



Student Intake Form - Data Dictionary - by Page

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	Office	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	Office	Intake Person	Staff member of the provider who assisted the student during the intake process.	Part of audit history
1	Office	LACES ID# / Colleague #/ College ID #	Unique student identification number assigned by the student Information system Literacy Adult Community Education System (LACES) or Colleague system at the community colleges, or other college ID identifier.	Serve as a unique identifier for each student within the student database
1	Office	Other ID #	Unique identification number assigned by a government entity. Example: Visa or Tribal ID.	Serve as a unique identifier for each student within the student database
1	Office	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	Office	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
1	Student Contact	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 serves as a unique identifier to prevent duplicate records
1	Student Contact	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	Student Contact	Age at Enrollment	The age of the student on the day of enrollment to ensure eligibility into the program.	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



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1	Student Contact	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 Contact	First Name	Student's First Name/Given Name (Full legal)	To identify student, prevent duplication and serve as one of the fields for data matching. No nicknames
1	Student Contact	Middle/Maiden Name	Student's Middle Name	To identify student, prevent duplication and serve as one of the fields for data matching
1	Student Contact	Other Names	This may be a maiden name, prior last name before marriage, or AKA (also known as)	To identify student, prevent duplication and serve as one of the fields for data matching
1	Student Contact	Mailing Address	The street number, street name and if applicable the apartment or lot number	For data matching, to communicate with student and to prevent duplication of records
1	Student Contact	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 Contact	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	Student Contact	State	The two (2) letter alpha code (per the Federal Information Processing Standard- (e.g. WY for Wyoming) 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 Contact	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 Contact	County	The name of one of the 23 counties where the student resides based upon their zip code (e.g. Cheyenne is in Laramie County).	For data matching, to communicate with student and to prevent duplication of records
1	Student Contact	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
	Student Contact	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
	Student Contact	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	Student Contact	Emergency Contact Person	The name of the person to contact in case of an emergency.	The person to communicate with on behalf of the student in case of an emergency
1	Student Contact	Emergency Phone # and Relationship	The ten (10) digit phone number for the student's emergency contact where the first three (3) digits identify the area code.	The contact's relationship to the student in case of an emergency.
	Student Contact	Period of Participation	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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1	Student Contact	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. Record this last date of receipt of services only if there are no future services. 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	Student Demographics	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	Student Demographics	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	Student Demographics	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	Student Demographics	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 Demographics	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	Student Demographics	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	Student Demographics	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 (Student may choose all that apply)
1	Student Demographics	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	Student Demographics	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	Student Demographics	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



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1	Student Demographics	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	Student Demographics	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	Student Demographics	Barriers to Employment	This section is to identify students who have barriers to employment	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
1	Student Demographics	Cultural Barrier	At program entry, an individual who 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 (SAMM) for WIOA Employment Outcomes
1	Student Demographics	Disabled	At program entry, a person who has any "disability" as defined sec. 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C 12102). 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 (SAMM) for WIOA Employment Outcomes
1	Student Demographics	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
1	Student Demographics	English Language Learner	At program entry, 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



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1	Student Demographics	Economic Disadvantage (Low Income Status)	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 a participant with a disability whose own income is at 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 (SAMM) for WIOA Employment Outcomes
1	Student Demographics	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	Student Demographics	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
1	Student Demographics	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	Student Demographics	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



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1	Student Demographics	Low Levels of Literacy	At program entry, the student is: 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 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 Outcomes
1	Student Demographics	Migrant 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	Student Demographics	Single Parent or Guardian	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	Student Demographics	Homeless (including 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

Page	Location: Area or Number	Data Element	Definition	Reason Needed
	Student Demographics	Work Status	Student's status of employment at program entry,	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	Student Demographics	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
1	Student Demographics	PT- Employed part-time	Student is gainfully employed on a part-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	Student Demographics	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	Student Demographics	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	Student Demographics	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). This includes stay-at-home parent and retired. (PIRL)	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
1	Student Demographics	Registered on Wyoming at Work	This is a state requirement for all students identifying themselves as Unemployed and actively seeking employment.	This section is an Adult Education state requirement to assist students in their search for employment.



Page	Location: Area or Number	Data Element	Definition	Reason Needed
	Student Demographics	Public Assistance	At program entry the person currently receives financial assistance from federal, state, or local government agency. This include : Total Disability or Aid to the Blind, SNAP (Food Stamps), Refugee Cash Assistance, TANF/Cash Assistance, Old Age Assistance, and Local Housing, WIC, etc.	To properly categorize and report the students on the NRS Tables 6
	Student Demographics	Marital Status	At program entry, the person's marital Status is: Single, Married, Separated, Divorced, or Widowed	
	Student Demographics	Immigrant Status	Yes or No and Country of Origin	
	Student Demographics	Family Income	Report Family Income range and date from the LACES dropdown. Include number of dependents	
	Student Demographics	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. Must indicated if the disability is documented. (PIRL)	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
	Student Demographics	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, ore 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 WY Reporting Requirements.
	Student Demographics	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 WY Reporting Requirements.
	Student Demographics	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 WY Reporting Requirements.
2	Education	Education - Schooling History:	This section only pertains to Secondary (High School) or Elementary Level of Education	
2	Education	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 Adult Education program to varyify drop date for youth or assist with placement.
2	Education	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 Adult Education program to varyify drop date for youth or assist with placement.



Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	Education	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 Adult Education program to varify drop date for youth or assist with placement.
2	Education	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	Education	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	Education	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
2	Education	Highest Degree or Level of School Completed at Entry	Students check only one box for the highest number of years of schooling completed or highested credential or degree attained or they have received at program entry.	To properly categorize and report the students on the NRS Table 6
2	Education	No Schooling	The student never attended school. 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 properly categorize and report the students on the NRS Table 6
2	Education	No Diploma (Enter 1-11 for last grade completed)	The student attended school, but never received a Diploma. Indicate 1 – the number of school grades completed by the participant. The categories are Grades 1-5, Grades 6-8, and Grades 9-12 (no diploma)	To properly categorize and report the students on the NRS Table 6
2	Education	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	Education	High School Equivalency graduate	Student attained a secondary school equivalency (e.g. HiSET or GED).	To properly categorize and report the students on the NRS Table 6
2	Education	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
2	Education	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	Education	Postsecondary or professional degree	Student attained an Associate's degree, Bachelor's degree, Master degree or higher	To properly categorize and report the students on the NRS Table 6
2	Education	Unknown	The student's educational background at entry cannot be identified.	To properly categorize and report the students on the NRS Table 6
	Education	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



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	Verification	Verification of SSN	Social Security Numbers may be obtained as a new born. If you are age 12 or older and have never received a Social Security number, you must apply in person. To apply for a replacement card, you must provide one document to prove your identity. Application is made to the Social Security Administration.	The participant's SSN is used for data matching to Unemployment Insurance division to obtain median wage information that is reported in aggregate on NRS Tables 5, 5A, and PIRL
	Verification	Verification of Date of Birth	The date of birth appearing on the birth certificate, driver's license, passport or other government issued documents may be used to verify the date of birth.	The participant's date of birth is used to determine eligibility to attend Adult Education classes and for data matching to Unemployment Insurance division to obtain median wage information that is reported in aggregate on NRS Tables 5, 5A, and PIRL
	Verification	Driver's License Number	The unique identifying driver's license number issued by the state's Division of Motor Vehicles office	The participant's driver's license is used for verification of identity and date of birth.
	Verification	State of Issue	The two (2) letter alpha code (per the Federal Information Processing Standard- (e.g. WY for Wyoming) for the state that issued the Driver's License	See above
	Verification	Date of Issue	The date the Driver's License was issued by the state's DMV	See above
	Verification	Date dropped from High School	Youth, 16 thru 18 who have left high school, must submit a School District Withdrawal Verification form at the time of enrollment. This must include the date the student left school, last grade completed, and an authorized signature.	To properly identify the person's eligibility to attend Adult Education classes if they have a pasport
	Verification	Visa Status	F-1 is a student visa which cannot be served by the AEFLA grant.	To properly identify the person's eligibility to attend Adult Education classes if they have a pasport
2	Authorization	Release of Information	This Release of Information allows use of the student's Personally Identifiable Information (PII) contained in the Adult Education student record. It states: "I authorize the Wyoming Community College Commission (WCCC) and my local Adult Education (AE) program to use, report and release the Personally Identifiable Information (PII) contained in my AE program records, instructional plan, assessment outcomes, credential progress and attainment, and accommodation documentation (if any was provided) and to access, use, and report my Employment Data (unemployment and wage records) from the Department of Workforce Services and my local One-Stop service center, for purposes of education and/or employment research, planning, and reporting as required by state policy and federal regulations. This will include follow-up employment data and other educational records and information that will only be reported in aggregated form. I understand that state government files will be accessed to obtain this information and will only be used for the purposes mentioned herein without specific authorization for any other use. I acknowledge WCCC fully supports the mandates of the federal Family Educational Rights and Privacy Act and 20 CFR, Chapter V, 603.5(d)(2)(i). I understand these statements fully and authorize the use of my "program", PII and employment data for official purposes only, as approved by my signature below."	To properly identify the person's eligibility to attend Adult Education classes, report the person as a participant in the NRS tables, and give permission to utilize data for planning and report perposes as part of the WIOA requirements.



Student Intake Form - Data Dictionary - by Page

Page	Location: Area or Number	Data Element	Definition	Reason Needed
2	Authorization	Student Signature	The student signs the Student Intake Form	The state AE Office requires a signature.
2	Authorization	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	Authorization	Parent /Guardian Signature	If the student is under 18 years of age, a parent or guardian must sign the Release of Information.	The state AE Office requires a signature.
	Activities	Allowable activities	This is a list of various special programs or institutions that may apply to the students	To properly identify the students for NRS Tables
	Activities	Adult Education	WIOA Section 231 -This is academic instruction and education services below the post-secondary level that increase and individual's ability to read, write and speak in English, and perform mathematics or other activities necessary for attainment of a secondary diploma or its recognized equivalent; transition to post-secondary education or skills training , and obtain employment.	To properly identify students who are participants in the program as identified in Section 231
	Activities	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
	Activities	Literacy	Literacy means the ability to read, write, and speak in English and to compute and solve problems at levels of proficiency necessary to function on the job, in a family, and in society. It may also refer to within the 1-3 grade skill sets taught in Adult Education.	To properly identify students for NRS Tables 4c and 5a
	Activities	Family Literacy activities	"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 aswell." (From Office of Career Technical and Adult Education OCTAE) - Family Literacy)	To properly identify students for NRS Table 6



Page	Location: Area or Number	Data Element	Definition	Reason Needed
	Activities	English Language Acquisition (ELA)	This is a program of instruction also know as English-as-a-second-language. It is (a) designed to help eligible individuals who are English Language Learners achieve competence in reading, writing, speaking and comprehension of the English language; and (b) that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to post-secondary education and training; or employment.	
	Activities	Integrated English Literacy and Civics Education (IELCE)	WIOA Section 243 - 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
	Activities	Integrated Education and Training (IET) Activity	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
	Activities	Workplace Adult Education and Literacy Activities	"Projects must provide services that relate directly to the improvement of literacy skills needed in the workplace. These may include adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at the workplace or an off-site that is designed to improve the productivity of the workforce.	To properly identify students for NRS Table 6
	Activities	Workforce Preparation Activities	The term "workplace preparation activities" means activities, programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education or training, or employment.	As part of the Section 231 grant funding and NRS Table 3

Corrections & Other Institutions - Data Dictionary - by Page

	WIOA -Section 225	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
	WIOA -Section 225	Community Corrections	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
	WIOA Section 225	Other Institutionalized Program	Medical or special institutions not designed for criminal offenders.	To properly identify students for NRS Table 6



Student Intake Form - Data Dictionary - by Page

Page	Location: Area or Number	Data Element	Definition	Reason Needed
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Terms - Data Dictionary - by Page

	Equivalency Info	High School Equivalency:	Students who earn an HSE via GED/HiSET	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
	Equivalency Info	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
	Equivalency Info	HSE earned through GED/HiSET	Students who earn an HSE via GED/HiSET	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C
	Equivalency Info	HSE ID	The Vendor's Identification number (e.g. GED, 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
	Placement & Progress	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.

Placement & Progress - Data Dictionary - by Page

Page	Location: Area or Number	Data Element	Definition	Reason Needed
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	Placement & Progress	Enter Assessment - 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.
	Placement & Progress	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
	Placement & Progress	Assessment Test	NRS approved tests/components and forms used by the state of WY based upon the student's program. Enter the name of the test given to the student (e.g. TABE, TABE Clas-E, 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 Policy for Guidance)
	Placement & Progress	Subtest	The corresponding subtest (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 Policy for Guidance)
	Placement & Progress	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 Policy for Guidance
	Placement & Progress	Score	The scale score for the test/subtest/level/form. Maximum scale score ranges are set in LACES and will not allow out of range scores.	To determine validation of the test/component/form/level as well as determine EFL placement
	Placement & Progress	EFL	Educational Functioning Level (EFL) as indicated by the scale score corresponding with the type of test/subtest and level/form.	To properly record the student's EFL level based upon on the NRS Tables
	Placement & Progress	Form Completed by	Staff member of the provider who assisted the student during the intake process	Part of audit history

Placement - Progress - Planning - Data Dictionary - by Page				Page 15
Page	Location: Area or Number	Data Element	Definition	Reason Needed
	Placement & Progress	Comments	Any comments that may be appropriate for additional information that may be helpful which are added to LACES student file.	As a reference if needed
	Future Services	Future Service	A date within 120 days in the future	
	Future Services	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
	Future Services	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.
	Program Planning	Referral Source	To assist the program in analyzing which marketing sources are working best and acknowledge those sources.	Part of recruitment strategies and information for the local program
		Reasons for Attending	The check boxes all the student to give more details which help with program planning and motivation for the student.	Program and instructional planning
		Survey Follow-up Information	Informs the student there will be follow-up activities which may be to encourage attendance, required for NRS follow-up information on employment, postsecondary education or training and median income information for those not reporting a Social Security number.	Used as a strategy for persistence. As documentation on data collection for NRS Table 5
	In Process of Developing	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

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 in DD	Location: Area of Data Dictionary	Data Element	Definition	Reason Needed
2	Student Contact	Address Line	The mailing or physical address of the student	For data matching, to communicate with student and to prevent duplication of records
2	Student Contact	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
5	Student Demographics	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
	PIRL	Associate degree or Bachelor degree	Student attained an Associate's degree or Bachelor's degree. (PIRL)	To properly categorize and report the students on the NRS Table 6
	PIRL	Basic Skills Deficient/Low Levels of Literacy at Program Entry	The participant is, 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 properly categorize students for NRS reporting.
4	Student Demographics	Barriers to Employment	This section is to identify students who have self-identified barriers to gaining employment.	To properly identify the number of student with barriers on the PIRL.
1	Student Contact	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 <u>not</u> 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
	PIRL	Career Services	Career Services include Outreach, intake and orientation. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities and supportive services needs. Referrals to and coordination of activities with other programs and services. Provision of performance information and program cost information on eligible providers of education, training and workforce services by program and type of provider. Provision of information on availability of supportive services or assistance and appropriate referrals (including childcare, child support, medical or child health assistance available through the State's Medicaid program and CHIP, SNAP benefits, EITC, assistance under TANF, and other supportive services and transportation). (PIRL)	To report Statewide Performance Reports on the NRS
2	Student Contact	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
	PIRL	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
2	Student Contact	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
	LACES	Comments	Any comments that may be appropriate for additional information that may be helpful	As a reference if needed
12	WIOA 225	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: Area of Data Dictionary	Data Element	Definition	Reason Needed
	LACES	Component / Subtest	The corresponding component/subject to the assessment test given (e.g. Read, Math, BEST Plus 2.0, BEST Lit., etc)	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 or ABE/ASE approved Tests for ABE/ASE Students - refer to the Assessment Policy for Guidance)
	LACES	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
8	Education	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	Student Contact	County	The name of one of the 23 counties where the student resides based upon their zip code (e.g. Cheyenne is based in Laramie County).	For data matching, to communicate with student and to prevent duplication of records
4	Student Demographics	Cultural Barriers	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
	LACES	Date of Assessments	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
	LACES	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
8	Education	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.
13	Future Services / LACES	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
9	Verification	Date of Issue - DL	The date the Driver's License was issued by the state's DMV	Verification of birthdate.
10	Authorization	Date Signed ROI	The Month/Day/Year for the date the student signed the intake form (ROI)	State requires a signature.
4	Student Demographics	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

Page	Location: Area of Data Dictionary	Data Element	Definition	Reason Needed
	LACES	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
9	Verification	Driver's License Number	The unique identifying driver's license number issued by the state's Department of Motor Vehicles office	To properly identify the person utilizing a government authorized picture identification
	LACES	EFL - Educational Functioning Level	Educational Functioning Level (EFL) as indicated by the scale score corresponding with the type of test/component or subtest and level/form.	To properly record the student's EFL level based upon on the NRS Tables
2	Student Contact	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
5	Student Demographics	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
	Student Demographics	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
4	Student Demographics	English Language Learner (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.	To identify individuals with a barrier to employment as this impacts the Statistical Adjustment Model Methodology for WIOA Employment Outcomes
3	Student Demographics	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
5	Student Demographics	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
5	Student Demographics	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
3	Student Demographics	F (female)	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

Page	Location: Area of Data Dictionary	Data Element	Definition	Reason Needed
11	Activities	Family Literacy student	"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." (From Office of Career Technical and Adult Education (OCTAE) -Family Literacy)	To properly identify students for NRS Table 6
2	Student Contact	First Name	Student's First Name/Given Name (no nick names)	To identify student, prevent duplication and serve as one of the fields for data matching
1	Office	Form Completed by/Intake	Staff member of the provider who assisted the student during the Intake Process	Part of audit history
6	Student Demographics	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
13	Future Services	Future Service	A date within 120 days in the future	Allows for an extension of a Period of Participation due to a future planned service.
3	Student Demographics	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
9	Education	High School Equivalency graduate	Student attained a secondary school equivalency (e.g. GED, HiSET).	To properly categorize and report the students on the NRS Table 6
9	Education	High School Equivalency	A test battery utilized to award a state credential HSE via GED or HiSET	To identify students who have achieved their HSE which counts as an MSG and is reported on NRS Tables 4 and 4C and table 5
9	Education	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
9	Education	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
2	Student Contact	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

Page	Location: Area of Data Dictionary	Data Element	Definition	Reason Needed
6	Student Demographics	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
		HSE ID	The Vendor's Identification number (e.g. GED, 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	Student Demographics	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	Office	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
11	Activities	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
11	Activities	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
8	Student Demographics	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	Student Contact	Last Name	Student's Last Name/Family Name	To identify student, prevent duplication and serve as one of the fields for data matching
8	Student Demographics	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 of Data Dictionary	Data Element	Definition	Reason Needed
8	Student Demographics	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 WY Reporting Requirements.
	LACES	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 Policy for Guidance
8	Education	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.
5	Student Demographics	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
	PIRL	Low Level 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 Outcomes
5	Student Demographics	Low Income	If the participant, 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 an individual 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 a participant with a disability whose own income is at 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 #800); 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 Outcomes
3	Student Demographics	M (male)	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
2	Student Contact	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
9	Education	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

Page	Location: Area of Data Dictionary	Data Element	Definition	Reason Needed
2	Student Contact	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
9	Student Demographics	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
8	Education	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
8	Education	No Schooling	The student never attended school.	To properly categorize and report the students on the NRS Table 6
7	Education	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
8	Student Demographics	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
12	Student Demographics	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 WY Reporting Requirements.
9	WIOA 225	Other Institutionalized Program	Medical or special institutions not designed for criminal offenders.	To properly identify students for NRS Table 6
	LACES	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
		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.
7	Education	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
	LACES	Program Type	This is the enrollment type: ABE, ASE, ESL, IELCE, Corrections	To properly identify students for NRS Table 3
	LACES	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
	LACES	Provider Name	Name of the Community College (CC) or Community Based Organization (CBO), Board of Cooperative Educational Services (B.O.C.E.S), Local Education Agency (LEA) or other eligible agency described in WIOA Title II	To identify the name of the provider and properly classify the Provider on NRS Table 14
7	Student Demographics	PT -Employed part-time	Student is gainfully employed on a part-time basis - Refer to local policy for determination of difference between full-time and part-time	To properly categorize and report the students on the NRS Tables 5, 5a, and 6
3	Student Demographics	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: Area of Data Dictionary	Data Element	Definition	Reason Needed
3	Student Demographics	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
3	Student Demographics	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
3	Student Demographics	3) 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
3	Student Demographics	4) 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
3	Student Demographics	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
3	Student Demographics	6) 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
	LACES	7) More than One Race	Student indicates that he/she is a member of two or more races	To properly categorize and report the students on the NRS Tables 1 and 2
8	Education	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.
	LACES	Score / scale 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
	LACES	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
6	Student Demographics	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
9	Education	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

Page	Location: Area of Data Dictionary	Data Element	Definition	Reason Needed
2	Student Contact	State	The two (2) letter alpha code (per the Federal Information Processing Standard- e.g. WY for Wyoming) for the name of the state where the student resides	For data matching, to communicate with student and to prevent duplication of records
9	Verification	State of Issue	The two (2) letter alpha code (per the Federal Information Processing Standard- e.g. WY for Wyoming) for the state that issued the Driver's License	See above
1	Office	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
10	Authorization	Student Signature	The student or guardian signs the LACES Form	State requires the student or guardian to sign the Intake form and or Release of Information.
	LACES	Student Signature - Future Services	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, sign and date, 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	Student Contact	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
	LACES	Test/Assessment	NRS approved tests/components and forms used by the state of WY based upon the student's program. Enter the name of the test given to the student (e.g. , 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
6	Student Demographics	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
9	Education	Unknown	The student's educational background at entry cannot be identified.	To properly categorize and report the students on the NRS Table 6
8	Education	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
13	Activities	Workplace Adult Education and Literacy Activities	"Projects must provide services that relate directly to the improvement of literacy skills needed in the workplace. These may include adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at the workplace or an off-site that is designed to improve the productivity of the workforce.	To properly identify students for NRS Table 6
13	Activities	Workforce Preparation Activities	The term "workplace preparation activities" means activities, programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education or training, or employment.	As part of the WIOA Section 231 grant funding and NRS Table 3
2	Student Contact	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

ADA/Gov	https://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm#a35108
Assessment Manual	https://communitycolleges.wy.edu/adult-education/directors/
Bureau of Labor Statistics	https://www.bls.gov/cps/cps_htgm.htm#unemployed
IET:	www2.ed.gov/about/offices/list/ovae/pi/AdultEd/aeffa-funds-for-iet.pdf
Code of Federal Regulations (CFR) Implement the Equal Employment Provisions	https://www.gpo.gov/fdsys/pkg/CFR-2016-title29-vol4/xml/CFR-2016-title29-vol4-part1630.xml
LACES	http://literacypro.com/products/laces/
NRS:	http://www.nrsweb.org/
OCTAE/Family Literacy:	https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/f14.html
OCTAE/IELCE: Memo 15-7	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/

Acronyms

ABE	Adult Basic Education
AE	Adult Education
AIR	American Institute for Research
ASE	Adult Secondary Education
BEST	Basic English Skills Test
BLS	Bureau of Labor Statistics
CAL	Center for Applied Linguistics
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
ELL	English Language Learner
ESL	English as a Second Language
GED	General Educational Development GED test battery)
HiSET	High School Equivalency Test by ETS
HSE	High School Equivalency
IELCE	Integrated English Literacy and Civics Education
IET	Integrated Education and Training
LACES	Literacy Adult and Community Education 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
WCCC	Wyoming Community College Commission
WIOA	Workforce Innovation and Opportunity Act