

General Information:

Data Matching: Used to identify various WIOA Goals such as which students received an HSE, went on to Postsecondary Education, and for Employment Data

When/How to Collect the Data: At Time of Intake for each Period of Participation within each Program Year through an Interview between the staff of the Provider and the Student

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	Header Area	Provider Name:	Name of the Community College (CC) (e.g. Alamance Tech CC) or Community Based Organization (CBO) (e.g. Blue Ridge Literacy)	To identify the name of the provider and properly classify the Provider on NRS Table 14
1	Top Section	Last Name	Student's Last Name/Family Name	To identify student, prevent duplication and serve as one of the fields for data matching
1	Top Section	First Name	Student's First Name/Given Name	To identify student, prevent duplication and serve as one of the fields for data matching
1	Top Section	Middle/Maiden Name	Student's Middle Name which may be a Maiden Name (Prior Last Name before Marriage) or a Second Given Name Similar to a First Name	To identify student, prevent duplication and serve as one of the fields for data matching
1	Top Section	Student Social Security #	A nine (9) digit number given to U.S. Citizens, Naturalized Citizens, Permanent U.S. Residents and some Temporary Working Residents. This is assigned by the Social Security Administration (SSA). This is different from a Taxpayer Identification Number (TIN)	As part of the Workforce Innovation Opportunity Act (WIOA) employment goals; data matching and serve as a unique identifier to prevent duplicate records
1	Top Section	Student Colleague/LACES ID#	Unique student identification number assigned by the Student Information System (Colleague (formerly known as Datatel) for Colleges and Literacy Adult Community Education System (LACES) for the CBOs)	Serve as a unique identifier for each student within the student database
1	Top Section	Intake Date (Program Entry Date)	For new students, their Intake Date is their first date of entry into the program. For continuing students who do not separate, their Intake Date is their initial date of entry into the program. For returning students who have separated for 90 days (or 120 if within future service date), their return date into the program is their new Intake Date.	To identify the Periods of Participation for each student as part of determining goals, special programs, employment status and compliance for WIOA and reporting data on the NRS Tables
1	Top Section	Program Year	The Program Year is indicated by the beginning Year and Ending year which covers the 12 months from July 1 to June 30. For example, Program Year 2017-2018 covers the Period from July 1, 2017 to June 30, 2018.	To identify the reporting year for determining goals and reporting data on the NRS Tables
1	Top Section	Period of Participation for Program Year	Although a Period of Participation may cross Program Years, every student enters the program in their first Period of Participation for that program year. If a student has separated for 90 days (or 120 if within future service date), the student then enters into a new Period of Participation. The student's period of participation is indicated on the form by checking the appropriate POP.	To properly identify the number of students by their POP(s) as required on the NRS Tables

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	Top Section	Separation Date for this Period of Participation	The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services. The last date of a student's attendance is when a student stops attending for 90 days or doesn't return within the future service date indicated by the student. This is the last date the participant received services that are not self-service, information-only, or follow up services. Record this last date of receipt of services only if there are no future services, that are not self-service, information-only, or follow up services, planned from the program. For Titles I, II and III, record the last date of funded service(s). (PIRL)	To properly place the student within their Period or Periods of Participation for compliance with NRS/WIOA goals and performance measures
1	Top Section	Course/Section # (CC only if using as registration)	Used by the community colleges to identify the section/course number in which the student is enrolled.	To identify the section in which the student is enrolled - Per your Local Community College Policy
1	1	Mailing Address	The street number, name and if applicable the apartment or lot number of the student's residence	For data matching, to communicate with student and to prevent duplication of records
1	1	Address Line 2	A continuation of the mailing address if more than one line is needed	For data matching, to communicate with student and to prevent duplication of records
1	1	City	The name of the city or town where the student resides	For data matching, to communicate with student and to prevent duplication of records
1	1	State	The two (2) letter alpha code (per the Federal Information Processing Standard- e.g. NC for North Carolina) for the name of the state where the student resides	For data matching, to communicate with student and to prevent duplication of records
1	1	Zip Code	The five (5) digit postal code for street, city and state where the student resides	For data matching, to communicate with student and to prevent duplication of records
1	1	County	The name of one of the 100 counties where the student resides based upon their zip code (e.g. Raleigh is based in Wake County.	For data matching, to communicate with student and to prevent duplication of records
1	2	Home Telephone	The ten (10) digit phone number for the student's residence where the first three (3) digits identify the area code	To communicate with student and to prevent duplication of records
1	2	Cell Telephone	The ten (10) digit phone number for the student's cellular/mobile device where the first three (3) digits identify the area code	To communicate with student and to prevent duplication of records
1	2	Email Address	The address where the student is able to receive electronic communication - two components consisting of a username followed by the @ symbol and then the domain (e.g. student@gmail.com)	To communicate with student and to prevent duplication of records

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1	3	Birth Date	The date the student was born listing the two (digit) month, followed by the two (digit) day, and then the four (4) digit year. - Please ensure the current registration date or intake date is not listed as the student's date of birth.	To ensure the student is eligible for enrollment into the program (the greater of 16 years of age or your local policy), prevent duplication, serve as one of the fields for data matching, and to properly categorize and report the students on the NRS Tables 2 and 3
1	4	Gender:	The characteristics for the member of the sex category indicated/identified by the student	To properly categorize and report the students on the NRS Tables 1 and 2
1	4	M	Student indicates that he is male. If the student does not indicate, the staff member indicates based upon observation.	To properly categorize and report the students on the NRS Tables 1 and 2
1	4	F	Student indicates that she is female. If the student does not indicate, the staff member indicates based upon observation.	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	Ethnicity:	Two categories of either Hispanic or not Hispanic. Per the NRS guidelines, "Students must first self-identify as Hispanic/Latino or not Hispanic/ Latino, regardless of their racial background. Students selecting Hispanic/Latino will only be reported to the Department of Education (ED) as "Hispanic/Latino of any race." Only students who do not self-identify as Hispanic/Latino ethnicity will be in other racial categories for Federal reporting. A student can be counted in only one category."	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	1) Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race. (PIRL and NRS)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	2) Non-Hispanic/Non-Latino	Individual does not fit into any of the categories listed for Hispanic/Non-Latino (PIRL and NRS)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	Race:	The fact or condition of belonging to a racial division or group.	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	1) American Indian/Alaska Native	Student indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	5	2) Asian	Student indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	3) White	Student indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	4) Black or African American	Student indicates that he/she is a person having origins in any of the black racial groups of Africa. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	5) Hawaiian/Pacific Islander	Student indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	6	Schooling History:	This section only pertains to Secondary (High School) or Elementary Level of Education	To serve as reference data that may be needed by the Community Colleges such as transcript information.
1	6	Last Secondary/Elementary School Attended	The name of the institution where the student received their last education for grades elementary school up through high school/secondary school - generally grades 1 through 12	To serve as reference data that may be needed by the Community Colleges such as transcript information.
1	6	Location	The city, state of the school if located in the U.S. or U.S. Based school. The name of the country if outside of the U.S.	To serve as reference data that may be needed by the Community Colleges such as transcript information.
1	6	Date Last Attended Secondary/Elementary School	The month and year the student last attended the school (in Colleague - this states "HS Last Attend Date" The date may be prior to HS if the student stopped attending school prior to that. In Colleague a Day needs to be added and 01 can be used. For CCs with students who do not have any schooling, this field cannot be blank and the practice can be to add approximately 6 years onto the birthday and use that as the two digit month/day/year.	To serve as reference data that may be needed by the Community Colleges such as transcript information.
1	7	Country of Last School Attended:	Indicate whether the student last attended school in a United States Based School or Not as defined in those sections.	To properly categorize and report the students on the NRS Table 6
1	7	US Based Schooling	If the student attended a United States Based school which includes any of the 50 United States, U.S. Territories or schools on a U.S. Military Base	To properly categorize and report the students on the NRS Table 6
1	7	Non-US Based Schooling	Schools located in facilities and countries not considered to be a part of the US Based Schools.	To properly categorize and report the students on the NRS Table 6
1	8	Highest Education Level at Entry	Students check only one box for the very highest level of education they have received at Program Entry.	To properly categorize and report the students on the NRS Table 6
1	8	No Schooling	The student never attended school.	To properly categorize and report the students on the NRS Table 6

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	8	No Diploma (Enter 1-11 for last grade completed)	The student attended school, but never received a Diploma. Indicate 1 – 12 for the number of school grades completed by the participant.	To properly categorize and report the students on the NRS Table 6
1	8	High school graduate/Grade 12 completed	Student completed their secondary education and attained a secondary school diploma.	To properly categorize and report the students on the NRS Table 6
1	8	High School Equivalency graduate	Student attained a secondary school equivalency (e.g. GED, HiSet, TASC, Multiple Pathways).	To properly categorize and report the students on the NRS Table 6
1	8	Certificate of Attendance/completion as a result of completing an IEP	Student has a disability and attained a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP). (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Adult High School graduate	Student completed their High School Diploma as an Adult - earning their final High School credits through alternative means such as enrolling in an accredited Adult High School Program at a Community College	To properly categorize and report the students on the NRS Table 6
1	8	Some Postsecondary education, no degree	Student completed one or more years of postsecondary education. (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Post high school vocational diploma	Student attained a postsecondary certification, license, or educational certificate (non-degree). (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Associate degree	Student attained an Associate's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Bachelor degree	Student attained a Bachelor's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Master degree or higher	Student attained a degree beyond a Bachelor's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Unknown	The student's educational background at entry cannot be identified.	To properly categorize and report the students on the NRS Table 6
1	9	Employment Status at Entry:	Student's status of employment at program entry,	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	9	FT- Employed full-time	Student is gainfully employed on a full-time basis - Refer to local policy for determination of difference between full-time and part-time (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	9	PT-Employed part-time	Student is gainfully employed on a full-time basis - Refer to local policy for determination of difference between full-time and part-time (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	9	Employed, but received notice of termination of employment or military separation is pending	At program entry, person who, although employed, 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). (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	9	Unemployed (unemployed and currently seeking employment)	At program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work. (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	9	Not in the Labor Force (retired, not seeking employment, or incarcerated)	At program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated). (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	10	DMV Certification - Community College Only	The section is only used by Community Colleges and only for students under the age of 18	<p>This section is a data quality check for students who may no longer be eligible for having a Driver's License or may be eligible for certification to obtain their Driver's License. A student less than 18 is based to 'de-certify' a student who drops out of school such that their driving permit or provisional license is revoked (§ 20-11).</p> <p>In NC, prior to age 18, everyone show adequate progress toward a high school diploma, a high school diploma, or its equivalent in order to obtain a driver's license. (§ 20-11)</p>
1	10	NC Residents Under Age 18	Division of Motor Vehicles section is completed for Community College students under 18 years of age	See above
1	10	Driver's License Number	The unique identifying driver's license number issued by the state's Division of Motor Vehicles office	See above

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	10	State of Issue	The two (2) letter alpha code (per the Federal Information Processing Standard- e.g. NC for North Carolina) for the state that issued the Driver's License	See above
1	10	Date of Issue	The date the Driver's License was issued by the state's DMV	See above
1	Bottom Section	Form Completed by:	Staff member of the provider who assisted the student during the Intake Process	Part of audit history
1	Bottom Section	Comments:	Any comments that may be appropriate for additional information that may be helpful	As a reference if needed
1	Bottom Section	Student Signature	If required by the Provider, the student signs the LEIS Form	Refer to your Local Policy if the Student needs to Sign/Date the Form
1	Bottom Section	Date:	The Month/Day/Year for the Date the student signed the form	Refer to your Local Policy if the Student needs to Sign/Date the Form
2	Header Area	Provider Name:	Name of the Community College (CC) (e.g. Alamance Tech CC) or Community Based Organization (CBO) (e.g. Blue Ridge Literacy)	To identify the name of the provider and properly classify the Provider on NRS Table 14
2	Top Section	Last Name	Student's Last Name/Family Name	To identify student, prevent duplication and serve as one of the fields for data matching
2	Top Section	First Name	Student's First Name/Given Name	To identify student, prevent duplication and serve as one of the fields for data matching
2	Top Section	Middle/Maiden Name	Student's Middle Name which may be a Maiden Name (Prior Last Name before Marriage) or a Second Given Name Similar to a First Name	To identify student, prevent duplication and serve as one of the fields for data matching
2	Top Section	Student Colleague/LACES ID#	Unique student identification number assigned by the Student Information System (Colleague (formerly known as Datatel) for Colleges and Literacy Adult Community Education System (LACES) for the CBOs)	Serve as a unique identifier for each student within the student database
2	Top Section	Intake Date (Program Entry Date)	For new students, their Intake Date is their first date of entry into the program. For continuing students who do not separate, their Intake Date is their initial date of entry into the program. For returning students who have separated for 90 days (or 120 if within future service date), their return date into the program is their new Intake Date.	To identify the Periods of Participation for each student as part of determining goals, special programs, employment status and compliance for WIOA and reporting data on the NRS Tables
2	Top Section	Program Year	The Program Year is indicated by the beginning Year and Ending year which covers the 12 months from July 1 to June 30. For example, Program Year 2017-2018 covers the Period from July 1, 2017 to June 30, 2018.	To identify the reporting year for determining goals and reporting data on the NRS Tables
2	Top Section	Period of Participation for Program Year	Although a Period of Participation may cross Program Years, every student enters the program in their first Period of Participation for that program year. If a student has separated for 90 days (or 120 if within future service date), the student then enters into a new Period of Participation. The student's period of participation is indicated on the form by checking the appropriate POP.	To properly identify the number of students by their POP(s) as required on the NRS Tables

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2	11	Special Programs:	This is a list of various special programs or institutions that may apply to the students	To properly identify the students for NRS Tables
2	11	Basic Skills Plus student	State of NC Program CC only program: Students who are co-enrolled in Basic Skills AND in occupational courses (either curriculum or continuing education courses) as part of the career pathways. The Basic Skills students must be at the ABEHI placement level or higher and working towards their HS Diploma or equivalency. These students should also be identified with the Integrated Education and Training (IET) Code.	To properly identify students who are participants in the program
2	11	Community Correctional Program	Community-based correctional education (e.g. rehabilitation facility or halfway house) —education services offered to individuals serving all or part of their criminal sentence under community supervision (e.g. on parole or probation)	To properly identify students for NRS Table 6
2	11	Correctional Facility	Students who are incarcerated in a state or federal penal institution for criminal offenders. These include prisons, jails, and other correctional detention centers.	To properly identify students for NRS Table 6
2	11	Distance Learning student	If a student receives 51% or more of their instruction from the Provider remotely in any POP, then the student should be identified in this category across all POPs (per guidance from the AIR at the U.S. Dept of Ed State Directors meeting).	To properly identify students for NRS Tables 4c and 5a

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2	11	Family Literacy student	<p>“Family literacy refers to a continuum of programs that addresses the intergenerational nature of literacy. Under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998, family literacy programs integrate (1) interactive literacy activities between parent and child; (2) training in parenting activities; (3) literacy training that leads to economic self-sufficiency; (4) age appropriate education to prepare children for success in school and life experiences. The essence of family literacy is that parents are supported as the first teachers of their children. Programs work with individuals as well as with the family unit. While family literacy programs provide developmental experiences for young children, their parents are offered instruction in parenting skills and parental support to change patterns of family interaction. Some programs build the literacy skills of parents and extend learning opportunities to include pre-employment and employment skills. Instructional approaches are modified appropriately to respond to the variety of cultures within each program. Family literacy programs vary from one community to another as each program works to meet the needs of the participants and the community as well.” (From Office of Career Technical and Adult Education (OCTAE) - Family Literacy)</p>	To properly identify students for NRS Table 6
2	11	Integrated English Literacy and Civics Education (IELCE)	This code is used by Providers who are participating in the IELCE Grant for their students who have an ESL Placement, are receiving English Language Acquisition Skills, Civics Education and have been informed and/or are participating in workforce training (IET).	As part of the Section 243 grant funding and NRS Table 3
2	11	Integrated Education and Training (IET) student	A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. (NCCCS Website IET Doc "Prepared by OCTAE November 2016")	To properly identify students for NRS Table 3
2	11	Other Institutionalized Program	Medical or special institutions not designed for criminal offenders.	To properly identify students for NRS Table 6

Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	11	Workplace Literacy student	"Projects must provide services that relate directly to the improvement of literacy skills needed in the workplace. These may include adult basic education; adult secondary education; English-as-a-Second-Language (ESL) training; education to upgrade basic literacy skills to meet changes in workplace requirements or processes; education to improve speaking, listening, reading, and problem solving; and support services for those receiving basic skill instruction including education counseling, transportation, and child care." (Adult Education - National Workplace Literacy Program)	To properly identify students for NRS Table 6
2	12	Student Data:	This section is to identify students who have barriers to employment	
2	12	Aged out of Foster Care	At program entry, is a person who was in foster care and/or has aged out of the foster care system. Students up to age 24. Per PIRL and NRS, this may include students currently in the foster care system.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology (SAMM) for WIOA Employment Outcomes
2	12	Displaced Homemaker	At program entry, has been providing unpaid services to family members in the home and who: (A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in sec. 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in sec. 101(16) of title 38, United States Code) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Record 0 if the participant does not meet the conditions described above. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes

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2	12	English Language Learner (ELL), Low Levels of Literacy (LL), Cultural Barriers (CB) = ELLCB	Three ways to qualify: ELL (Initial Placement in ANY ESL Level), LL (Two lowest ABE levels), CB (Student self-identifies). ELL: at program entry, 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. Low Literacy: at program entry:A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; orB) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society. CB: at program entry, 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.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	12	Exhausting Temporary Assistance for Needy Families (TANF) Within 2 Years	At program entry, is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether receiving these benefits at program entry. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	12	Ex-offender	At program entry, 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 barriers to employment resulting from a record of arrest or conviction. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes

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2	12	Homeless Program student	<p>At program entry:(a) Lacks a fixed, regular, and adequate nighttime residence; this includes a participant who:(i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;(ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;(iii) is living in an emergency or transitional shelter;(iv) is abandoned in a hospital; or(v) is 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; or (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). This definition does not include a participant imprisoned or detained under an Act of Congress or State law. (PIRL)</p>	<p>To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes</p>
2	12	Long-term Unemployment	<p>At program entry, the student is/has been available for participation in the workforce but has been unemployed for at least 27 consecutive weeks (individuals who are incarcerated are NOT available for participation in the workforce) (PIRL and Bureau of Labor Statistics (BLS))</p>	<p>To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes</p>

Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	12	Low Income	<p>At program entry, is a person who: (a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the program has received: (i) Assistance through the supplemental nutrition assistance program (SNAP) under the Food and Nutrition Act of 2008 (7 USC 2011 et seq.); (ii) Assistance through the temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 USC 601 et seq.);(iii) Assistance through the supplemental security income program under Title XVI of the Social Security Act (42 USC 1381); or(iv) State or local income-based public assistance.(b) 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; (c) 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 (42 USC 1751 et seq.); (d) Is a foster child on behalf of whom State or local government payments are made;(e) Is an participant 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;(f) Is a homeless participant or a homeless child or youth or runaway youth (see Data Element #700); or (g) Is a youth living in a high-poverty area. (PIRL)</p>	<p>To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes</p>
2	12	Migrant and Seasonal Farmworker	<p>At program entry, 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. Record 2 if the participant, at program entry, 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. Record 3 if the participant, at program entry, is a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above.) (PIRL)</p>	<p>To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes</p>
2	12	Individual with disability:	<p>Student indicates that he/she has any "disability", as defined in sec. 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. (PIRL)</p>	<p>To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes</p>

Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	12	Learning Disability	Students with a learning disability may achieve a high level of academic success, but may nevertheless be substantially limited in one or more major life activities, including, but not limited to, reading, writing, speaking, or learning because of the additional time or effort he or she must spend to read, write, speak, or learn compared to most people in the general population. (www.gpo.gov - Code of Federal Regulations)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes and for NC Reporting Requirements.
2	12	Intellectual Disability	Intellectual disability substantially limits brain function (www.gpo.gov - Code of Federal Regulations)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes and for NC Reporting Requirements.
2	12	Other Disability	Disabilities not included with Learning or Intellectual that substantially limit a major life activity (www.gpo.gov - Code of Federal Regulations; Americans with Disability Act (ADA) and Rehabilitation Act)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes and for NC Reporting Requirements.
2	12	Single Parent	At program entry, 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). (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	Bottom Section	Form Completed by:	Staff member of the provider who assisted the student during the Intake Process	Part of audit history
2	Bottom Section	Comments:	Any comments that may be appropriate for additional information that may be helpful	As a reference if needed
3	Header Area	Provider Name:	Name of the Community College (CC) (e.g. Alamance Tech CC) or Community Based Organization (CBO) (e.g. Blue Ridge Literacy)	To identify the name of the provider and properly classify the Provider on NRS Table 14
3	Top Section	Last Name	Student's Last Name/Family Name	To identify student, prevent duplication and serve as one of the fields for data matching
3	Top Section	First Name	Student's First Name/Given Name	To identify student, prevent duplication and serve as one of the fields for data matching
3	Top Section	Middle/Maiden Name	Student's Middle Name which may be a Maiden Name (Prior Last Name before Marriage) or a Second Given Name Similar to a First Name	To identify student, prevent duplication and serve as one of the fields for data matching
3	Top Section	Student Colleague/LACES ID#	Unique student identification number assigned by the Student Information System (Colleague (formerly known as Datatel) for Colleges and Literacy Adult Community Education System (LACES) for the CBOs)	Serve as a unique identifier for each student within the student database
3	13 - 18	Adult High School Only	Students completing their High School Diploma through a CC.	
3	13	HS credits required to graduate	The total number of high school credits that are needed to graduate based on the local Agreement of Affiliation. (AHS Implementation Guide)	To determine how many additional credits the student needs to complete the program

Page	Location: Area or Number	Data Element	Definition	Reason Needed
3	14	# AHS credits transferred in	The number of High School credits accepted as transfer as well as AHS credits accepted as transfer. (AHS Implementation Guide)	To evaluate the students transcript record and the number of credits needed to complete the program.
3	15	# AHS credits earned this program year (July 1 - June 30)	The number of Adult High School credits a student earns that count toward obtaining an Adult High School Diploma between July 1 and June 30 of the current program year. (AHS Implementation Guide)	To monitor student progress in the AHS program.
3	16	Date first AHS course was attempted this program year	The date (month/day/year) a student begins the first Adult High School course between July 1 and June 30 of the current program year. (AHS Implementation Guide)	To monitor student progress in the AHS program.
3	17	Date first AHS course was completed this program year	The date a student is credited with completing the first AHS course between July 1 and June 30 of the current program year. (AHS Implementation Guide)	To monitor student progress in the AHS program.
3	18	Date AHS diploma was earned	The date in which a student officially completes all his/her Adult High School requirements as determined by the local affiliation agreement. (AHS Implementation Guide)	To identify students who have achieved their AHS which counts as an MSG and is reported on NRS Tables 4 and 4C
3	19 - 21	High School Equivalency:	Students who earn an HSE via GED/TASC/HiSet or Multiple Pathway	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
3	19	Date HSE earned	The two digit month, two digit day, four digit year for the date the student earned their HSE	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
3	20	HSE earned through GED/TASC/HiSET/Multiple Pathway	Students who earn an HSE via GED/TASC/HiSet or Multiple Pathway	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
3	21	HSE ID	The Vendor's Identification number (e.g. GED, HiSet, TASC) associated with the type of HSE earned.	To help identify students as part of the Program Year End Data Matching to maximize reporting of students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
3	22	Placement Progress Test Scores - NRS Approved Tests Only	On each line, enter the data for each assessment taken by the student.	For data entry accuracy and NRS Table Reporting.
3	22	Date	The two digit month, two digit day and four digit year of the date the student took the assessment	To properly record dates for the student's initial placement/level on the NRS Tables for the Program Year and POP as well as properly record EFL Gains for the POP on the NRS Tables
3	22	Test	NRS approved tests/components and forms used by the state of NC based upon the student's program. Enter the name of the test given to the student (e.g. CASAS, TABE, BEST).	To properly record the type of NRS approved test taken - NOTE: The test given should be appropriate for the type of Program in which the student is enrolled (ESL Approved Tests for ESL students. ABE/ASE approved Tests for ABE/ASE Students - refer to the Assessment Manual for Guidance)

Page	Location: Area or Number	Data Element	Definition	Reason Needed
3	22	Component	The corresponding component/subject to the test given (e.g. Read, Math, Plus 2.0, Lit)	To properly record the component of the NRS approved test taken - NOTE: The test given should be appropriate for the type of Program in which the student is enrolled (ESL Approved Tests for ESL students. ABE/ASE approved Tests for ABE/ASE Students - refer to the Assessment Manual for Guidance)
3	22	Level/Form	With the exception of the BEST Plus 2.0, the student should not be given the same level/form as the prior assessment (e.g. if 9M is given, 10M may be given)	To properly record form and level of NRS approved test taken - NOTE: With the exception of the BEST Plus 2, the student should not be given the same form consecutively - see Assessment Manual for Guidance
3	22	Score	The scale score for the test/component/level/form	To determine validation of the test/component/form/level as well as determine EFL placement
3	22	EFL	See Page 4 of the LEIS form for the complete list of Educational Functioning Level (EFL) as indicated by the scale score corresponding with the type of test/component and level/form.	To properly record the student's EFL level based upon on the NRS Tables
3	Bottom/Left	Form Completed by:	Staff member of the provider who assisted the student during the Intake Process	Part of audit history
3	Bottom/Left	Comments:	Any comments that may be appropriate for additional information that may be helpful	As a reference if needed
3	Bottom/Right	Future Service	A date within 120 days in the future	
3	Bottom/Right	Date of Future Service	If the student advises that he or she will be absent for a period of no more than 120 days, the student MUST indicate the date he or she intends to return to the program	This allows students to return within 120 days when they have a known scheduled absence and intend to return to prevent the student from having a separation in service and entering a new POP
3	Bottom/Right	Student Signature	If the student advises of the intended absence in person, the student signs the form. If the student advises via electronic means, this should be attached to the form. If the student advises verbally, the staff member should document this and attach it to the form.	As documentation in the event of an audit as well as verification for entry into the student information system.

General Information:

Data Matching: Used to identify various WIOA Goals such as which students received an HSE, went on to Postsecondary Education, and for Employment Data

When/How to Collect the Data: At Time of Intake for each Period of Participation within each Program Year through an Interview between the staff of the Provider and the Student

Page	Location: Area or Number	Data Element	Definition	Reason Needed
3	15	# AHS credits earned this program year (July 1 - June 30)	The number of Adult High School credits a student earns that count toward obtaining an Adult High School Diploma between July 1 and June 30 of the current program year. (AHS Implementation Guide)	To monitor student progress in the AHS program.
3	14	# AHS credits transferred in	The number of High School credits accepted as transfer as well as AHS credits accepted as transfer. (AHS Implementation Guide)	To evaluate the students transcript record and the number of credits needed to complete the program.
1	5	1) American Indian/Alaska Native	Student indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	1) Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race. (PIRL and NRS)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	2) Asian	Student indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	2) Non-Hispanic/Non-Latino	Individual does not fit into any of the categories listed for Hispanic/Non-Latino (PIRL and NRS)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	3) White	Student indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	4) Black or African American	Student indicates that he/she is a person having origins in any of the black racial groups of Africa. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2
1	5	5) Hawaiian/Pacific Islander	Student indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. (PIRL)	To properly categorize and report the students on the NRS Tables 1 and 2

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	1	Address Line 2	A continuation of the mailing address if more than one line is needed	For data matching, to communicate with student and to prevent duplication of records
1	8	Adult High School graduate	Student completed their High School Diploma as an Adult - earning their final High School credits through alternative means such as enrolling in an accredited Adult High School Program at a Community College	To properly categorize and report the students on the NRS Table 6
3	13 - 18	Adult High School Only	Students completing their High School Diploma through a CC.	
2	12	Aged out of Foster Care	At program entry, is a person who was in foster care and/or has aged out of the foster care system. Students up to age 24. Per PIRL and NRS, this may include students currently in the foster care system.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology (SAMM) for WIOA Employment Outcomes
1	8	Associate degree	Student attained an Associate's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
1	8	Bachelor degree	Student attained a Bachelor's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
2	11	Basic Skills Plus student	State of NC Program CC only program: Students who are co-enrolled in Basic Skills AND in occupational courses (either curriculum or continuing education courses) as part of the career pathways. The Basic Skills students must be at the ABEHI placement level or higher and working towards their HS Diploma or equivalency. These students should also be identified with the Integrated Education and Training (IET) Code.	To properly identify students who are participants in the program
1	3	Birth Date	The date the student was born listing the two (digit) month, followed by the two (digit) day, and then the four (4) digit year. - Please ensure the current registration date or intake date is not listed as the student's date of birth.	To ensure the student is eligible for enrollment into the program (the greater of 16 years of age or your local policy), prevent duplication, serve as one of the fields for data matching, and to properly categorize and report the students on the NRS Tables 2 and 3
1	2	Cell Telephone	The ten (10) digit phone number for the student's cellular/mobile device where the first three (3) digits identify the area code	To communicate with student and to prevent duplication of records

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	8	Certificate of Attendance/completion as a result of completing an IEP	Student has a disability and attained a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP). (PIRL)	To properly categorize and report the students on the NRS Table 6
1	1	City	The name of the city or town where the student resides	For data matching, to communicate with student and to prevent duplication of records
1,2,3	Bottom Section	Comments:	Any comments that may be appropriate for additional information that may be helpful	As a reference if needed
2	11	Community Correctional Program	Community-based correctional education (e.g. rehabilitation facility or halfway house) —education services offered to individuals serving all or part of their criminal sentence under community supervision (e.g. on parole or probation)	To properly identify students for NRS Table 6
3	22	Component	The corresponding component/subject to the test given (e.g. Read, Math, Plus 2.0, Lit)	To properly record the component of the NRS approved test taken - NOTE: The test given should be appropriate for the type of Program in which the student is enrolled (ESL Approved Tests for ESL students. ABE/ASE approved Tests for ABE/ASE Students - refer to the Assessment Manual for Guidance)
2	11	Correctional Facility	Students who are incarcerated in a state or federal penal institution for criminal offenders. These include prisons, jails, and other correctional detention centers.	To properly identify students for NRS Table 6
1	7	Country of Last School Attended:	Indicate whether the student last attended school in a United States Based School or Not as defined in those sections.	To properly categorize and report the students on the NRS Table 6
1	1	County	The name of one of the 100 counties where the student resides based upon their zip code (e.g. Raleigh is based in Wake County.	For data matching, to communicate with student and to prevent duplication of records
1	Top Section	Course/Section # (CC only if using as registration)	Used by the community colleges to identify the section/course number in which the student is enrolled.	To identify the section in which the student is enrolled - Per your Local Community College Policy
3	22	Date	The two digit month, two digit day and four digit year of the date the student took the assessment	To properly record dates for the student's initial placement/level on the NRS Tables for the Program Year and POP as well as properly record EFL Gains for the POP on the NRS Tables
3	18	Date AHS diploma was earned	The date in which a student officially completes all his/her Adult High School requirements as determined by the local affiliation agreement. (AHS Implementation Guide)	To identify students who have achieved their AHS which counts as an MSG and is reported on NRS Tables 4 and 4C
3	16	Date first AHS course was attempted this program year	The date (month/day/year) a student begins the first Adult High School course between July 1 and June 30 of the current program year. (AHS Implementation Guide)	To monitor student progress in the AHS program.
3	17	Date first AHS course was completed this program year	The date a student is credited with completing the first AHS course between July 1 and June 30 of the current program year. (AHS Implementation Guide)	To monitor student progress in the AHS program.
3	19	Date HSE earned	The two digit month, two digit day, four digit year for the date the student earned their HSE	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	6	Date Last Attended Secondary/Elementary School	The month and year the student last attended the school (in Colleague - this states "HS Last Attend Date" The date may be prior to HS if the student stopped attending school prior to that. In Colleague a Day needs to be added and 01 can be used. For CCs with students who do not have any schooling, this field cannot be blank and the practice can be to add approximately 6 years onto the birthday and use that as the two digit month/day/year.	To serve as reference data that may be needed by the Community Colleges such as transcript information.
3	Bottom/Right	Date of Future Service	If the student advises that he or she will be absent for a period of no more than 120 days, the student MUST indicate the date he or she intends to return to the program	This allows students to return within 120 days when they have a known scheduled absence and intend to return to prevent the student from having a separation in service and
1	10	Date of Issue	The date the Driver's License was issued by the state's DMV	See above
1	Bottom Section	Date:	The Month/Day/Year for the Date the student signed the form	Refer to your Local Policy if the Student needs to Sign/Date the Form
2	12	Displaced Homemaker	At program entry, has been providing unpaid services to family members in the home and who: (A)(i) has been dependent on the income of another family member but is no longer supported by that income; or (ii) is the dependent spouse of a member of the Armed Forces on active duty (as defined in sec. 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in sec. 101(16) of title 38, United States Code) death or disability of the member; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. Record 0 if the participant does not meet the conditions described above. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	11	Distance Learning student	If a students receives 51% or more of their instruction from the Provider remotely in any POP, then the student should be identified in this category across all POPs (per guidance from the AIR at the U.S. Dept of Ed State Directors meeting).	To properly identify students for NRS Tables 4c and 5a
1	10	DMV Certification - Community College Only	The section is only used by Community Colleges and only for students under the age of 18	This section is a data quality check for students who may no longer be eligible for having a Driver's License or may be eligible for certification to obtain their Driver's License. A student less than 18 is based to 'de-certify' a student who drops out of school such that their driving permit or provisional license is revoked (§ 20-11). In NC, prior to age 18, everyone show adequate progress toward a high school diploma, a high school diploma, or its equivalent in order to obtain a driver's license. (§ 20-11)

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	10	Driver's License Number	The unique identifying driver's license number issued by the state's Division of Motor Vehicles office	See above
3	22	EFL	See Page 4 of the LEIS form for the complete list of Educational Functioning Level (EFL) as indicated by the scale score corresponding with the type of test/component and level/form.	To properly record the student's EFL level based upon on the NRS Tables
1	2	Email Address	The address where the student is able to receive electronic communication - two components consisting of a username followed by the @ symbol and then the domain (e.g. student@gmail.com)	To communicate with student and to prevent duplication of records
1	9	Employed, but received notice of termination of employment or military separation is pending	At program entry, person who, although employed, 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). (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	9	Employment Status at Entry:	Student's status of employment at program entry,	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
2	12	English Language Learner (ELL), Low Levels of Literacy (LL), Cultural Barriers (CB) = ELLCB	Three ways to qualify: ELL (Initial Placement in ANY ESL Level), LL (Two lowest ABE levels), CB (Student self-identifies). ELL: at program entry, 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. Low Literacy: at program entry:A) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; orB) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant's family, or in society. CB: at program entry, 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.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1	5	Ethnicity:	Two categories of either Hispanic or not Hispanic. Per the NRS guidelines, "Students must first self-identify as Hispanic/Latino or not Hispanic/ Latino, regardless of their racial background. Students selecting Hispanic/Latino will only be reported to the Department of Education (ED) as "Hispanic/Latino of any race." Only students who do not self-identify as Hispanic/Latino ethnicity will be in other racial categories for Federal reporting. A student can be counted in only one category."	To properly categorize and report the students on the NRS Tables 1 and 2

Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	12	Exhausting Temporary Assistance for Needy Families (TANF) Within 2 Years	At program entry, is within 2 years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether receiving these benefits at program entry. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	12	Ex-offender	At program entry, 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 barriers to employment resulting from a record of arrest or conviction. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1	4	F	Student indicates that she is female. If the student does not indicate, the staff member indicates based upon observation.	To properly categorize and report the students on the NRS Tables 1 and 2
2	11	Family Literacy student	<p>“Family literacy refers to a continuum of programs that addresses the intergenerational nature of literacy. Under the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act of 1998, family literacy programs integrate (1) interactive literacy activities between parent and child; (2) training in parenting activities; (3) literacy training that leads to economic self-sufficiency; (4) age appropriate education to prepare children for success in school and life experiences. The essence of family literacy is that parents are supported as the first teachers of their children. Programs work with individuals as well as with the family unit. While family literacy programs provide developmental experiences for young children, their parents are offered instruction in parenting skills and parental support to change patterns of family interaction. Some programs build the literacy skills of parents and extend learning opportunities to include pre-employment and employment skills. Instructional approaches are modified appropriately to respond to the variety of cultures within each program. Family literacy programs vary from one community to another as each program works to meet the needs of the participants and the community as well.” (From Office of Career Technical and Adult Education (OCTAE) - Family Literacy)</p>	To properly identify students for NRS Table 6
1,2,3	Top Section	First Name	Student's First Name/Given Name	To identify student, prevent duplication and serve as one of the fields for data matching
1,2,3	Bottom Section	Form Completed by:	Staff member of the provider who assisted the student during the Intake Process	Part of audit history

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	9	FT- Employed full-time	Student is gainfully employed on a full-time basis - Refer to local policy for determination of difference between full-time and part-time (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
3	Bottom/Right	Future Service	A date within 120 days in the future	
1	4	Gender:	The characteristics for the member of the sex category indicated/identified by the student	To properly categorize and report the students on the NRS Tables 1 and 2
1	8	High School Equivalency graduate	Student attained a secondary school equivalency (e.g. GED, HiSet, TASC, Multiple Pathways).	To properly categorize and report the students on the NRS Table 6
3	19 - 21	High School Equivalency:	Students who earn an HSE via GED/TASC/HiSet or Multiple Pathway	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
1	8	High school graduate/Grade 12 completed	Student completed their secondary education and attained a secondary school diploma.	To properly categorize and report the students on the NRS Table 6
1	8	Highest Education Level at Entry	Students check only one box for the very highest level of education they have received at Program Entry.	To properly categorize and report the students on the NRS Table 6
1	2	Home Telephone	The ten (10) digit phone number for the student's residence where the first three (3) digits identify the area code	To communicate with student and to prevent duplication of records
2	12	Homeless Program student	At program entry:(a) Lacks a fixed, regular, and adequate nighttime residence; this includes a participant who:(i) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;(ii) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;(iii) is living in an emergency or transitional shelter;(iv) is abandoned in a hospital; or(v) is 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; or (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). This definition does not include a participant imprisoned or detained under an Act of Congress or State law. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes

Page	Location: Area or Number	Data Element	Definition	Reason Needed
3	13	HS credits required to graduate	The total number of high school credits that are needed to graduate based on the local Agreement of Affiliation. (AHS Implementation Guide)	To determine how many additional credits the student needs to complete the program
3	20	HSE earned through GED/TASC/HiSET/Multiple Pathway	Students who earn an HSE via GED/TASC/HiSet or Multiple Pathway	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
3	21	HSE ID	The Vendor's Identification number (e.g. GED, HiSet, TASC) associated with the type of HSE earned.	To help identify students as part of the Program Year End Data Matching to maximize reporting of students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
2	12	Individual with disability:	Student indicates that he/she has any "disability", as defined in sec. 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102). Under that definition, a "disability" is a physical or mental impairment that substantially limits one or more of the person's major life activities. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1,2	Top Section	Intake Date (Program Entry Date)	For new students, their Intake Date is their first date of entry into the program. For continuing students who do not separate, their Intake Date is their initial date of entry into the program. For returning students who have separated for 90 days (or 120 if within future service date), their return date into the program is their new Intake Date.	To identify the Periods of Participation for each student as part of determining goals, special programs, employment status and compliance for WIOA and reporting data on the NRS Tables
2	11	Integrated Education and Training (IET) student	A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. (NCCCS Website IET Doc "Prepared by OCTAE November 2016")	To properly identify students for NRS Table 3
2	11	Integrated English Literacy and Civics Education (IELCE)	This code is used by Providers who are participating in the IELCE Grant for their students who have an ESL Placement, are receiving English Language Acquisition Skills, Civics Education and have been informed and/or are participating in workforce training (IET).	As part of the Section 243 grant funding and NRS Table 3
2	12	Intellectual Disability	Intellectual disability substantially limits brain function (www.gpo.gov - Code of Federal Regulations)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes and for NC Reporting Requirements.
1,2,3	Top Section	Last Name	Student's Last Name/Family Name	To identify student, prevent duplication and serve as one of the fields for data matching
1	6	Last Secondary/Elementary School Attended	The name of the institution where the student received their last education for grades elementary school up through high school/secondary school - generally grades 1 through 12	To serve as reference data that may be needed by the Community Colleges such as transcript information.

Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	12	Learning Disability	Students with a learning disability may achieve a high level of academic success, but may nevertheless be substantially limited in one or more major life activities, including, but not limited to, reading, writing, speaking, or learning because of the additional time or effort he or she must spend to read, write, speak, or learn compared to most people in the general population. (www.gpo.gov - Code of Federal Regulations)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes and for NC Reporting Requirements.
3	22	Level/Form	With the exception of the BEST Plus 2.0, the student should not be given the same level/form as the prior assessment (e.g. if 9M is given, 10M may be given)	To properly record form and level of NRS approved test taken NOTE: With the exception of the BEST Plus 2, the student should not be given the same form consecutively - see Assessment Manual for Guidance
1	6	Location	The city, state of the school if located in the U.S. or U.S. Based school. The name of the country if outside of the U.S.	To serve as reference data that may be needed by the Community Colleges such as transcript information.
2	12	Long-term Unemployment	At program entry, the student is/has been available for participation in the workforce but has been unemployed for at least 27 consecutive weeks (individuals who are incarcerated are NOT available for participation in the workforce) (PIRL and Bureau of Labor Statistics (BLS))	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	12	Low Income	At program entry, is a person who: (a) Receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving or in the past 6 months prior to application to the	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1	4	M	Student indicates that he is male. If the student does not indicate, the staff member indicates based upon observation.	To properly categorize and report the students on the NRS Tables 1 and 2
1	1	Mailing Address	The street number, name and if applicable the apartment or lot number of the student's residence	For data matching, to communicate with student and to prevent duplication of records
1	8	Master degree or higher	Student attained a degree beyond a Bachelor's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
1,2,3	Top Section	Middle/Maiden Name	Student's Middle Name which may be a Maiden Name (Prior Last Name before Marriage) or a Second Given Name Similar to a First Name	To identify student, prevent duplication and serve as one of the fields for data matching
2	12	Migrant and Seasonal Farmworker	At program entry, 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. Record 2 if the participant, at program entry, 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. Record 3 if the participant, at program entry, is a dependent (as defined in 20 CFR 685.110) of the individual described as a seasonal or migrant seasonal farmworker above.) (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1	10	NC Residents Under Age 18	Division of Motor Vehicles section is completed for Community College students under 18 years of age	See above

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	8	No Diploma (Enter 1-11 for last grade completed)	The student attended school, but never received a Diploma. Indicate 1 – 12 for the number of school grades completed by the participant.	To properly categorize and report the students on the NRS Table 6
1	8	No Schooling	The student never attended school.	To properly categorize and report the students on the NRS Table 6
1	7	Non-US Based Schooling	Schools located in facilities and countries not considered to be a part of the US Based Schools.	To properly categorize and report the students on the NRS Table 6
1	9	Not in the Labor Force (retired, not seeking employment, or incarcerated)	At program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated). (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
2	12	Other Disability	Disabilities not included with Learning or Intellectual that substantially limit a major life activity (www.gpo.gov - Code of Federal Regulations; Americans with Disability Act (ADA) and Rehabilitation Act)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes and for NC Reporting Requirements.
2	11	Other Institutionalized Program	Medical or special institutions not designed for criminal offenders.	To properly identify students for NRS Table 6
1,2	Top Section	Period of Participation for Program Year	Although a Period of Participation may cross Program Years, every student enters the program in their first Period of Participation for that program year. If a student has separated for 90 days (or 120 if within future service date), the student then enters into a new Period of Participation. The student's period of participation is indicated on the form by checking the appropriate POP.	To properly identify the number of students by their POP(s) as required on the NRS Tables
3	22	Placement Progress Test Scores - NRS Approved Tests Only	On each line, enter the data for each assessment taken by the student.	For data entry accuracy and NRS Table Reporting.
1	8	Post high school vocational diploma	Student attained a postsecondary certification, license, or educational certificate (non-degree). (PIRL)	To properly categorize and report the students on the NRS Table 6
1,2	Top Section	Program Year	The Program Year is indicated by the beginning Year and Ending year which covers the 12 months from July 1 to June 30. For example, Program Year 2017-2018 covers the Period from July 1, 2017 to June 30, 2018.	To identify the reporting year for determining goals and reporting data on the NRS Tables
1,2,3	Header Area	Provider Name:	Name of the Community College (CC) (e.g. Alamance Tech CC) or Community Based Organization (CBO) (e.g. Blue Ridge Literacy)	To identify the name of the provider and properly classify the Provider on NRS Table 14
1	9	PT -Employed part-time	Student is gainfully employed on a full-time basis - Refer to local policy for determination of difference between full-time and part-time (a) is	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	5	Race:	The fact or condition of belonging to a racial division or group.	To properly categorize and report the students on the NRS Tables 1 and 2
1	6	Schooling History:	This section only pertains to Secondary (High School) or Elementary Level of Education	To serve as reference data that may be needed by the Community Colleges such as transcript information.
3	22	Score	The scale score for the test/component/level/form	To determine validation of the test/component/form/level as well as determine EFL placement

Page	Location: Area or Number	Data Element	Definition	Reason Needed
1	Top Section	Separation Date for this Period of Participation	The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services. The last date of a student's attendance is when a student stops attending for 90 days or doesn't return within the future service date indicated by the student. This is the last date the participant received services that are not self-service, information-only, or follow up services. Record this last date of receipt of services only if there are no future services, that are not self-service, information-only, or follow up services, planned from the program. For Titles I, II and III, record the last date of funded service(s). (PIRL)	To properly place the student within their Period or Periods of Participation for compliance with NRS/WIOA goals and performance measures
2	12	Single Parent	At program entry, 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). (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1	8	Some Postsecondary education, no degree	Student completed one or more years of postsecondary education. (PIRL)	To properly categorize and report the students on the NRS Table 6
2	11	Special Programs:	This is a list of various special programs or institutions that may apply to the students	To properly identify the students for NRS Tables
1	1	State	The two (2) letter alpha code (per the Federal Information Processing Standard- e.g. NC for North Carolina) for the name of the state where the student resides	For data matching, to communicate with student and to prevent duplication of records
1	10	State of Issue	The two (2) letter alpha code (per the Federal Information Processing Standard- e.g. NC for North Carolina) for the state that issued the Driver's License	See above
1,2,3	Top Section	Student Colleague/LACES ID#	Unique student identification number assigned by the Student Information System (Colleague (formerly known as Datatel) for Colleges and Literacy Adult Community Education System (LACES) for the CBOs)	Serve as a unique identifier for each student within the student database
2	12	Student Data:	This section is to identify students who have barriers to employment	
1	Bottom Section	Student Signature	If required by the Provider, the student signs the LEIS Form	Refer to your Local Policy if the Student needs to Sign/Date the Form
3	Bottom/Right	Student Signature	If the student advises of the intended absence in person, the student signs the form. If the student advises via electronic means, this should be attached to the form. If the student advises verbally, the staff member should document this and attach it to the form.	As documentation in the event of an audit as well as verification for entry into the student information system.
1	Top Section	Student Social Security #	A nine (9) digit number given to U.S. Citizens, Naturalized Citizens, Permanent U.S. Residents and some Temporary Working Residents. This is assigned by the Social Security Administration (SSA). This is different from a Taxpayer Identification Number (TIN)	As part of the Workforce Innovation Opportunity Act (WIOA) employment goals; data matching and serve as a unique identifier to prevent duplicate records

Page	Location: Area or Number	Data Element	Definition	Reason Needed
3	22	Test	NRS approved tests/components and forms used by the state of NC based upon the student's program. Enter the name of the test given to the student (e.g. CASAS, TABE, BEST).	To properly record the type of NRS approved test taken - NOTE: The test given should be appropriate for the type of Program in which the student is enrolled (ESL Approved Tests for ESL students. ABE/ASE approved Tests for ABE/ASE)
1	9	Unemployed (unemployed and currently seeking employment)	At program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work. (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	8	Unknown	The student's educational background at entry cannot be identified.	To properly categorize and report the students on the NRS Table 6
1	7	US Based Schooling	If the student attended a United States Based school which includes any of the 50 United States, U.S. Territories or schools on a U.S. Military Base	To properly categorize and report the students on the NRS Table 6
2	11	Workplace Literacy student	Projects must provide services that relate directly to the improvement of literacy skills needed in the workplace. These may include adult basic education; adult secondary education; English-as-a-Second-Language (ESL) training; education to upgrade basic literacy skills to meet changes in workplace requirements or processes; education to improve speaking, listening, reading, and problem solving; and support services for those	To properly identify students for NRS Table 6
1	1	Zip Code	The five (5) digit postal code for street, city and state where the student resides	For data matching, to communicate with student and to prevent duplication of records

ABE	Adult Basic Education
AHS	Adult High School
AIR	American Institute for Research
ASE	Adult Secondary Education
BEST	Basic English Skills Test
BLS	Bureau of Labor Statistics
CAL	Center for Applied Linguistics
CASAS	Comprehensive Adult Student Assessment System
CCR	College and Career Readiness
DAEL	Division of Adult Education and Literacy
DMV	Division of Motor Vehicles
ED	Department of Education
EFL	Educational Functioning Level
ESL	English as a Second Language
GAIN	General Assessment of Instructional Needs (Wonderlic)
GED	General Educational Development
HiSET	High School Equivalency Test
HSE	High School Equivalency
IELCE	Integrated English Literacy and Civics Education
IET	Integrated Education and Training
L&W	Life and Work
LACES	Literacy Adult and Community Education System
LEIS	Literacy Education Information System
MSG	Measurable Skills Gain
NRS	National Reporting System
OCTAE	Office of Career, Technical and Adult Education
OVAE	Office of Vocational and Adult Education
PIRL	Participant Individual Record Layout
POP	Period of Participation
PY	Program Year
SSA	Social Security Administration
TABE	Test of Adult Basic Education
TASC	Test Assessing Secondary Completion
WIOA	Workforce Innovation and Opportunity Act

ADA/Gov	https://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm#a35108
Assessment Manual	http://www.nccommunitycolleges.edu/college-and-career-readiness/program-quality-and-accountability
Bureau of Labor Statistics	https://www.bls.gov/cps/cps_htgm.htm#unemployed
CCR/Basic Skills Plus:	http://www.nccommunitycolleges.edu/college-and-career-readiness/basic-skills-plus
CCR/IET:	http://www.nccommunitycolleges.edu/sites/default/files/basic-page-file-uploads/ccr/2.0_iet_brief_0.pdf#overlay-context=college-and-career-readiness
GPO/CFR:	https://www.gpo.gov/fdsys/pkg/CFR-2016-title29-vol4/xml/CFR-2016-title29-vol4-part1630.xml
LACES	https://literacypro.com/products/laces/
NCLOR:	https://www.nclor.org/nclorprod/logon.do?NO_IP_LOGIN=true
NRS:	http://www.nrsweb.org/
OCTAE/Family Literacy:	https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/f14.html
OCTAE/IELCE:	https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-15-7-ielce.pdf
OVAE/DAEL/Corrections:	https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/cbce-report-2011.pdf
PIRL	https://www.doleta.gov/performance/pfdocs/ETA%209170%20-%20WIOA%20PIRL_Final_V22_062716.pdf
SSA	https://www.ssa.gov/
Websites related to DMV	
Websites related to DMV	http://www.ncpublicschools.org/safehealthyschools/driver-ed/faq
Websites related to DMV	http://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_20/GS_20-11.pdf
Websites related to DMV	http://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/cc14-031_0.pdf