

2024-25 CAEP 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 Title II	CAEP
1a	Student Name / Phone	√	√
1b	Student Address/Email	√	√
2	Instructor Name	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)	√	√
13	Special Programs	IR	IR
14	Employment Barriers	√	√
15	Class Number	√	√
16	Personal Status	√	√
17	Labor Force Status	√	√
18	Instructional Level	IR	IR
19	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-019).

Agency Number: Print your CASAS 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	<p>Enter last name, then first name. Students with two last names should choose one name and use this name consistently on all subsequent forms.</p> <p>Note: Phone number is an important field for the TE Employment & Earnings follow up survey.</p>
1b Student Address	<p>Enter student address here.</p>
1c Student E-mail	<p>Enter student email address here.</p> <p>Note: Email address is an important field for the TE Employment & Earnings follow up survey.</p>
2 Instructor Name	<p>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.</p>
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. However, agencies are strongly encouraged to provide student SSN for data matching purposes. When using SSN, agencies can input this manually in the special SSN field located in the TE</p>

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions				
	<p><i>Student Demographics record (see page 44 for more details on this field.)</i></p> <p><i>There is also a ITIN field for students who provide their Taxpayer ID (ITIN) number. Agencies can mark this consent field for students with ITIN the same way it is marked for students with SSN.</i></p> <p>For more information, refer to CDE Memorandum 17-01: https://www.cde.ca.gov/sp/ae/ga/mb17-01.asp</p>				
4 Gender	Mandatory field—indicate male, female, or non-binary.				
5 Date of Birth	<p>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.</p> <p>Example: If date of birth is August 9, 1973, indicate 08-09-73.</p>				
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.	<p>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.</p> <p>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.</p>				
7 Highest Diploma or Degree Earned	<p>Mark one. Indicate the highest credential or degree the learner has achieved. Schooling in the United States or abroad is included.</p> <table border="0" data-bbox="537 1583 1424 1820"> <tr> <td data-bbox="769 1583 850 1625">None</td> <td data-bbox="899 1583 1424 1667">= Has no high school level diploma or GED certificate.</td> </tr> <tr> <td data-bbox="672 1667 850 1751">High School Equivalency</td> <td data-bbox="899 1667 1424 1820">= Obtained high school equivalency, such as a HiSET GED, or TASC certificate issued by the state HSE office.</td> </tr> </table>	None	= Has no high school level diploma or GED certificate.	High School Equivalency	= Obtained high school equivalency, such as a HiSET GED, or TASC certificate issued by the state HSE office.
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	<p>HSD = Traditional HSD or alternative high school or adult HSD.</p> <p>Technical/Certificate = Received a certificate of completion in a professional/technical program. (Examples: welding, cosmetology, phlebotomy, nurse's assistant)</p> <p>Some College, No Degree = Has enrolled in an accredited institution but has not earned a degree.</p> <p>A.A./A.S. Degree = Has a two-year degree from an accredited institution.</p> <p>4-year College = Has a four-year degree from an accredited institution; i.e., bachelor of arts or science degree.</p> <p>Graduate Studies = Has completed accredited course work beyond a four-year degree.</p> <p>Other = Was awarded some type of diploma not included above.</p>
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	<p>Mark one. Indicate the group with which the student primarily identifies:</p> <p>Hispanic or Latino = Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.</p> <p>Not Hispanic or Latino = Not included in the above definition.</p>
8b Race	<p>Mark one or more, according to student's origins:</p> <p>White = A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East.</p> <p>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).</p> <p>Black or African American = A person who has origins in any of the Black racial groups of Africa.</p>

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	<p>Filipino = A person who has origins in the Philippine Islands.</p> <p>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 Guam or Samoa.</p> <p>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.</p>
9 Native Language	<p>Mark one. Indicate the prevalent language spoken in the home when the student was a child.</p> <p>Note: There are several additional native language options available inside TE software that are not featured on the EUUS form.</p>
10 Date of Entry into this Class	<p>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.</p>
11 Instructional Program	<p>Mark only one of the following instructional programs.</p> <p>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.</p> <ul style="list-style-type: none"> This instructional program is included in annual CAEP reporting. <p>ESL/ELL = Helps adults who are limited English proficient achieve competence in the English language.</p> <ul style="list-style-type: none"> This instructional program is included in annual CAEP reporting. <p>Citizenship = Class to obtain U.S. citizenship.</p> <p>High School Diploma = Includes traditional HSD, alternative high school or adult HSD.</p> <ul style="list-style-type: none"> This instructional program is included in annual CAEP reporting. <p>High School Equivalency = Preparation for high school equivalency exams, such as the HiSET, GED or TASC test. Includes learners working on HSE in</p>

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	<p>languages other than English (such as Spanish GED).</p> <ul style="list-style-type: none"> • <i>This instructional program is included in annual CAEP reporting.</i>
Career and Technical Education	<p>= Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.</p> <ul style="list-style-type: none"> • <i>This instructional program is included in annual CAEP reporting.</i>
Workforce Preparation	<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 • Job placement <p>• <i>This instructional program is included in annual CAEP reporting.</i></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. 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>• <i>This instructional program is included in annual CAEP reporting.</i></p>
Pre-Apprenticeship	<p>Services and programs designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented</p>

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	<p>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><i>This instructional program is included in annual CAEP reporting.</i></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 all of the following activities:</p> <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 <p><i>This instructional program is included in annual CAEP reporting.</i></p>
<p>12 Attainable Goal Within Current Program Year</p>	<p>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.</p> <p><i>Note: Primary and Secondary goal is required. Please mark both columns.</i></p> <p><i>Agencies can determine locally how to differentiate primary goal from secondary goal. The CDE recommends using primary goal as a short-term goal within the program year, and secondary goal for long term planning. See Attachment X for more details.</i></p> <p>Column 1 = Indicate primary goal Column 2 = Indicate secondary goal</p>

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	Improve Basic Skills = Improve overall basic literacy skills.
	Improve English Skills = Improve English literacy skills (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.

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	<p>Important: Family Literacy students must mark “Family Literacy.” Vocational ABE and ESL (VABE/VESL) students must mark “Workplace Education”.</p> <p>None = Not enrolled in any program listed below.</p> <p>EL Civics (IELCE) = ESL students enrolled in classes funded by the Section 231 or the Section 243 EL Civics grant. Note: For funding purposes, agencies must designate the appropriate EL Civics focus area at the agency and class level.</p>
	<p>Jail = City or county facility designed to confine or rehabilitate criminal offenders.</p> <p>Community Corrections = Community-based rehabilitation facility or halfway house.</p> <p>State Corrections = State correctional institution, prison, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders.</p> <p>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 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.
	<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>

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	<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.
Workplace Ed. (VABE/ VESL)	<p>= 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>
Tutoring	<p>= Provides tutoring to students.</p>
Distance Learning	<p>= 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.</p> <p><i>**For more information about recording enrollment and instructional hours for Distance Learning classes, refer to Attachments H and I</i></p>
Special Needs	<p>= Designed for students with special needs.</p>
Alternative Education [K–12]	<p>= Leave blank (not applicable to California).</p>

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	<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>
13 Special Programs	<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 2024-25, agencies receiving Carl Perkins funding must mark Special Programs = Perkins at either the student or class instance level. .</p> <p>Note: The Special Programs listed above are in TE and on the Update Record answer sheet. The following additional Special Programs are not on the answer sheet, but are in TE software. On the TE menu, go to Records – Students – Records.</p> <p>ELL Co-Enrollment = Student is enrolled in ESL program and also co-enrolled with a WIOA partner (Title I, III, or IV) This option was for a CA state-funded grant from 2018-21, but now can be marked for any co-enrolled ESL learner.</p> <p>Integrated Education & Training (IET) = Student is enrolled in program with adult education literacy activities, workforce preparation, and workforce training at the same time.</p> <p>Enrollment in this Special Program aligns to NRS MSG 1c – Enter Post-Secondary</p> <p>Even Start CBET = Leave blank. These are for grant programs that are no longer funded.</p>
14 Barriers to Employment	Mark one or more barriers for each enrollee.

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	<p>Note on Barriers: <i>Most barriers rely on the student's self-reporting, so agencies must accept the student's own view of these listed areas. Attachment T provides suggestions for better understanding and developing consistent responses from students, and clarifies these federal level definitions for student level interactions.</i></p>
	<p>Cultural Barriers = Record if the participant perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment *** All learners in ESL are included in this barrier category for state and federal reporting.</p>
	<p>Displaced Homemaker = 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.
	<p>English Language Learner = 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</p>

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	<p>other than English is the dominant language. *** All learners in ESL are included in this barrier category for state and federal reporting.</p>
<p>Ex - = Offender</p>	<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>
<p>Foster Care = Youth</p>	<p>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</p>	<p>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 =</p>	<p>The individual:</p> <ul style="list-style-type: none"> (a) Lacks a fixed, regular, and adequate nighttime residence. <p>Examples include:</p> <ul style="list-style-type: none"> • Sharing the housing of other persons due to loss of housing, economic hardship, or similar; • Living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations • Living in an emergency or transitional shelter • Abandoned in a hospital • Awaiting foster care placement.

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	<p>(b) Individual has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground</p> <p>(c) 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</p> <p>(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).</p> <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 = The participant has been unemployed for 27 or more consecutive weeks at program entry.</p>
	<p>Low Income = The participant is a person who, in the 6 months prior to application to the program has received, or is a member of a family that is receiving:</p> <ul style="list-style-type: none"> • 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

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	<p>XVI of the Social Security Act or state or local income-based public assistance.</p> <ul style="list-style-type: none"> • 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 • 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. *** All learners in ABE and ASE are included in this barrier category for state and federal reporting.</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 12 consecutive months out of the 24 months prior to application for the program involved,

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	<p>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</p> <ul style="list-style-type: none"> • A dependent of the person described above. <p>Exhausting TANF with Two Years = Record if the participant is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act.</p> <p>Single Parent = 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>
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> <p>WIOA, Title I = Program that helps jobseekers with career counseling, job search assistance, and job training. Examples of students that receive employment training or assistance through WIOA, Title I:</p> <ul style="list-style-type: none"> • 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

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	<p><i>For Program Year 2024-25: Agencies are strongly encouraged to record this for Adult Education students who are co-enrolled with a WIOA I partner.</i></p>
	<p>WIOA, = Title III Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.</p> <p><i>For Program Year 2024-25: Agencies are strongly encouraged to record this for Title II students who are co-enrolled with a WIOA III partner.</i></p>
	<p>WIOA, = Title IV Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.</p> <p><i>For Program Year 2024-25: Agencies are strongly encouraged to record this for Title II students who are co-enrolled with a WIOA IV 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

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	<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>Refugee = Student has been forced to flee conflict or persecution and has crossed an international border to seek safety</p> <p><i>*This option is in TE software but not included on the answer sheet.</i></p> <p>Other = Any other personal status not listed above.</p>
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</p>

Field No. and Name	TOPSpro™ Enterprise Entry Record Instructions																																																												
	<p>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	<table border="1"> <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> <tr> <td colspan="4"> </td> </tr> <tr> <th>CASAS Levels</th> <th>NRS Levels</th> <th>Score Ranges</th> <th>NRS/CASAS/ABE Level Names</th> </tr> <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 Title II	CAEP
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		
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		
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-019 also includes the Update Record answer sheet.

Local Agency Number: Print your CASAS 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	<p>Indicate the one instructional program the student is enrolled in for this class.</p> <p>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.</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>ESL/ELL = 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>
	<p>Citizenship = Class to obtain U.S. citizenship.</p>
	<p>HSD = Traditional HSD or alternative high school or adult HSD.</p>
	<p>High School Equivalency = Preparation for high school equivalency exams, such as the HiSET GED, or TASC test. Includes learners working HSE in languages other than English (such as Spanish GED).</p>
	<p>Career and Technical Education = 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>
	<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 issues: :</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

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions	
	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
6 Status	Retained in Program =	Leave blank. Mark only if the student has completed a formal process indicating future enrollment in a new class or 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.

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<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. Leave blank unless using this field for informal local purposes.</p> <p>For local use only: Indicate the student's (informal instructional) progress since the date of enrollment.</p> <p>Progressed to a Higher Level = Learner has progressed within the given instructional level, but 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. • <i>Go to the Student In Program Years field in TE to specify individual services that the student received. In TE go to Records – Students – In Program Years. The CDE recommends recording specific services directly into TE over marking the generic service category on the TE Update Record.</i> • Career Services have more to do with delivery method than the specific services received, and are for clients in WIOA Title I Programs (<i>if co-enrolled in Title I and Title II – please record.</i>)

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<ul style="list-style-type: none"> • Vocational Rehabilitation Services are for clients in WIOA Title IV Programs. (If co-enrolled in both Title II and Title IV– please record.) • <i>Refer to Attachment S: Services Definitions for more information about recording specific Supportive, Training, and Transition Services. This document has updated for PY 2024-25 to provide more explicit suggestions for WIOA II and CAEP reporting</i>
9 Learner Results and WIOA Milestones	<p>Indicate all student results achieved within the current Period of Participation or Program Year.</p> <p><i>These basic definitions are from the PIRL (Participant Individual Record Layout). Some of the definitions show how specific outcomes align to NRS federal reporting. There will likely be changes to how this aligns with federal reporting after projected changes to NRS Reporting Tables later in PY 2024-25.</i></p> <p><i>For CAEP, outcomes alignment to the six areas of AB 104 remains the same,</i></p>
Work	<p>Got a Job = Obtained a job while receiving instruction <i>This qualifies as an official CAEP outcome in Employment.</i></p> <p>Increased Wages = Total earnings from wage records exceed amount learner earned at time of program entry. <i>This qualifies as an official CAEP outcome in Wages.</i></p> <p>Retained Job = Employed at time of Entry Record and remained employed. <i>This qualifies as an official CAEP outcome in Employment.</i></p> <p>Got a Better Job = Increased opportunities for promotion or obtained a new job with more pay or responsibility. <i>This qualifies as an official CAEP outcome in Wages.</i></p> <p>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</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	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 <i>This qualifies as an official CAEP outcome in Transitions, and aligns to MSG 1c – Enter Post-Secondary.</i>
Entered Training Program	= Entered an occupational skills training program in the current program year. Student may or may not have completed this program at time of Update Record. <i>This result aligns to NRS MSG 1c – Enter Post-Secondary</i>
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.). <i>This aligns to MSG 4- Training Milestone, and is a CAEP/AB 104 outcome for CTE Literacy Gains.</i>
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. <i>This qualifies as an official CAEP outcome in Transitions, and aligns to MSG 1c – Enter Post-Secondary.</i>
Entered Military	= Entered into one of the branches of the U.S. Armed Services. <i>This qualifies as an official CAEP outcome in Employment.</i>
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 data-bbox="911 247 1422 352"><i>This qualifies as an official CAEP outcome in Literacy Gains for Workforce Preparation Milestone.</i></p> <p data-bbox="610 369 1463 512">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 data-bbox="753 527 1430 590">Other = Any work result the student obtained that is not listed.</p>
<i>Education</i>	<p data-bbox="651 611 1430 674">Passed GED = Obtained passing scores on all GED tests.</p> <p data-bbox="911 716 1422 779"><i>This qualifies as an official CAEP outcome in Secondary.</i></p>
	<p data-bbox="626 804 1455 867">Passed HiSET = Obtained passing scores on all HiSET tests.</p> <p data-bbox="911 909 1422 972"><i>This qualifies as an official CAEP outcome in Secondary.</i></p>
	<p data-bbox="610 999 1455 1142">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 data-bbox="911 1178 1422 1241"><i>This qualifies as an official CAEP outcome in Secondary.</i></p> <p data-bbox="911 1283 1438 1461"><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>
	<p data-bbox="594 1486 1438 1581">Returned to K-12 = Returned to the K–12 school system, including alternative high school program</p>
	<p data-bbox="675 1602 1455 1707">Completed Course = Passed final test, was promoted to the next level (if applicable), and met objectives of the course.</p>
	<p data-bbox="594 1728 1455 1864">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.</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p><i>This qualifies as an official CAEP outcome in Literacy Gains for CDCP Certificate.</i></p>
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 Transcript	<p>= Record if participant's transcript or report card for secondary education for one academic year (or 24 credit hours) shows that the participant is achieving the state unit's policies for academic standards.</p> <p><i>This qualifies as an official CAEP outcome in Literacy Gains for HS Credits, and aligns to MSG 1b – HS Credits.</i></p>
Post-Secondary Transcript	<p>= 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.</p> <p><i>This qualifies as an official CAEP outcome in Post-Secondary, and aligns to MSG 3- Post-Secondary.</i></p>
Skills Progression	<p>= 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.</p> <p><i>This qualifies as an official CAEP outcome for Occupational Skills Gain, and aligns to MSG 5 – Passage of Exam.</i></p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>Career Service = Record if career services were received (excluding follow-up services).</p> <p>Entered College = Enrolled in postsecondary education, such as a community college or four-year institution. <i>This qualifies as an official CAEP outcome in Transitions, and aligns to MSG 1c– Enter Post-Secondary</i></p>
	<p>Transitioned to Credit (Transfer) = Transitioned from a non-credit to a for credit community college course. <i>This qualifies as an official CAEP outcome in Transitions, and aligns to MSG 1c– Enter Post-Secondary</i></p> <p>Transitioned to Credit (Non-transfer) = Transition from one community college course to another non-credit course, or for-credit course -- but that did not bring forward any course credits for transfer.</p> <p>Attained Credential = Obtained a credential consisting of an industry-recognized certificate or certification, during time of program participation. <i>This qualifies as an official CAEP outcome in Post-Secondary, and aligns to MSG 3 – Post-Secondary</i></p> <p>Attained AA/AS Degree = Obtained an associate degree during time of program participation. <i>This qualifies as an official CAEP educational outcome in Post-Secondary.</i></p> <p>Attained BA/BS Degree = Obtained a Bachelor’s Degree during time of program participation. <i>This qualifies as an official CAEP educational outcome in Post-Secondary.</i></p> <p>Entered Graduate Studies = Enrolled in an advanced degree program, such as a Master’s or Ph.D.</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>program, during time of program participation. <i>This qualifies as an official CAEP educational outcome in Post-Secondary.</i></p> <p>Attained Post-Graduate Degree = Obtained an advanced degree, such as a Master’s degree or Ph.D., during time of program participation. <i>This qualifies as an official CAEP educational outcome in Post-Secondary.</i></p> <p>Obtained Occupational Skills Licensure = Obtained a license recognized by the appropriate State or Federal governing body, during time of program participation. <i>This qualifies as an official CAEP outcome in Post-Secondary, and aligns to MSG 5 – Passage of Exam</i></p> <p>Obtained Occupational Skills Certificate = Obtained a skills certificate recognized for the State or Federal Government, during time of program participation. <i>This qualifies as an official CAEP outcome in Post-Secondary, and aligns to MSG 5 – Passage of Exam</i></p> <p>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 • Volunteering to work on school projects

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<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 • Purchasing books or magazines for children
	<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 • Reducing or ceasing any unhealthy habit or addiction • Mobility in the community • Other positive lifestyle changes.
	<p>Met Personal Goal = • Met a personal goal while receiving instruction which was personal/family related and had a clearly definable outcome.</p>
	<p>Obtained Permanent Residence = Obtained documentation to maintain a permanent residence in the United States.</p>
	<p>Achieved U.S. Citizenship = Obtained U.S. citizenship through the U.S. Citizenship and Immigration Service (USCIS).</p>
	<p>Achieved U.S. Citizenship Skills = Obtained the skills needed to pass the U.S. citizenship exam.</p>
	<p>Registered to Vote or Voted for First Time = Registered to vote or voted for the first time during instruction.</p>
	<p>Increased Involvement in Community Activities = Increased involvement in the following community activities during instruction:</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<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 • Volunteering to work on community improvement activities. <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>Other = 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>This field is for learners who enrolled in this program after the WIOA II enrollment – not for students who are currently enrolled. 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>Note: Outcomes for HS Credits is now recorded on Update Record field #9.</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	<p>Note: For informal self-reported instructional level placement, use field 18 on the Entry Record.</p> <p>Note: All 12 NRS instructional levels appear in the TE software, but only ASE Low and ASE High are available on the EUUS form.</p>
14 Leading to Post-Secondary Credential or Enrollment	Applies only to students who obtain a Secondary Credential (HSE or HS diploma) and then exit to enter post-secondary after the WIOA II enrollment
15 Reason for Exiting	<p><i>Note: The final four Reasons for Exiting included in TE and first four listed below do not appear on the Update Record answer sheet. Marking one of these four reasons will have the student appear on NRS Table 4, Column C, and exempt the student from required NRS follow up reporting.</i></p> <p>Please see OCTAE Memorandum 17-2 for more information.</p> <p>Active duty in Armed Forces = Exits program because the participant is a member of the U.S. Armed Forces, National Guard or other reserve military unit of the armed forces – and is called to active duty for at least 90 days.</p> <p>Incarcerated = Exits program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support, such as a hospital or treatment center during the course of receiving services as a participant.</p> <p>Deceased = Exits because participant is deceased.</p> <p>Long term medical treatment = Exits program because of medical treatment, that is expected to last longer than 90 days, and precludes entry into unsubsidized employment or continued participation in the program.</p> <p><i>The Reasons for exiting starting below are included on the TE Update Record, and have no effect on follow up status.</i></p> <p>Changed Class or Program = Changed classes or entered into another educational or program</p>

Field No. and Name	TOPSpro™ Enterprise Update Record Instructions
	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.
	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.

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.

Note: Most California WIOA Title II agencies use CASAS eTests to complete pre- and post-test requirements. Students that complete tests using eTests do not need to complete a Test Record answer sheet.

Note: This document only provides instructions for completing the Test Record answer sheet. For more information about the CASAS Assessment System, and what is permissible for state and federal accountability, refer to Attachment A – CA Statewide Assessment Policy.

Agency Number: Print your CASAS 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. However, agencies are strongly encouraged to provide student SSN for data matching</p>

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions						
	<p><i>purposes. When using SSN, agencies can input this manually in the special SSN field located in the TE Student Demographics record (see page 44 for more details on this field.)</i></p>						
<p>4 Form Number and Subject Area</p>	<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 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> <p>Note: In PY 2024-25 CA agencies are required to use CASAS STEPS for ESL and GOALS for ABE and ASE.</p>						
<p>5 Test Date</p>	<p>Indicate the date the student takes the test. Use leading zeros for the months and numbers less than ten.</p>						
<p>6 Class Number</p>	<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>						
<p>7 Instructional Program</p>	<p>Indicate the one program student is enrolled in for this class.</p> <table border="0" data-bbox="587 1535 1481 1898"> <tr> <td data-bbox="587 1535 906 1730"> <p>Basic Skills (ABE)</p> </td> <td data-bbox="906 1535 1481 1730"> <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> </td> </tr> <tr> <td data-bbox="587 1730 906 1850"> <p>ESL/ELL</p> </td> <td data-bbox="906 1730 1481 1850"> <p>= Helps adults who are limited English proficient achieve competence in the English language (includes EL Civics).</p> </td> </tr> <tr> <td data-bbox="587 1850 906 1898"> <p>Citizenship</p> </td> <td data-bbox="906 1850 1481 1898"> <p>= Class to obtain U.S. citizenship.</p> </td> </tr> </table>	<p>Basic Skills (ABE)</p>	<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>	<p>ESL/ELL</p>	<p>= Helps adults who are limited English proficient achieve competence in the English language (includes EL Civics).</p>	<p>Citizenship</p>	<p>= Class to obtain U.S. citizenship.</p>
<p>Basic Skills (ABE)</p>	<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>						
<p>ESL/ELL</p>	<p>= Helps adults who are limited English proficient achieve competence in the English language (includes EL Civics).</p>						
<p>Citizenship</p>	<p>= Class to obtain U.S. citizenship.</p>						

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions
	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.
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 • Job placement
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. 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	= 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

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions
	<p>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 all of the following activities:</p> <ul style="list-style-type: none"> • Interactive literacy activities between parents and their children • 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>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.</p> <p>Note: To determine whether the student has 12+ hours of instruction, TE primarily uses the students total number of hours (such as from the Update Record) – not the hours between tests.</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>EL Civics only: Use Test 1 to record passes or not passes on EL Civics Additional Assessments.</p> <p>To record a pass: Bubble 999</p>

Field No. and Name	TOPSpro™ Enterprise Test Record Instructions
	<p>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> <p>Note: EL Civics COAAPs count as Immigrant Integration Indicators (I-3) outcomes for CAEP reporting.</p>
<p>Student does not have the skills to be tested.</p>	<p>Student’s literacy or other personal skills are too low to achieve an accurate score. Learner should re-test after completing additional classroom hours.</p> <p>Agencies are encouraged to use informal resources, such as an oral interview, writing sample, or education history, for appropriate program and classroom placement. There are numerous resources for low level literacy learners on the CASAS and OTAN Websites:</p> <p>www.casas.org www.otan.us</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.

Agency Identification			
Agency ID:	4908	Agency Name:	Rolling Hills Adult School (RHAS)
License Number:	CASAS1	CDS/Vendor Code:	11-11111-1111111
State:	California	Time Zone:	(UTC-08:00) Pacific Time (US & Canada)
Current Program Year:	7/1/2024 - 6/30/2025		
Funding Sources:	Section 231: ABE/ESL/VESL/VABE/Family Lit., ASE/HSE EL Civics: Civic Participation, Citizenship Preparation Section 243: 243 Integrated EL Civics (IELCE)		
Test Units Used by Tests in NEDP:	0		
Test Units Transferred Out:	0	Test Units Transferred In:	0
Main WIOA Title:	Title II		
IDs Autogeneration Method:	None	Requires Strong Passwords:	No
Agency type:		Has Specific Security Policy:	No
Agency Contact			
Contact ID:	5151		
Person Title:	Director	Full Name:	Director Patricia Rickard
Address:	Genesee Avenue 275		
State:	California	City:	San Diego
Phone:	(888)555-8888	Fax:	(888)555-8888
Cell Phone:	N/A	Email:	casas@casas.org
Zip:	92123		

Field Name	TOPSpro™ Enterprise Instructions
Agency Identification	
Agency ID	Enter your 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	Enter the license number assigned by CASAS that pertains to your agency's local installation of TOPSpro™ Enterprise.
CDS Vendor Code	*Optional. Enter your local agency's 14 digit (xx-xxxxx-xxxxxxx) CDS/Vendor Code assigned by the CDE.
State	Enter California.

Field Name	TOPSpro™ Enterprise Instructions
Current Program Year	Enter the current program year, 2024-25..
Time Zone	Mark Pacific Time.
Funding Sources	<i>Not applicable for CAEP reporting purposes.</i>
Agency Contact	
	<p>Mark all pertinent contact information for your local agency.</p> <p>CASAS automatically inputs your agency's Main Point of Contact as the reference for this field.</p> <p>Contact golive@casas.org if you need to make changes to your main point of contact, or if you need to designate a different contact for this field in TE.</p>

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
	<p>Extended ID, Course Code, and Class Description are all optional but can be entered here if applicable to your local agency. <i>Course Code in this TE field applies to a generic class ID (usually an ID number from the local agency data management system) NOT the CDE Course Code.</i></p> <p>Definitions for all of these fields vary from agency to agency.</p>

Field Name	TOPSpro™ Enterprise Instructions
CIP Code	Enter the six digit federal Classification of Instructional Programs (CIP) code. Find more information about CIP codes at this link: https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56 <i>Note: This field is now required for all CTE and Perkins funded classes that do not have a CDE Course Code.</i>
A-22 Code	Enter the CDE Course Code (formerly known as A-22.) For PY 2024-25 the CDE has made significant changes to the list of Course Codes and the OTAN Website <i>Note: This field is required for Perkins funded classes, and strongly recommended for all adult education classes, especially for CTE. Agencies should access the OTAN Website to submit courses for CDE Approval:</i> https://caadultedreporting.org/

Class Record Information

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

Select Class Definition

Class Definition: Agency/Site: 4908 - Rolling Hills Adult School (RHAS) | Program Year: | Class Definition: No selection

Class Instance

Class Start Date: | Class End Date: |

Instructional Programs:

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

Special Programs:

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

Transition Focuses:

- N/A
- Transitions to work
- Transitions to workforce training
- Transitions to postsecondary education
- This class does not focus on transitions

Focus Area: N/A

Field Name	TOPSpro™ Enterprise Instructions
Select Class Definition	
Agency ID/Site	Select your CASAS agency ID number (assigned by CASAS) and your local agency Site ID number (if applicable.)
Program Year	Enter 2024-25
Class Definition	Select the class definition record that relates to the class instance.

Field Name	TOPSpro™ Enterprise Instructions
	If there is not a class definition in TE that relates to the Class Instance, then you can create this record in TE by going to Organizations – Classes – Definitions.
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. Note: If some students are in a Special Program, but not all students in this Class Instance – then refrain from marking this at the class level and instead mark this field at the student level for the students which it applies.
Transition Focuses	<i>Optional:</i> mark one if the class is specifically geared toward transition to college and/or employment. With the recent federal updates re: the new NRS Measurable Skills Gains (MSG's), this field can be used informally to indicate focus on student transition and progress toward MSG's 1c and 3.
Focus Area	<i>WIOA II agencies only. Not applicable for CAEP reporting.</i>
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 2024-25 agencies are encouraged to mark this field.</i> <i>The “IET at Outside Agency” is a new TE option, and applies to CTE classes in an IET program that are located and facilitated by a partner agency.</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 & Graduation Requirements	All class instance fields in these two sections are optional.

Student Record Information

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

Identification

Student ID: Gender: N/A Male Female Non-binary SSN: SSID: NEDP ID:

Title: Does not have SSN: GED ID:

First Name: SSN Consent: HiSET ID:

Middle Name: Data Sharing Consent: TASC ID:

Last Name: Birth Date: ITIN: CalJOBS ID:

Canvas Password: Has Compulsory Attendance Release:

Education

Highest Year of School: Highest Degree or Diploma: None A. A./A.S. Degree 4 yr. College Graduate Higher than B.A./B.S. Individual Education Plan Other Diploma/Degree

School Outside US: CAHSEE Scores: Date Score Passed

Highest Degree or Diploma Earned Outside US:

GED 2014 Scores: Subsection Date Score Passed Non-English

GED 2002 Scores: Subsection Date Score Passed Non-English

HiSET Scores: Subsection Date Score Passed Non-English

TASC Scores: Subsection Date Score Passed Non-English

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 now 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 Race Ethnicity Birth Date	Use the same instructions as for Fields 4-8b on the TE Entry Record.

Field Name	TOPSpro™ Enterprise Instructions
Native Language	<p>Mark one. Indicate the prevalent language spoken in the home when the student was a child.</p> <p><i>Note: There are several additional native language options available inside TE software that are not featured on the Entry Record.</i></p>
SSN	<p>Enter the student's nine-digit social security number (SSN).</p> <p><i>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.</i></p>
Consent	<p>Mark only if SSN is recorded. Indicate whether the student provided signed consent to use the social security number.</p> <p><i>Optional. May also select this field for students that provide consent for ITIN in lieu of SSN.</i></p> <p>For more information, refer to CDE Memorandum 17-01: https://www.cde.ca.gov/sp/ae/ga/mb17-01.asp</p>
ITIN (Taxpayer ID Number)	<p>Enter the student's nine-digit taxpayer ID number (ITIN).</p> <p><i>Note: Use of the ITIN for ID purposes is optional, and should not be used as the Student ID. However, agencies are strongly encouraged to provide ITIN in this field for students that do not have SSN, Effective July 1, 2023, ITIN is now authorized for the EDD Employment data match.</i></p>
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	<p>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.</p> <p><i>Note: For students that earned the HiSET, you must indicate the student's HiSET ID for the CDE GED data match.</i></p>

Field Name	TOPSpro™ Enterprise Instructions
SSIS ID	For local agency use only. Enter the student's SSIS ID number.
CalJOBS ID	Optional. Enter this for students who are co-enrolled in WIOA Title I or Title III and are recorded in the statewide CalJOBS database system.
Education	
Highest Year of School	<p>Indicate the number of years of formal schooling the learner has completed. Schooling in the United States or abroad is included.</p> <p>For more information, refer to Field 7a of the Entry Record.</p>
School Outside US	<p>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.</p> <p>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.</p>
Highest Degree or Diploma	<p>Mark one. Indicate the highest credential or degree the learner has achieved. Schooling in the United States or abroad is included.</p> <p>For more information, refer to Field 7b of the Entry Record.</p>
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	<p>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.</p> <p>This result aligns to NRS MSG 1d – High School Equivalency Subsections</p>
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.

Field Name	TOPSpro™ Enterprise Instructions
	<p>This result aligns to NRS MSG 1d – High School Equivalency Subsections</p> <p>Note: HSE Subsections is now an authorized outcome for NRS federal reporting. Reporting HSE Subsections is now required. The CDE will include HSE Subsections in the CDE data match for both GED and HiSET. Only the HiSET and the 2014 GED are authorized for outcomes in California.</p>

Program Related Student Information

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

Field Name	TOPSpro™ Enterprise Instructions
Barriers to Employment	<p>Enter any Barriers to Employment that apply.</p> <ul style="list-style-type: none"> • All learners in ABE, HSE, and HS diploma will be considered for state and federal reporting as “Low Levels of Literacy. • All learners in ESL will be considered for state and federal reporting 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 supportive services that were provided to the student.
Training Services	Enter any short-term training services that were provided to the student.
Transition Services	<p>Enter any short-term transition services that were provided to the student.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Attachment S provides more specific guidance with definitions for each individual service. More guidance has been added to relate short term services to more specific Adult Education activities. • The CDE recommends recording the specific short-term service directly into TE rather than marking the service category on the TE Update Record.