LEIS FORM DATA DICTIONARY

The Literacy Education Information System (LEIS) form is a data collection tool for North Carolina Title II programs. Each state is required to provide definitions for each data item. This LEIS Data Dictionary satisfies this requirement. Several sources were used to provide definitions and justifications for each data item. A list of these sources is available on the final page of the dictionary. This dictionary follows the order of data elements in the LEIS non-fillable form.

LEIS FORM DATA DICTIONARY

Page	Location/Section	Data Element	Definition	Reason Needed
1	Header	Provider Name	Name of the Community College (CC) (e.g. Alamance CC) or Community Based Organization (CBO) (e.g., Burke County Literacy)	To identify the name of the provider and properly classify the Provider on NRS Table 14
1	Header	ADVANSYS ID	Unique student identification number assigned by the ADVANSYS system	Serve as a unique identifier for each student within the student database
1	Header	Colleague #	Unique student identification number assigned by the Student Information System (Colleague (formerly known as Datatel) for Colleges	Serve as a unique identifier for each student within the student database
1	Header	Enrollment Date	The first date student interacts with program	To identify the first date student interacts with program
1	Header	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 2020-2021 covers the Period from July 1, 2020 to June 30, 2021.	To identify the reporting year for determining goals and reporting data on the NRS Tables
1	Header	Period of Participation	A period of participation begins when a participant enters the program and does not end until a participant exits the program. A POP may cross one or more program years depending on when the student enters the program and when the student exits the program.	To properly identify the number of students by their POP(s) as required on the NRS Tables
1	Student Bio	First Name	Student's First Name/Given Name	To identify student, prevent duplication and serve as one of the fields for data matching

Page	Location/Section	Data Element	Definition	Reason Needed
1	Student Bio	Middle Name	Student's Middle Name which may 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	Student Bio	Last Name	Student's Last Name/Family Name	To identify student, prevent duplication and serve as one of the fields for data matching
1	Student Bio	Previous Last/Maiden Name	Prior Last Name before Marriage	To identify student, prevent duplication and serve as one of the fields for data matching
1	Student Bio	Date of Birth	The date the student was born listing the two (digit) month, followed by the two (digit) day, and then the four (4) digit year.	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 NRS Tables 2 and 3
1	Student Bio	Gender/Sex	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	Student Bio	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	Student Bio	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	Student Bio	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

Page	Location/Section	Data Element	Definition	Reason Needed
1	Student Bio	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	Student Bio	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	Student Bio	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	Student Bio	Primary Contact Phone	The ten (10) digit phone number for the student's primary use phone where the first three (3) digits identify the area code	To communicate with student and to prevent duplication of records
1	Student Bio	Emergency Phone	The ten (10) digit phone number for the student's emergency contact.	To communicate with student
1	Student Bio	Work Phone	The ten (10) digit phone number for the student's place of employment	To communicate with student
1	Student Bio	Cell Phone	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	Student Bio	Email	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

LEIS FORM DATA DICTIONARY

Page	Location/Section	Data Element	Definition	Reason Needed
1	Student Bio	Social Security Number	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).	As part of the Workforce Innovation Opportunity Act (WIOA) employment goals; data matching and serve as a unique identifier to prevent duplicate records
1	Student Bio	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	Student Bio	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	Student Bio	Non-Hispanic/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	Student Bio	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

Page	Location/Section	Data Element	Definition	Reason Needed
1	Student Bio	American Indian/Alaskan 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	Student Bio	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	Student Bio	Black/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	Student Bio	Native Hawaiian or Other 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	Student Bio	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	Student Bio	More than One Race	Student indicates having origins in more than one racial category.	To properly categorize and report the students on the NRS Tables 1 and 2

Page	Location/Section	Data Element	Definition	Reason Needed
1	Program Type	Enrollment Date	The first date student interacts with program	To identify the first date student interacts with program
1	Program Type	Adult High School	Students completing their High School Diploma through a CC.	To identify Adult High School students
1	Program Type	Co-Enrollment in College Program	Student indicates enrollment in multiple college programs.	To identify co-enrolled students
1	Program Type	Integrated Education & Training (IET)	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.	To properly identify students for NRS Table 3
1	Program Type	Integrated English Literacy & Civics Education (IELCE)	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

Page	Location/Section	Data Element	Definition	Reason Needed
1	Program Type	Multiple Pathways to High School Equivalency (MPHSE)	The Multiple Pathways to High School Equivalency (MPHSE) diploma program is a standardized performance assessment program for the completion of a high school equivalency diploma. The MPHSE establishes a formalized system to provide students with a clear and flexible conduit toward earning a high school equivalency credential. The student is required to demonstrate high school-level competencies in the five selected content areas.	To identify MPHSE students
1	Program Type	NRS Registration	Required registration type for initial enrollment. This registration type should be added to the student record before any other registration type is added.	To track student enrollment
1	Program Type	Work-based Learning Program	An instructional strategy that enhances classroom learning by connecting it to the workplace.	To identify students in a work-based learning program
2	Program Type	NRS Registration Date	Registration date established when a student enters an NRS program. All entries to the student record (e.g., class placement and attendance) must occur on or after this 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

Page	Location/Section	Data Element	Definition	Reason Needed
2		Last Secondary or 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
2		Last Date Attended	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.
2		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
2		US Based	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		Non-US Based	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

Page	Location/Section	Data Element	Definition	Reason Needed
2		Educational 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
2		No Schooling	The student never attended school.	To properly categorize and report the students on the NRS Table 6
2		No Diploma (Enter 1-11 for last grade completed)	The student attended school, but never received a Diploma. Indicate 1 –11 for the number of school grades completed by the participant.	To properly categorize and report the students on the NRS Table 6
2		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
2		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
2		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
2		Certificate of attendance/IEP completion	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

Page	Location/Section	Data Element	Definition	Reason Needed
2		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		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
2		Associate's degree	Student attained an Associate's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
2		Bachelor's degree	Student attained a Bachelor's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
2		Master's 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
2		Unknown	The student's educational background at entry cannot be identified.	To properly categorize and report the students on the NRS Table 6
2		Contact Type	For students on an NRS-tracked path, contact type is the designation that determines their assessment availability, establishes the baseline for their Educational Functioning Level and ties to their placement on Federal Tables. Contact type must initially be set as either ESL or ABE/ASE.	To properly categorize on federal NRS Tables.

Page	Location/Section	Data Element	Definition	Reason Needed
2		ABE/ASE	Contact Type which determines the type of assessments a student is eligible to take. The NRS divides ABE/ASE into six EFLs	To properly categorize on federal NRS Tables.
2		ESL	Designates students who are focusing on all areas of English language development. It is a Contact Type which determines which assessments a student is eligible to take. The NRS divides ESL/ELA into six EFLs.	To properly categorize on federal NRS Tables.
2		Employment Status	Student's status of employment at program entry	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
2		Employed	Student is gainfully employed on a full-time basis - Refer to local policy for determination of difference between fulltime 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/Section	Data Element	Definition	Reason Needed
2		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
2		Not in the Labor Force	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		Unemployed	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
2	DMV status	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/Section	Data Element	Definition	Reason Needed
2	DMV status	Driver's License Number	The unique identifying driver's license number issued by the state's Division of Motor Vehicles office	See above
2	DMV status	Issue Date	The date the Driver's License was issued by the state's DMV	See above
2	DMV status	State Issued	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
2	Special Programs	Basic Skills Plus	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	Special Programs	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	Special Programs	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

Page	Location/Section	Data Element	Definition	Reason Needed
2	Special Programs	Other Institutionalized Setting	Medical or special institutions not designed for criminal offenders	To properly identify students for NRS Table 6
2	Student Data	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. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
2	Student Data	Long-term unemployed	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 Outcome

Page	Location/Section	Data Element	Definition	Reason Needed
3	Student Data	Cultural Barrier	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
3	Student Data	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 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)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcome
3	Student Data	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

Page	Location/Section	Data Element	Definition	Reason Needed
3	Student Data	Seasonal Farmworker	An individual who is employed, or was employed in the past 12 months, in farmwork (as described at 20 CFR 651.10) of a seasonal or other temporary nature and is not required to be absent overnight from his/her permanent place of residence. Non-migrant individuals who are fulltime students are excluded. Labor is performed on a seasonal basis where, ordinarily, the employment pertains to, or is of the kind exclusively performed at certain seasons, or periods of the year and which, from its nature, may not be continuous or carried on throughout the year. A worker, who moves from one seasonal activity to another, while employed in farm work, is employed on a seasonal basis even though he/she may continue to be employed during a major portion of the year. A worker is employed on other temporary basis where he/she is employed for a limited time only or his/her performance is contemplated for a particular piece of work, usually of short duration. Generally, employment which is contemplated to continue indefinitely is not temporary.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
3	Student Data	Migrant & Seasonal Farmworker	If the participant is a migrant farmworker, meaning a seasonal farmworker (as defined above) who travels to the job site so that the farmworker is not reasonably able to return to his/her permanent residence within the same day. Full-time students traveling in organized groups rather than with their families are excluded.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes

Page	Location/Section	Data Element	Definition	Reason Needed
3	Student Data	Homeless/ Runaway Youth	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
3	Student Data	Youth in foster care/aged out of system	At program entry, students currently in foster care or a person who was in foster care and/or has aged out of the foster care system. Students up to age 24.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology (SAMM) for WIOA Employment Outcomes
3	Student Data	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

Page	Location/Section	Data Element	Definition	Reason Needed
3	Student Data	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
3	Student Data	Refugee	Student that identifies as a refugee	
3	Student Data	Urban	Student identifies as living in urban area	
3	Student Data	Rural	Student identifies as living in rural area	
3	Student Data	On Public Assistance	Student receives general assistance (GA) from their state or local government. Student may indicate receipt of Food Stamps, WIC, and or Other.	
3	Disabilities	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

Page	Location/Section	Data Element	Definition	Reason Needed
3	Disabilities	English Language Learner	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.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
3	Disabilities	Basic Skills Deficient/ low levels of 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; or B) 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.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcome
3	Disabilities	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.
3	Disabilities	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.

Page	Location/Section	Data Element	Definition	Reason Needed
3	Disabilities	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.
3	Other Data	YouthBuild	At program entry, if the student received services under the YouthBuild Program as authorized under WIOA section 171. If yes, one of the following should be indicated: local formula, statewide, or both local and statewide.	To identify students participating in the YouthBuild program.

Page	Location/Section	Data Element	Definition	Reason Needed
3	Other Data	Family Literacy	"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)	To properly identify students for NRS Table 6
3	Other Data	Workplace Literacy	"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 childcare." (Adult Education - National Workplace Literacy Program)	To properly identify students for NRS Table 6

Page	Location/Section	Data Element	Definition	Reason Needed
3	Other Data	WorkReady Program	At program entry, if student participates in a WorkReady program.	To identify students participating in WorkReady Program
3	Other Data	Dislocated Worker	At program entry, if the student a dislocated worker as defined in the PIRL.	To identify students categorized as a dislocated worker
3	Other Data	Distance Learner	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
3	Other Data	Project IDEAL	At program entry, if a student participates in Project IDEAL	To identify students in Project IDEAL.
3		Completed by:	Staff member of the provider who assisted the student during the Intake Process	Part of audit history
3		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		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
4	High School Equivalency Information	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
4	High School Equivalency Information	# 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 student's transcript record and the number of credits needed to complete the program.

Page	Location/Section	Data Element	Definition	Reason Needed
4	High School Equivalency Information	# 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
4	High School Equivalency Information	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.
4	High School Equivalency Information	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.
4	High School Equivalency Information	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
4	High School Equivalency Information	High School Equivalency	Students who earn an HSE via GED, 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
4	High School Equivalency Information	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
4	High School Equivalency Information	HSE earned through GED/ HiSet/Multiple Pathway	Students who earn an HSE such as via HSE testing 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

Page	Location/Section	Data Element	Definition	Reason Needed
4	High School Equivalency Information	HSE ID	The Vendor's Identification number (e.g., GED or HiSet) 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
4	Placement & Progress Test Scores	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.
4	Placement & Progress Test Scores	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
4	Placement & Progress Test Scores	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).	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)
4	Placement & Progress Test Scores	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)
4	Placement & Progress Test Scores	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-see Assessment Manual for Guidance

Page	Location/Section	Data Element	Definition	Reason Needed
4	Placement & Progress Test Scores	Scale	The scale score for the test/component/level/form	To determine validation of the test/component/form/level as well as determine EFL placement
4	Placement & Progress Test Scores	EFL	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
4	Future Service	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.
4	Future Service	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.

LEIS FORM DATA DICTIONARY

REFERENCED RESOURCES

Adult Education and Family Literacy Act (AEFLA) Reporting Tables

Adult High School Implementation Guide

ADVANSYS User Manual (accessible via ADVANSYS sites)

Multiple Pathways to High School Equivalency (MPHSE) Diploma Program Operating Guidelines

PROGRAM MEMORANDUM OCTAE 17-2

North Carolina College & Career Readiness Assessment Manual

North Carolina LEIS Data Dictionary (2017)

NRS Instrument Measures and Methods for the National Reporting System for Adult Education

NRS TECHNICAL ASSISTANCE (TA) GUIDE

Supporting Statement Part A for Paperwork Reduction Act Submission (ICR 202307-1830-001)

WIOA PIRL ETA-9170

WIOA, Title II Provider's Guide and CCR Manual