-Apprenticeship
<input type="checkbox"/> Basic Skills (ABE)	<input type="checkbox"/> HSE	<input type="checkbox"/> Adults supporting K12 student success	
<input type="checkbox"/> ESL/ELL	<input type="checkbox"/> Career and Technical Education (CTE)	<input type="checkbox"/> Other Program	
<input type="checkbox"/> Citizenship	<input type="checkbox"/> Workforce Preparation	<input type="checkbox"/> ROCP	

Special Programs:

<input type="checkbox"/> ELL Co-Enrollment	<input type="checkbox"/> State Corrections	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Carl Perkins
<input type="checkbox"/> None	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Special Needs	<input type="checkbox"/> Even Start
<input type="checkbox"/> EL Civics (IELCE)	<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> CBET
<input type="checkbox"/> Jail	<input type="checkbox"/> Workplace Ed.	<input type="checkbox"/> Non-traditional Training	<input type="checkbox"/> Integrated Education & Training
<input type="checkbox"/> Community Corrections	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Other

Field Name	TOPSpro™ Enterprise Instructions
Select Class Definition	
Agency ID/Site	Select your local agency ID number (assigned by CASAS) and your local agency Site ID number (if applicable.)
Program Year	Enter 2021-22
Class Definition	Select the class definition record that relates to the class instance.

Class Instance	
Class Start Date/ Class End Date	Enter the first (and last) day the class is scheduled to convene.
Instructional Programs	Check all instructional programs that apply to the class.
Special Programs	Mark any special programs that apply to the class.
Transition Focuses	Optional: mark one if the class is specifically geared toward transition to college and/or employment.
Focus Area	Select one. Mark one of three EL Civics focus areas if the class instance relates to English Literacy and Civics. <ul style="list-style-type: none"> Civic Participation Citizenship Preparation 243 IELCE

Instructional Setting	Optional: mark whether the class is face to face, distance learning, or one of the listed “hybrid” classroom settings. Note: <i>This field has been and remains optional... but for PY 2021-22 agencies are encouraged to mark this field.</i>
Physical Setting	Optional: mark the type of facility that is providing the classroom instruction to the students.
Start Time	Optional: mark one if applicable.
Computer in Class	Optional field.
Intensity	All class instance fields in this section are optional and for local purposes only.

Student Record Information

On the TOPSpro™ Enterprise menu, go to *Records – Students – Demographics*.

Identification

Student ID:

Title: First Name: Middle Name: Last Name:

Gender: Birth Date:

SSN: Consent: GED ID: E CSIS ID:

Education

Highest Year of School:

Unknown

School Outside US

Highest Degree or Diploma:

None A. A./A.S. Degree

GED Certificate 4 yr. College Graduate

High School Diploma Graduate Studies

Technical/Certificate Other Diploma/Degree

Some college, no degree

Earned Outside US

GED Scores:

Subsection	Date	Score	P/F
<input type="checkbox"/> Language Arts, Writing			
<input type="checkbox"/> Science			
<input type="checkbox"/> Social Studies			
<input type="checkbox"/> Language Arts, Reading			
<input type="checkbox"/> Math			

CAHSEE Scores:

CAHSEE Type	Date	Score
<input type="checkbox"/> CAHSEE Language Arts		
<input type="checkbox"/> CAHSEE Math		

Field Name	TOPSpro™ Enterprise Instructions
Identification	
Student ID	<p>Enter the unique student identification number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student.</p> <p>TE also includes a feature to auto-assign Student ID to any new student. Agencies can specify whether or not to use this feature in the TE Options window.</p> <p>Note: This field is critical. TOPSpro™ Enterprise links all student information by their unique student ID number.</p>
First Name Middle Name Last Name	Enter the student's first name, middle name, and last name.
Gender	Mandatory field—indicate male, female, or non-binary.
Birth Date	<p>Mandatory field—enter student's date of birth. Use the drop box to select the correct birth date using the calendar format, or type the birth date by marking the month, day, and year (MM/DD/YY). Use a leading zero for numbers less than 10.</p> <p>Example: If date of birth is August 9, 1973, indicate 08-09-73.</p>
SSN	<p>Enter the student's nine-digit social security number (SSN).</p> <p>Note: Use of the SSN for ID purposes is optional, and should never be used as the Student ID. However, agencies are strongly encouraged to provide SSN in this field for as many students as possible for the EDD Employment data match.</p>
Consent	Mark only if SSN is recorded. Indicate whether the student provided signed consent to use the social security number.
GED ID	<p>Enter the student's GED ID number. Use of the GED ID is only necessary for students that attempted the GED during the program year.</p> <p><i>Note: For students that earned the GED, you must indicate the student's GED ID for the CDE GED data match.</i></p>
HiSET ID	Enter the student's HiSET ID number. Use of the HiSET ID is only necessary for students that attempted the HiSET during the program year.

Field Name	TOPSpro™ Enterprise Instructions
	<i>Note: For students that earned the HiSET, you must indicate the student's HiSET ID for the CDE GED data match.</i>
SSIS ID	For local agency use only. Enter the student's SSIS ID number.
Education	
Highest Year of School	Indicate the number of years of formal schooling the learner has completed. Schooling in the United States or abroad is included.
School Outside US	Please indicate whether the student completed formal schooling outside the United States. If the student completed some schooling in the U.S., and some outside the U.S., then mark this only if more than 50 percent was completed outside the U.S. Example: If a student's highest year was grade 9, with grades 1-6 completed in the person's home country, and grades 7-9 completed in the U.S., then check this box, because the majority of schooling was outside the U.S.
Highest Degree or Diploma	Mark one. Indicate the highest credential or degree the learner has achieved. Schooling in the United States or abroad is included.
Earned Outside US	Please indicate whether the student earned the degree or diploma outside the United States. This check box should directly respond to the specific degree indicated in this field.
GED Scores	Indicate any sections of the GED that the student attempted, the date of attempt, and the subsection score. Check the P/F box if the learner passed that subsection. Note: This field is for agency/student tracking use only. It does not record GED attainment for state or federal reporting.
HiSET Scores	Indicate any sections of the HiSET that the student attempted, the date of attempt, and the subsection score. Check the P/F box if the learner passed that subsection. Note: This field is for agency/student tracking use only. It does not record HiSET attainment for state or federal reporting.

Program Related Student Information

On the TOPSpro™ Enterprise menu, go to Records – Students – In Program Years.

Field Name	TOPSpro™ Enterprise Instructions
Barriers to Employment	Enter any Barriers to Employment that apply. <ul style="list-style-type: none"> • All learners in ABE, HSE, and HS diploma will automatically be considered as “Low Levels of Literacy.” • All learners in ESL will automatically be considered as “English Language Learner.” • Attachment T provides guidance to local agencies trying to determine the specific barriers that may apply to each student.
Supportive Services	Enter any short term services that were provided to the student.
Training Services	Enter any short term services that were provided to the student.
Transition Services	Enter any short term services that were provided to the student. <i>Note: Attachment S provides more specific guidance with definitions for each individual service.</i>