North Carolina Community College System

Literacy Education Information System (LEIS) for College and Career Readiness (CCR)

Version 2.0

May 2018

Publication Change History					
Version #	Publication Date	Chapter #(s) Revised	GA Date	SCR Ref # [1]	DCR Ref # [2]
1.0	7/2017	Original	8/17/2017	201950	300835
1.1	8/2017	5, 12	9/1/2017	201980	300847
1.2	9/2017	5, 7	9/21/2017	201985	300858
1.3	10/2017	6, 7, H	10/19/2017	201998	300859
1.4	10/2017	7, 12	10/26/2017	202001	300866
1.5	11/2017	12	11/16/2017	202015	300873
1.6	11/2017	10	12/21/2017	202004	300877
1.7					
1.8	2/2018	13, 18	3/1/2018	202111	300892
1.9	4/2018	5, 7, 12, 13, 15, 18, C and E (Deleted)	4/4/2018	202120	300910
2.0	5/2018	6, 12		202182	300925

Version #: Updated version number of document as of published revision.
Publication Date: Updated publication date of document as of published revision.
Chapter #(s) Revised: Chapter number(s) provided to guide reader to revised verbiage within the document.
GA Date: GA release date of related patch and documentation, if applicable. If GA is not applicable, N/A will be entered.
SCR Ref # [1]: Software Change Request (SCR) number. If SCR is not applicable, N/A will be entered.
DCR Ref # [2]: Document Change Request (DCR) number. For internal System Office use only.

If you have any questions regarding this publication sheet, please contact the CIS Help Desk.

This page intentionally left blank.

Table of Contents

1 Purpose

Beginning with the 2017-2018 program year, the Workforce Innovation Opportunity Act (WIOA) and National Reporting System (NRS) requires that the System Office report data by period of participation (POP) within a program year. A POP is defined as the period of time in which a student is continually enrolled in a program. A student can have multiple POPs if the student exits the program without 90 days of service and returns in the same program year (July 1-June 30). Each POP will be measured for Measurable Skill Gains (MSGs), and each time a student exits, the student is measured for follow-up outcomes that apply.

This document provides instructions on how to create and maintain student records within the Literacy Education Information System (LEIS) of the College Information System (CIS) Ellucian Colleague application to meet the WIOA and NRS requirements. This document includes information about forms used for the entry of student records into LEIS for College and Career Readiness (CCR) students and the tracking of student demographics, testing and progress, student data for barriers to employment, and AHS data such as student's Intake Date, returns, separations, services, Educational Level, Country of Last School Attended, and Labor Force at Entry.

This document also includes a section to support the process of entering and tracking Teacher/Personnel Literacy information.

This document assumes the user understands the CIS and can perform the necessary actions to log in, initialize, and use the LEIS. This document also assumes the user understands section creation, student registration, Web Attendance, and student graduation processes. Refer to section 2 for more information and additional resources about these topics.

2 Additional Document References

Refer to documentation published on NCLOR at http://explorethelor.org for additional information about the following topics. In addition, users must comply with federal requirements outlined in the assessment manual published annually on the College and Career Readiness Program Quality and Accountability web page of the North Carolina Community Colleges website at http://www.nccommunitycolleges.edu/college-and-career-readiness/program-quality-and-accountability.

2.1 Creating Sections and Registering Students

All College and Career Readiness (CCR)/Basic Skills Program (BSP) courses must be set up according to the required workflow used to create sections and register students and operate within a program year (July 1-June 30). No classes may begin prior to July 1, and all classes must end no later than June 30. Refer to the latest version of the document titled *Registration for Continuing Education and College and Career Readiness* (formerly *Registration for Continuing Education and Basic Skills*) for more information about creating sections and registering students.

2.2 Web Attendance

All CCR/BSP sections must use Web Attendance. Refer to the latest version of the document titled *Web Attendance Tracking and Web Grading for College and Career Readiness User Procedure* for more information about Web Attendance. Deviation from the processes outlined in this document will result in inaccurate data, reporting, and performance.

2.3 Graduation Process

Refer to the latest version of the document titled *Degree Audit for Adult High School (AHS)* for more information about how to graduate a student.

3 Get Started: Access LEIS in CIS

Access the Literacy Education Information System (LEIS) in the Ellucian Colleague application from the **Student (ST) Application** menu in the subfolder titled **Literacy Education – XLE**.
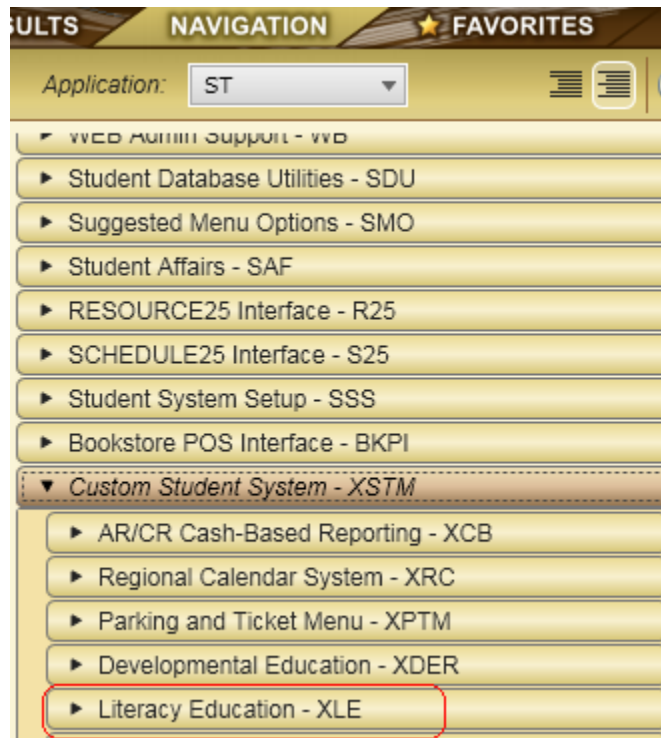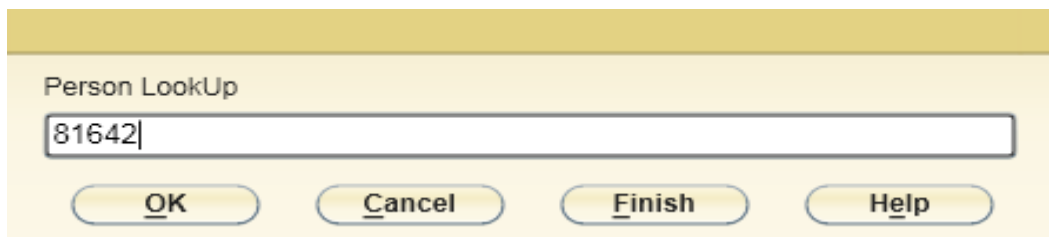

Figure 3.1 – Literacy Education Information System (XLE)

4 Student Maintenance/Inquiry (XLSP)

Use the **Student Maintenance/Inquiry (XLSP)** form to enter a student record into LEIS. The **XLSP** form marks the beginning of the process for student record maintenance, which supports LEIS monitoring, tracking, and reporting.

Note: Each form used to process and maintain student records to support LEIS monitoring, tracking, and reporting can be accessed via the **XLSP** form or by entering the appropriate mnemonic directly in the **Search** box.

1. Enter **XLSP** in the **Search** box and press **Enter**.

2. **Person LookUp**: Enter the existing student's ID or use the **LookUp** option to access the resolution form. After you enter or select the existing student's ID, click **OK**.

Figure 4.1 – Person LookUp

3. If no errors are returned, **XLSP** displays. The additional Enrollment/School/Labor Force options display on **XLSP**.
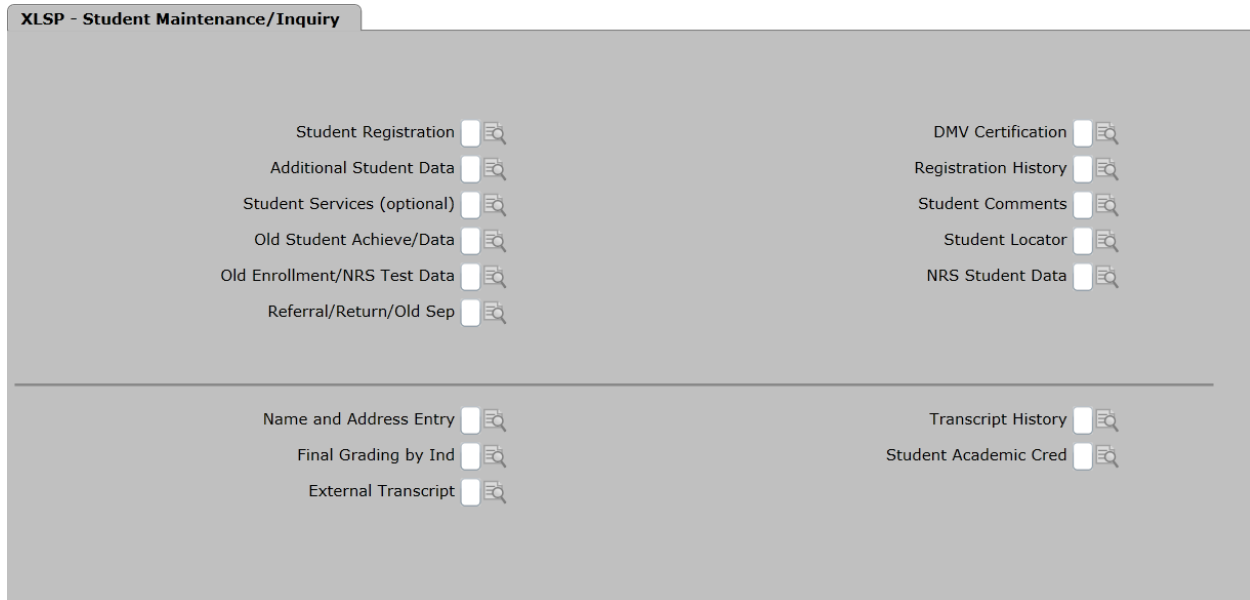
Figure 4.2 – Student Maintenance/Inquiry

Note: This document describes the continuation of the student registration process and assumes the user understands section creation and student registration processes.

---

4. Use the following field descriptions to complete the **XLSP** form:

- **Student Registration**: Click the detail icon to access the **Registration (RGN)** form.

- **Additional Student Data**: Click the detail icon to access the **Additional NC Demographics (XNCA)** form.

- **Student Services (optional)**: Click the detail icon to access the **Student Services (XLSS)** form.

- **Old Student Achieve/Data**: Click the detail icon to access the **Student Achieve/Data (XLGA)** form.

- **Old Enrollments/NRS Test Data**: Click the detail icon to access the **Enrollments & NRS Test Data (XLETES)** form.

- **Referrals/Returns/Old Sep**: Click the detail icon to access the **Referrals/Returns/Old Sep (XLSR)** form.

- **DMV Certification**: Click the detail icon to access the **Driver License Certification (XLDL)** form.

- **Registration History**: Click the detail icon to access the **Registration History (XLRH)** form.

- **Student Comments**: Optional field. Click the detail icon to access the **Student Comments (XLSC)** form.

- **Student Locator**: Optional field. Click the detail icon to access the **Student Locator (LOCR)** form.

- **NRS Student Data**: Click the detail icon to access the NRS **Student Data (XLESI)** form

- **Name and Address Entry**: Click the detail icon to access the **Name and Address Entry (NAE)** form.

- **Final Grading by Ind**: Click the detail icon to access the **Final Grading by Individual (FGID)** form.

- **External Transcript**: Click the detail icon to access the **External Transcript Summary (EXTS)** form.

- **Transcript History**: Click the detail icon to access the **Transcript Course Listing (TRCL)** form.

- **Student Academic Cred**: Click the detail icon to access the **Student Academic Credits (STAC)** form.

5. Click **Save** and **Update**. The **Person LookUp** prompt displays.

5   NRS Student Data (XLESI)

Use the **NRS Student Data (XLESI)** form to enter or view a student's intake date, separation date, future service date, and NRS test data.

1. Enter **XLESI** in the **Search** box and press **Enter**.

Note: The **XLESI** form can be accessed directly from the **Search** box or by clicking the detail icon in the **NRS Student Data** field on the **XLSP** form.

2. **Person LookUp**: Enter the person's ID or use the **LookUp** option to access the resolution form and select a student ID.
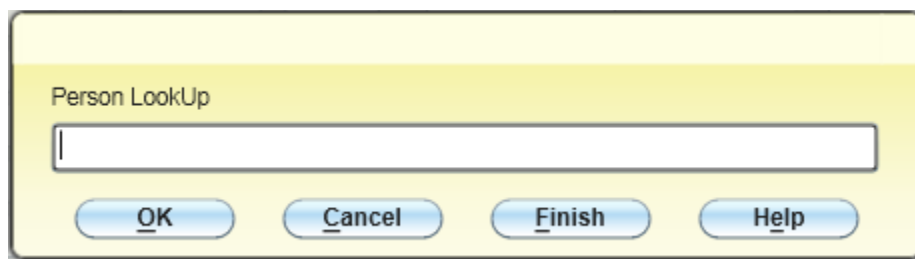

Figure 5.1 – Person LookUp

3. Click **OK**.

4. The **XLESI** form displays populated with the information from the selected record.

Figure 5.2 – XLESI – NRS Student Data

5. Use the following field descriptions to complete or view the **XLESI** form:

- **Last Dt Attend**: This field displays the last date the student attended.

- **Days Since Last Attend**: This field displays the number of days since the last date the student attended.

- **Future Service Date**: Enter a date in which the student will return in the future. The date must be within 120 days of the student's last date of attendance.

- **Intake Dt**: This field displays the intake date.

- **Sep Date**: This field displays the separation date.

- **XLE.STU.TEST.IDS**: This field is the first field in the second portion of the **XLESI** form (before the **Test Date** field) that contains a list of system-generated keys to the **XLE.STU.TEST** records. Enter **A** to add a new test record.

- **Test Date**: This field displays the test date of all NRS approved tests.

- **Type**: This field displays either **ESL** or **ABE/ASE**.

- **Test & Comp**: This field displays the test name and subject (component) of the ABE, ASE, or ESL NRS approved test given to the student, i.e., **TABESURREAD**, **CASASREAD**, **TABECLEL**, or **BESTLITR**.

- **Form**: This field displays the test form and level of the ABE, ASE, or ESL NRS approved test given to the student, i.e., **9M**, **10D**, or **951X**.

- **Score**: This field displays the scale score achieved for the given test being entered.

- **EFL**: This field displays the Educational Functioning Level (EFL) assigned for the scale score of a given test.

- **POP ID**: This field is the key to the **XLE.POP.ARC** file, i.e., student id_end of reporting program year_POP number). Detail from the **POP ID** field to access the POP.

- **Ini Dt**: This field displays the date in which an NRS approved test was administered.

- **Ini/AHS Pl**: This field displays the EFL of the test/component or the AHS EFL setting initial placement.

- **Prog**: This field displays the program area in which the student's placement is being set (ABE, ASE, ESL). EFL gains can only be achieved by retesting in this subject using the same test manufacturer's test.

- **MSG Earned**: This field displays **Y** if a student earned a Measurable Skills Gain (MSG).

- **MSG By**: This field displays how a student earned an MSG.

- **Archive Stu ID Rpt Yr**: Detail from this field to access the **Archived Program Year NRS Tests (XLEARC)** inquiry form to view historical snapshots prior to the 2017-2018 reporting program year.

- **Ini Dt**: This field displays the date in which an NRS approved test was administered.

- **Ini Pl**: This field displays the EFL of the test/component setting initial placement.

- **Hi Dt**: This field displays the date in which the test with the highest current post-test was administered. Post-tests are only credited when a student retests in the same subject (utilizing the same test manufacturer's test) in which his/her placement is set.

- **Hi Pl**: This field displays the EFL of the highest current post-test administered. Post-tests are only credited when a student retests in the same subject (utilizing the same test manufacturer's test) in which his/her placement is set.

- **Prog**: This field displays the program area in which the student's placement is being set (ABE, ASE, ESL). EFL gains can only be achieved by retesting in this subject using the same test manufacturer's test.

- **CLvl**: This field displays **Y** after a student has completed his/her EFL for the current program year.

6 Period of Participation Information (XLEPI)

Use the **Period of Participation Information (XLEPI)** form to enter and view data for a period of participation (POP) for a student.

A POP is not created until attendance data is entered.

1. Detail on the **POP ID** field on the **XLESI** form to access the **XLEPI** form.

Note: The **XLEPI** form cannot be executed from a menu.

Figure 6.1 – XLEPI – Period of Participation Information

2. Use the following field descriptions to complete or view the **XLEPI** form:

- **Rpt Year**: This field displays the reporting year, i.e., 2018 is the 2017-2018 reporting year.

- **Age**: This field displays the age of the student at the beginning of the POP. The start will either be the intake date or July 1 of the reporting year if the student is continuing.

- **Pop#**: This field displays the number of the POP. Students may have multiple POPs in a reporting year.

- **Stu Type**: This field displays **N** if the student is new or returning after a 90-day separation. This field displays **C** if the student is a continuing student.

- **Pgm Area**: This field displays one of three indicators of the student's program based on the initial placement: **ABE** (Adult Basic Education), **ASE** (Adult Secondary Education), or **ESL** (English as a Second Language).

- **Verified**: This field displays **X** when a user has confirmed all data for a POP. A user can update data on the POP after confirmation. After confirmation, the user and date will be written to **XLE.POP.ARC**.

- **P/R**: This field displays **P** when the student is considered a participant in this POP or **R** when the student is considered reportable. Participants are defined as students with 12 or more contact hours in the POP or continuing students with 12 or more hours combined between the first pop in the current year and the last pop in the previous year. Reportable students are defined as students with less than 12 contact hours.

- **Intake Dt**: This field displays the intake date for this POP.

- **Sep Date**: This field displays the separation date for this POP.

- **Reason**: Select the reason for separation from the dropdown.

- **Student Data**: Select a **Student Type Code** from the dropdown. Items in this list are used to identify student barriers to employment and specific programs the student participates in during each POP. Refer to the latest version of the *College and Career Readiness Data Dictionary* for specific definitions of these items.

- **Other**: Enter free text to describe "other" student data. This field is only used for the Student Type **OSD** and is required for that code.

- **Section**: This field displays the sections associated with the POP.

- **Hours**: This field displays the number of hours attended for the section.

- **Total**: This field displays the total number of hours attended for this POP.

- **Release Dt**: Enter the inmate release date.

- **Educ Lvl**: Enter the student's highest educational level at the beginning of the POP.

- **Cntry Last Sch Att**: Select whether the country in which the student received his/her highest degree or completed his/her highest level of school is US-based or Non-US based. Select **Non-US Based Schooling** for any country other than the United States, US Territory, or US military base. This field is not required when the **Educ Lvl** field is blank or contains **0 – Never Attended**.

- **Employ Status**: Select the student's employment status.

- **Req. Grad Credits**: This field displays the total number of credits required to graduate based on DPI requirements or the local articulation agreement.

- **Cred. Transferred In**: This field displays the number of AHS required credits transferred in and approved by the community college that comply with the local affiliation agreement.

- **AHS Placement Date**: Enter the date a student begins the AHS program between July 1 and June 30. This field must be updated manually for each POP.

- **1st Class Cmpl Dt**: Enter the date the first AHS course was completed between July 1 and June 30. This field must be updated manually for each POP.

- **Credits Dt**: Enter the date associated with the total number of AHS credits a student earns that count toward obtaining an AHS Diploma between July 1 and June 30.

- **Earned**: Enter the number of AHS credits a student earns that count toward obtaining an AHS Diploma between July 1 and June 30.

- **Total Creds Earned at CC**: This field displays the total number of AHS credits earned at the community college.

Note: If a student has multiple POPs in the reporting year and credits need to be updated or removed on an earlier POP in the reporting year, those changes must be made manually to all POPs that occur after the POP being updated.

- **HSE ID**: Enter the unique ID assigned by GED, TASC, or HiSET that relates to the battery completed that earned the HSE.

- **Program**: This field displays the student's AHS/HSE academic program name.

- **Status**: This field displays the most current academic program status associated with the program name.

- **Dip Earned Dt**: This field displays the date in which a student officially earns his/her AHS/HST Diploma. This date is the date the student completes the final AHS/HSE class – not the date of the graduation ceremony. This date must be entered through the official Colleague **Student Graduation Data (SGRD)** form when creating graduate records. When the **Updated Acad Credentials File (UACF)** process is run, the system updates this date to the student's program graduated end date; otherwise, this field will remain blank until the student earns his/her AHS/HSE Diploma.

- **Grad**: This field displays **Y** when the **Dip Earned Dt** field is not blank.

- **Print POP Summary**: Detail to display the POP summary in the Report Browser.

- **Test/Placement**: Detail to access the **Period of Participation Test Data (XLEPT)** form.

- **HS Data**: Detail to access the **Additional NC Demographics (XNCA)** form.

- **Disability**: Detail to access the **Person Health Information (PHIN)** form.
- **Errors**: Detail to display errors during placement.

7 Period of Participation Test Data (XLEPT)

Use the **Period of Participation Test Data (XLEPT)** form to view test data for a student that applies to a specific POP.

1. Detail on the **POP ID** field on the **XLESI** form to access the **XLEPT** form, or detail on the **Test/Placement** field on the **XLEPI** form to access the **XLEPT** form.

Note: The **XLEPT** form cannot be executed from a menu.

Figure 7.1 – XLEPT – Period of Participation Test Data

2. Use the following field descriptions to view the **XLEPT** form:

Header

- **Rpt Year**: This field displays the reporting year, i.e., 2018 is the 2017-2018 reporting year.

- **Age**: This field displays the age of the student at the beginning of the POP. The start will either be the intake date or July 1 of the reporting year if the student is continuing.

- **Pop#**: This field displays the number of the POP. Students may have multiple POPs in a reporting year.

- **Stu Type**: This field displays **N** if the student is new or returning after a 90-day separation. This field displays **C** if the student is a continuing student.

- **Pgm Area**: This field displays one of three indicators of the student's program based on the initial placement: **ABE** (Adult Basic Education), **ASE** (Adult Secondary Education), or **ESL** (English as a Second Language).

Methods for Receiving Measurable Skill Gains

- **Pre/Post MSG**: This field displays **Y** when a student's post-test is higher than the pre-test in any subject area for the POP. Post-tests taken during a student's active AHS/AHS Minor period (start/end date on **SACP**) will be ineligible for gain.

- **AHS Credits MSG**: This field displays **Y** when a student's highest placement is higher than the initial placement for the POP, i.e., the student has an ASEL and earned ASEH via AHS Credits.

- **AHS/HSE Grad MSG**: This field displays **Y** if the student graduated with an AHS, AHS MINOR, or HSE program within the academic year associated with the POP. The AHS/HSE Graduation MSG is determined when a user changes test information and the placement routine is executed or when the nightly process (script setup in cron) kicks off **XLEAD**.

- **Post Sec/Occ Train MSG**: This field displays **Y** when the student is enrolled in a section after separation. Courses excluded for post-secondary entry have a program area of A20, A35, B20, X20, X50, X87, X95, and X96. The Post-Secondary/Occupational Training MSG is determined when a user changes test information and the placement routine is executed or when the nightly process (script setup in cron) kicks off **XLEAD**.

Note: A student will be placed either by AHS Placement, Initial Test Placement, or Assigned EFL. When the AHS 1st Attempted Date is before the 1st test taken in the POP, a student will be placed based on AHS Credits. When the 1st test taken in the POP is before the AHS 1st Attempted Date, a student will be placed based on tests in the POP. If a student cannot be placed based on AHS or test within the POP, the provider should assign the EFL.

- **AHS Placement**: This field displays **ASEL** or **ASEH** if the student is placed based on AHS. This field will be blank if the student is placed based on test data or an assigned EFL.

- **Assign EFL**: When a student does not have an initial placement, a user can assign an EFL and enter it in this field. If the student later takes a test and an initial test is found, this field will be cleared.

- **Ini Date**: This field displays the date of the student's initial placement of the POP.

- **Test & Comp**: This field displays the test and component of the ABE, ASE, or ESL test given to the student being used to set initial placement, i.e., **TABESURREAD**, **CASASREAD**, **TABECLEL**, or **BESTLITR**).

- **Form**: This field displays the form of the test being used to set the student's initial placement, i.e., **9M**, **10D**, or **81AX**.

- **Score**: This field displays the score of the test being used to set the student's initial placement.

- **EFL**: This field displays EFL that has been set as the initial placement. The Educational Functioning Level (EFL) is a descriptor of four Adult Basic Education (ABE), two Adult Secondary Education (ASE), and six English as a Second Language (ESL) levels. The descriptors are entry-level descriptors (not exit) and are illustrative of the literacy related tasks of what a typical student functioning at that level should be able to do. These levels are aligned to NRS approved assessment scores for use in determining entry and exit EFLs. This field is hardwired and is automatically populated by the NRS assessment, component, and score.

- **Pre Date**: This field displays the date of the student's pre-test in a specific subject area.

- **Test & Comp**: This field displays the test and component of the ABE, ASE, or ESL test that resulted in the student's pre-test placement, i.e., **TABESURREAD**, **CASASREAD**, **TABECLEL**, and **BESTLITR**.

- **Form**: This field displays the form that resulted in the student's pre-test placement, i.e., **9M**, **10D**, or **81AX**.

- **Score**: This field displays the score that resulted in the student's pre-test placement.

- **EFL**: This field displays EFL that resulted in the student's pre-test placement. The Educational Functioning Level (EFL) is a descriptor of four Adult Basic Education (ABE), two Adult Secondary Education (ASE), and six English as a Second Language (ESL) levels. The descriptors are entry-level descriptors (not exit) and are illustrative of the literacy related tasks of what a typical student functioning at that level should be able to do. These levels are aligned to NRS approved assessment scores for use in determining entry and exit EFLs. This field is hardwired and is automatically populated by the NRS assessment, component, and score.

- **Subj**: This field displays the subject area associated with the pre-test.

- **Pre Hrs**: This field displays the number of class hours taken between the pre-test date and earliest post-test date. If a post-test does not exist, this field uses today's date. This field is not computed after the POP has ended.

- **Hi**: This fields displays **Y** when the test is the highest placement for the subject area.

- **Post Date**: This field displays the date for the post-test(s) in the POP.

- **Test & Comp**: This field displays the test and component for the post-test(s) in the POP.

- **Form**: This field displays the form for the post-tests in the POP, i.e., **9M**, **10D**, or **81AX**.

- **Score**: This field displays the scale score for the post-tests in the POP.

- **EFL**: This field displays the Educational Functioning Level for the post-tests in the POP.

- **Subj**: This field displays the subject area associated with the post-test.

- **Post Hrs**: This field displays the number of class hours taken since the previous post-test date. If a post-test does not exist, this field uses today's date. This field is not computed after the POP has ended.

- **Hi**: This fields displays **Y** when the test is the highest placement for the subject area. This field displays ***** when the test was used to award MSG to the previous POP.

- **Test Date**: This field displays the date the tests in the POP were taken.

- **Test & Comp**: This field displays the test and component for the tests in the POP.

- **Form**: This field displays the form for the tests in the POP, i.e., **9M**, **10D**, or **81AX**.

- **Score**: This field displays the scale score of the tests in the POP.

- **EFL**: This field displays the Educational Functioning Level of the tests in the POP.

- **Type**: This field displays the type of tests in the POP.

8 LEIS Non Placement Test Data (XLENPT) (Optional)

Use the **LEIS Non Placement Test Data (XLENPT)** form to enter or track new non-placement tests for local reporting. Non-placement tests are not reported to the Data Warehouse (DWH) system.

Note: Use the **XLLT Old Test Data (XLLT)** form to view historical non-placement or old GED tests. Discontinue using **XLLT** to enter non-placement test data.

1.   Enter **XLENPT** in the **Search** box and press **Enter**.

Note: The **XLENPT** form can only be accessed directly from the **Search** box.

2.   **Person LookUp**: Enter the person's ID or use the **LookUp** option to access the resolution form and select a student ID.

3.   Click **OK**.

Figure 8.1 – XLENPT – Person LookUp

4. The **XLENPT** form displays populated with the information from the selected record.

Figure 8.2 – XLENPT – LEIS Non Placement Test Data

Note: **XLENPT** direct access: If the person's record contains an invalid **Birth Date** and incomplete demographic data on the **NAE** form, the system displays a specific error message for each missing field, and you will not be able to access the **XLENPT** form. If errors are returned when entering a record for a new person, the system does not save the new person record.
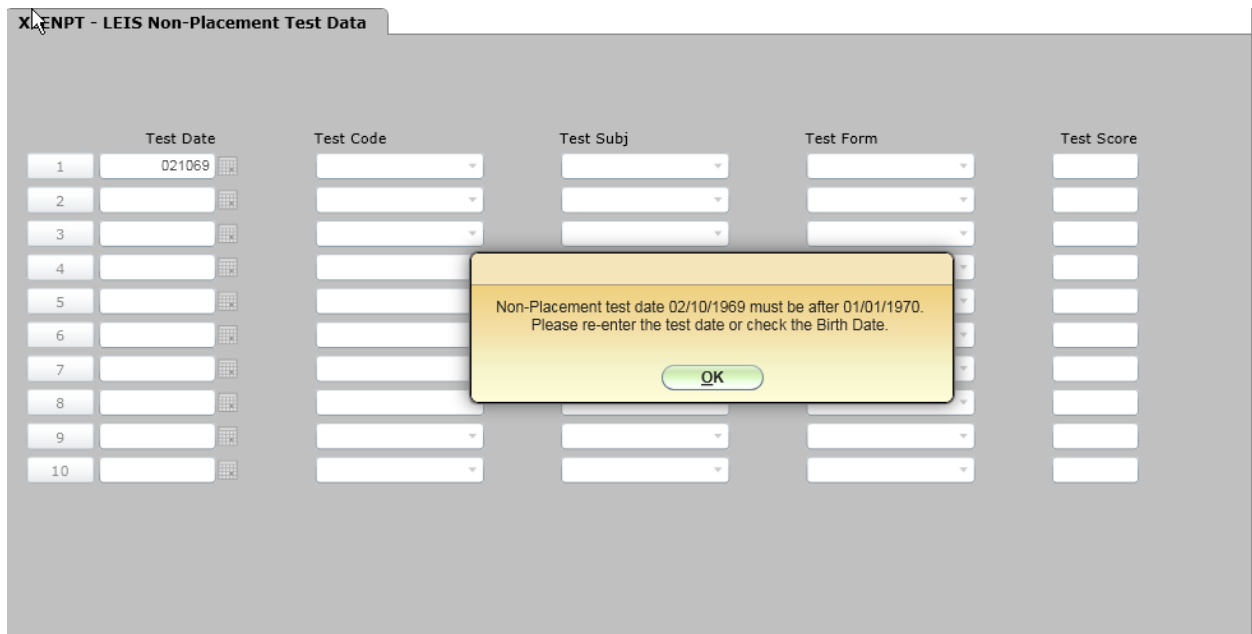
5. Use the following field descriptions to complete the **XLENPT** form:

- **Test Date**: Enter the non-placement test date. Future test dates are not allowed, and the test date must be after the **Birth Date**.

Figure 8.3 – Error – Future Test Date Not Allowed

Figure 8.4 – Error – Test Date Must Be After Birth Date

- **Test Code**: Enter the non-placement test code. N99_XSU201440-R18*006 delivers a blank **XLE.NONPLA.TEST** (**ST.VALCODES**) template that allows you to add the local non-placement test code at your college for local reporting purposes. Colleague allows 10 positions for **Test Code** and 25 positions for the test code description. Populate this table with a local non-placement test code prior to using **XLENPT** to enter a **Test Code**.

Figure 8.5 – Error – 10 Positions for Test Code

- **Test Subj**: Enter the non-placement test subject. N99_XSU201440-R18*006 delivers a blank **XLE.NONPLA.COMP** (**ST.VALCODES**) template that allows you to add the local non-placement test code at your college for local reporting purposes. Colleague allows 10 positions for **Test Code** and 25 positions for the test code description. Populate this table with a local non-placement test component (subject) prior to using **XLENPT** to enter the **Test Subj**. Colleague allows 10 positions for **Test Subj**.

Figure 8.6 – Error – 10 Positions for Test Subj

- **Test Form**: Enter non-placement test form. N99_XSU201440-R18*006 delivers a blank **XLE.NONPLA.COMP (ST.VALCODES)** template that allows you to add the local non-placement test code at your college for local reporting purposes. Colleague allows 10 positions for test code and 25 positions for the test code description. Populate this table with a local non-placement test form prior to using **XLENPT** to enter a **Test Form**. Colleague allows 10 positions for **Test Form**.

Figure 8.7 – Error – 10 Positions for Test Form

- **Test Score**: Enter a non-placement test score. A negative test score is not allowed.

Figure 8.8 – Error – Negative Test Score

Figure 8.9 – Error – Missing Person Demographic Data

XLENPT - LEIS Non Placement Test Data

	Test Date	Test Code	Test Subj	Test Form	Test Score
1	08/01/2014	Non PL TES	Engl	abc1	200.0
2					
3					
4					
5					
6					
7					
8					
9					
10					

Update record, Cancel record or Return to editing

Update   Cancel   Return

Figure 8.10 – All Errors Cleared; System Allows You to Save

9 LEIS Annual File Parameter (XLEP)

Use the **LEIS Annual File Parameter (XLEP)** form to update the email address for the **XLAR** process or view error messages from **XLTR**.

1. Enter **XLEP** in the **Search** box and press **Enter**.

2. The **XLEP** form displays with **XLAR** and **XLTR** information.

3. Click **Save**.

4. Click **Update**.

XLEP - LEIS Annual File Parameter

XLAR - Email Address	XLAR@address.com

Other Parameters

State Hours	0	State Operand	Greater Than
Federal Hours	12	Federal Operand	Greater Than or Equal

XLTR - Message to print on error report
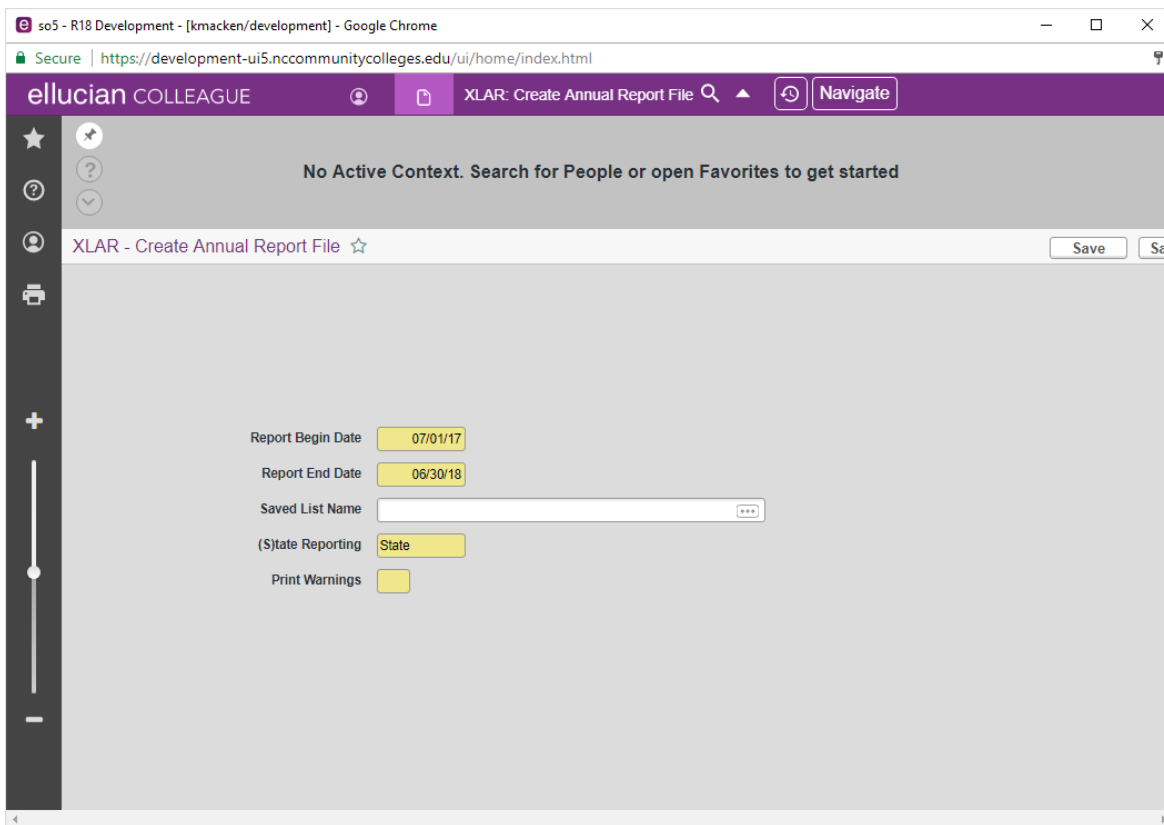
1	
2	This file contains errors and can not be transmitted to the sytem
3	office. Tables and Performance Indicators can be printed but may not
4	be accurate.

Figure 9.1 – XLEP – LEIS Annual File Parameter

10 Create Annual Report File (XLAR)

Use the **Create Annual Report File (XLAR)** process to build a series of XML extracts of data files needed for NRS reporting. The XML files are then compressed into a **.tar.gz** file for transmission to the System Office. Visually, the **XLAR** form is unchanged from the previous version.

1. Enter **XLAR** in the **Search** box and press **Enter**.

2. **Report Begin Date**: Inquiry only. This field displays the beginning date for this report.

3. **Report End Date**: Inquiry only. This field displays the end date report for this report.

4. **Saved List Name**: This optional field is commonly used by IT staff to troubleshoot or research an issue.

5. **(S)tate Reporting**: Inquiry only. This field displays **State**.

6. **Print Warnings**: Inquiry only. All warnings are printed on the report.

7. Click **Save**.

8. Click **Update**.

Figure 10.1 – XLAR – Create Annual Report File

The **XLAR** process runs in three stages:

1. **Selection of Records**: Records are selected, the **LEIS_** suite of saved lists is created, the **Control Record XLAR** is created, and the total selection counts are listed on the **Control Record XLAR**.

2. **Audit Process**: The audit process analyzes the records selected by the first process. Errors and warnings display on an error report. Error counts are stored on **Control Record XLAR**. Error text and counts are stored in Legacy **XLE.AR** structure for use on **XLTR**.

Note: Errors will prevent the transmission of the file.

3. **XML Creation**: A series of XML files are created based on the saved lists created and then compressed to a single file with a naming convention of **LEIS_{college code}.{program year}.{month}.{day}.tar.gz**, i.e., **LEIS_824.2018.10.30.tar.gz**. This file is stored in the **XLE.DIRECTORY** directory file.
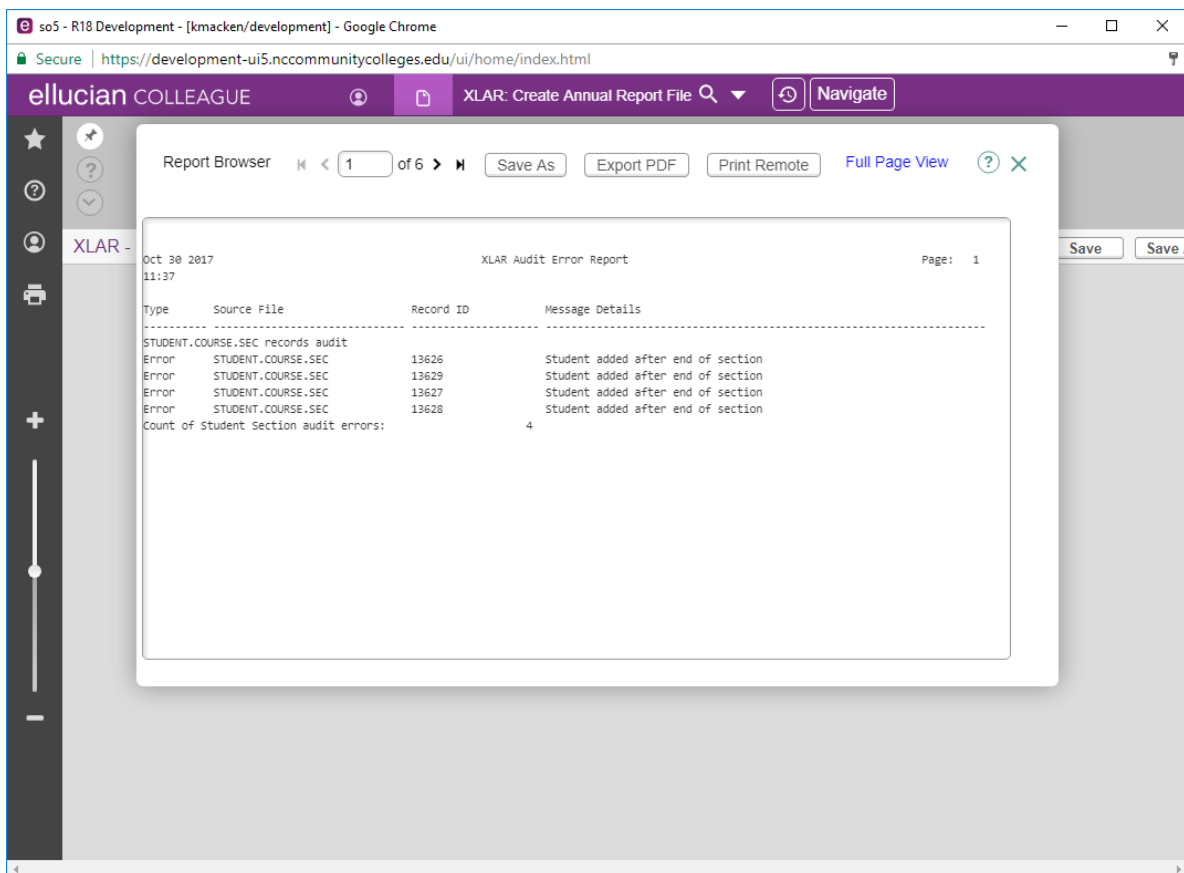
Figure 10.2 – XLAR Audit Error Report

The XLAR Audit Error Report lists the **Source File** and **Record ID** for any condition(s) that occurred.
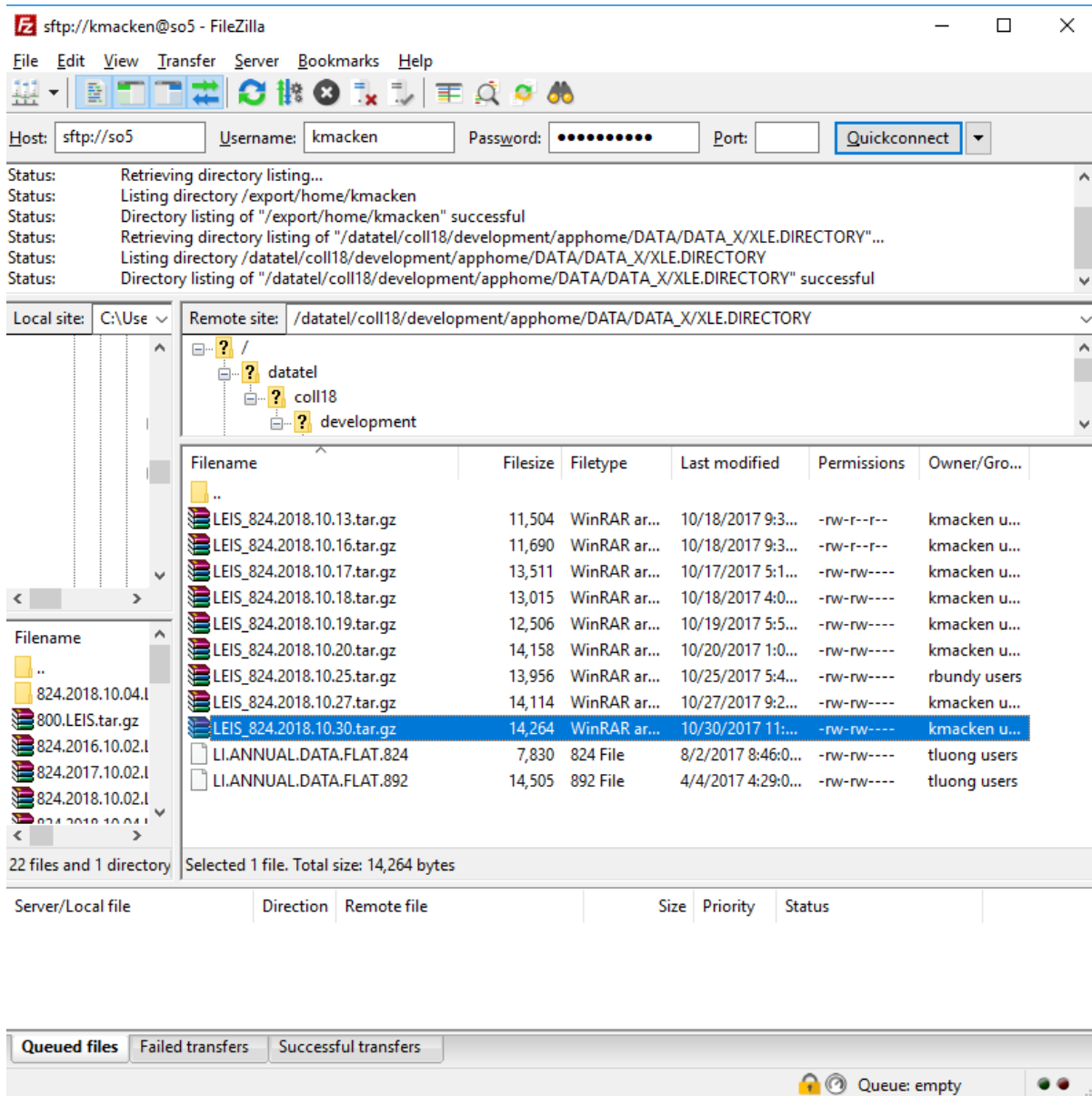
Figure 10.3 – File System View Example

The process will save up to 10 unique past copies of the extract (one per day). If multiple copies of the extract are created on the same date, the most recent file will overwrite any previous version(s) for that date.

Note: The directory structure in the example may not reflect actual directory structures at a college.
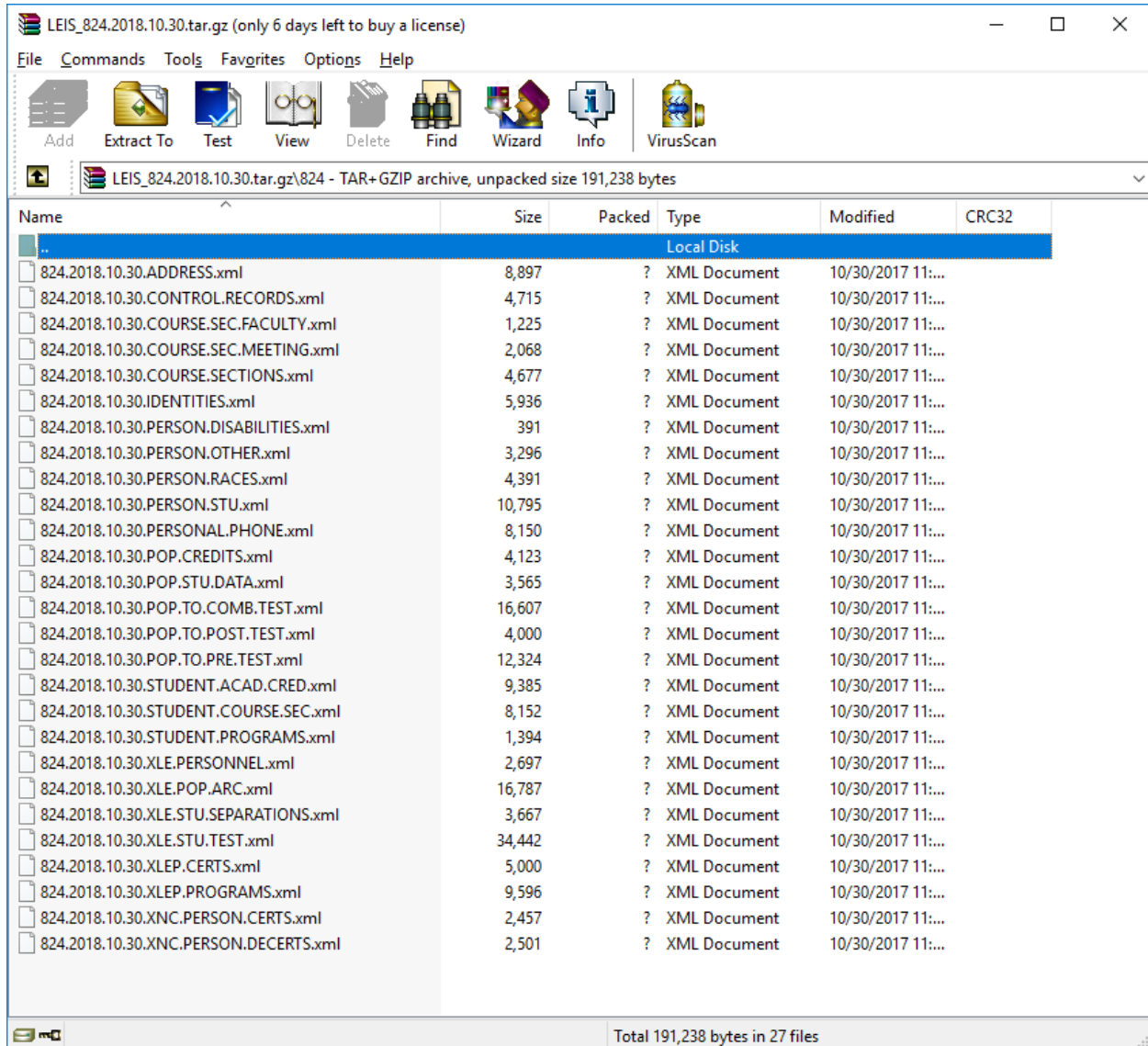
Figure 10.4 – tar.gz file contents example

The resulting **.tar.gz** file, when uncompressed, will place all files in a directory named with the college code. A college can manually import XML files into Microsoft Excel or another tool for local data analysis.

11 Send LEIS Annual File (XLTR)

Use the **Send LEIS Annual File (XLTR)** form to transfer the LEIS annual file to the System Office file server via SFTP.

This file can be shipped only when the **XLE.AR.ERROR.CNT** field does not contain an error counter. This file can be shipped only when the **XLE.AR.F.S** field contains the value **S** for State reporting only.

Any error produced from the LEIS Annual Errors report must be fixed prior to running **XLTR**.

1. Enter **XLTR** in the **Search** box and press **Enter**.

2. **Send LEIS Annual File to System Office**: If no errors are returned, enter **Y** to start the transfer.

3. Click **Update**.

4. When complete, click **Save**.

XLTR - Send LEIS Annual File	
From	07/01/2015	To	06/30/2016
Errors	0
Warnings	0
Send LEIS Annual File to System Office	Yes

Update record, Cancel record or Return to editing

(Update)   (Cancel)   (Return)

Figure 11.1 – Example – LEIS Annual Report with No Errors

Prior to running **XLTR** to send the LEIS annual file to the System Office for processing, the **DATATEL SFTP** user profile on **XSFTP** must include the **XLTR** process.

The SFTP record **SYSTEMOFFICE_IN** was delivered with release N99_XSU201479-R18*002 and should already be configured. Do not make any changes to the existing record.

SFTP - SFTP Configuration

Configuration Name : SYSTEMOFFICE_IN

Description | System Office SFTP server inbound

Host Name | sftp.nccommunitycolleges.edu
Host Port | 22

User Name |
Password |

Private Key's Path on App Server

Private Key's Passphrase

Remote Directory
/in

Figure 11.2 – Example – SFTP SYSTEMOFFICE_IN Record

Note: For security purposes, the screen capture in Figure 11.2 does not include the **User Name** and **Password**.

If the **DATATEL SFTP** user profile on **XSFTP** has not been added on the **XLTR** process, you will not be able to send the annual file to the System Office for processing. Only the college system administrator should perform these steps to add the **DATATEL SFTP** user profile:

1. Access **XSFTP**.

2. Enter **DATATEL** for the user profile.

3. Starting on the first blank line, enter the following lines:

Mnemonic/Process	Local Save	SFTP Configuration
ST-XLTR	No	SYSTEMOFFICE_IN

4. Click **Save**.

XSFTP - NC Operator SFTP

Operator TLUONG - User Specific Setup

	Mnemonic/Process	Local Save	SFTP Configuration
1	XLTR	No	SYSTEMOFFICE_IN
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			

Figure 11.3 – Example – DATATEL SFTP User Profile

12 Batch Update LEIS Records (XLEFIX)

Use the **Batch Update LEIS Records (XLEFIX)** form to clean up POP record data. The **XLEFIX** form can be used to perform four primary functions: update test data, update placement data, reset a student to a single POP for the reporting year, and remove all POPs for a student in the reporting year.

Figure 12.1 – XLEFIX – LEIS Data Fix

Use the following field descriptions to complete the **XLEFIX** form:

- **Update Test**: Enter **Y** to update test data for a student or group of students. This functionality will add or remove tests to or from a POP based on POP begin and end date.

  When to use: Use this function when duplicate tests display on **XLEPT** or a test displays in **All Tests** on **XLEPT** with no placement.

- **Update Placement**: Enter **Y** to update placement for a student or group of students. This functionality will run placement and award MSGs (if applicable).

  When to use: Use this function when a student displays incorrect placement or MSG.

- **Reset Student**: Enter **Y** to reset a student to one POP in the reporting year. This functionality will remove any additional POPs in the reporting year, clean up the separation and end date in the first POP, and clean up the intake, separation, and POP pointers in the LEIS Student file.

  When to use: Use this function when a student's first POP separation date and second POP intake date are less than 91 days apart. This happens when Web Attendance is not entered on a regular basis.

  This function may also be used when students have multiple POPs where the start date of the POP is greater than the end date.

- **Remove Student**: Enter **Y** to remove all POPs for a student or group of students in the reporting year. This functionality will remove all POPs and update the intake, separation, and POP pointers in the LEIS Student file.

Note: Only users with the **NRSSU** office code will be allowed to access this functionality.

  When to use: Use this function when attendance was accidently entered for the incorrect student, resulting in the creation of a POP record for that student.

- **Savedlist**: Enter a saved list name of **XLE.STUDENTS** records.

- **Students**: Enter a student ID or name to process.

13 Literacy Adult High School Graduation Report (XLEGRA)

Note: This report is also available via Informer. Refer to the document titled *AHS Graduation Report* published on the NCLOR.

Use the **Literacy Adult High School Graduation Report (XLEGRA)** form to print the Adult High School Graduation Report for the AHS or AHSMINOR program code for a specific reporting program year or by date ranges. If you entered a reporting program year, you may not use the **Completion Date Range (Begin Date** and **End Date)**.

This report also compares the completion date (**ACAD.END.DATE**) to the student's program latest end date (**STPR.END.DATE**). If these two fields do not match, the system returns a warning message that displays on the comment column of this report. Re-check the student's program latest start date or the completion date to ensure it is recorded properly, and make any corrections accordingly.

Standard Colleague screens are used to set printer characteristics and select the mode in which the report will be run. Output is available in printed form or online, depending on the options selected.

Access the **XLEGRA** form via the **Student (ST) Application** in the subfolder titled **XSTM-XLE-XLAHS Adult High School Report**.
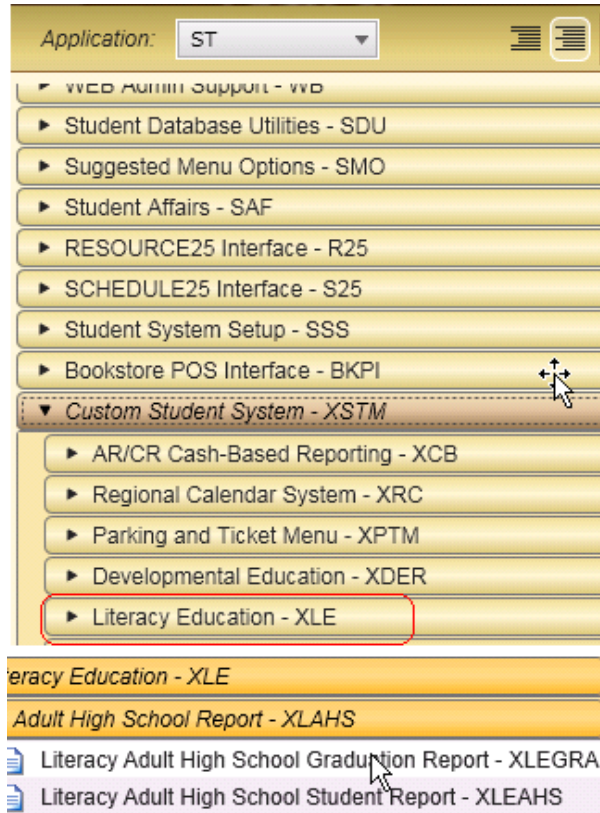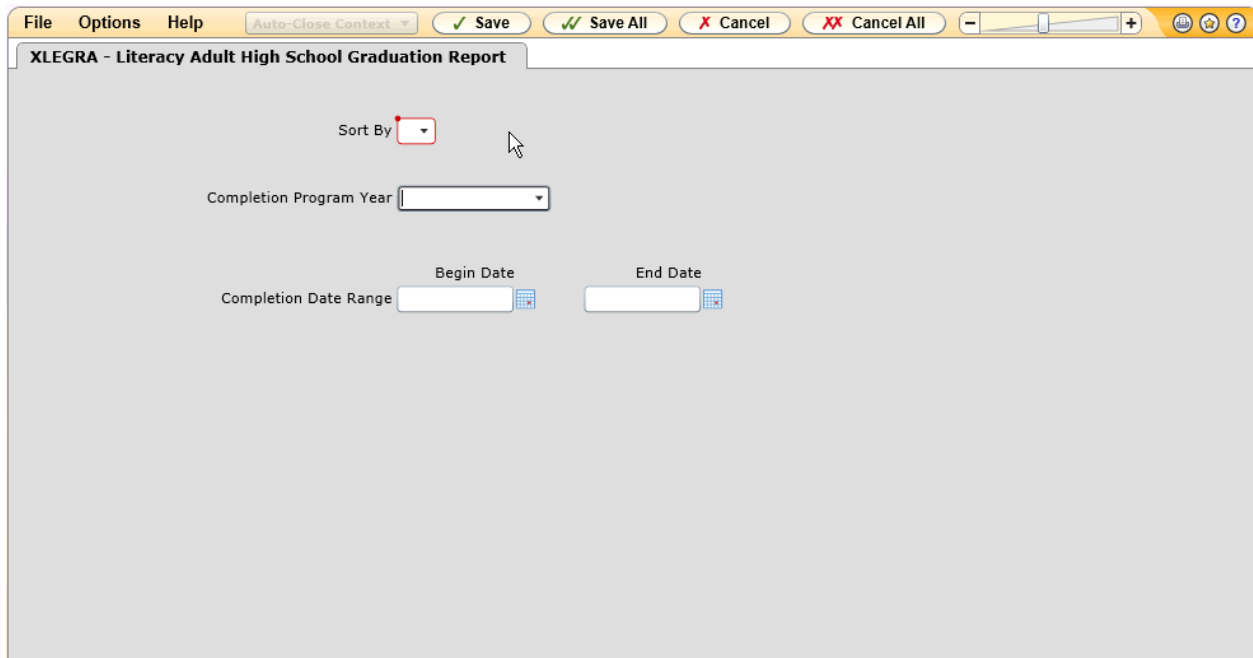
Figure 13.1 – Adult High School Report

1. Enter **XLEGRA** in the **Search** box and press **Enter**. The **XLEGRA** form displays.

Figure 13.2 – Literacy Adult High School Graduation Report

2. Use the following field descriptions to complete the **XLEGRA** form:

   - **Sort By**: Required field. Select the following valid sort option from the dropdown:
     - Last & First Name, ID
     - Student ID
     - Comp Dt, Last, First, ID
     - Diploma Name

   - **Completion Program Year**: Select a program year from the dropdown to produce the report. If you entered a reporting program year in this field, you may not use the **Completion Date Range (Begin Date** and **End Date)** in the next fields. You are not allowed to enter both the reporting program year and a date range.

- **Completion Date Range (Begin Date)**: Enter the start date in which the student earned his/her Adult High School Diploma. Use this field to specify the earliest date to be used to select records from the **ACAD.CREDENTIALS** file. This date, along with the date entered in the **End Date** field, creates a range used to select the graduation records to be displayed on the report. The date entered must be earlier or equal to any end date entered in the **End Date** field. A future date is not allowed in this field. The system uses the current year as the default if you omit the year.

- **Completion Date Range (End Date)**: Enter the end date in which the student will earn his/her Adult High School Diploma. If you want to create a range of dates, use this field to specify the latest end date to be used to select records from the **ACAD.CREDENTIALS** file. This date, along with the start date entered in the **Begin Date** field, creates a range used to select the student graduation records to be displayed on the report. The date entered must be later or equal to the start date entered in the **Begin Date** field. A future date is not allowed in this field. The system uses the current year as the default if you omit the year.

- Click **Save All**.

Examples of reports are provided below.

Figure 13.3 – Literacy Adult High School Graduation Report by Last and First Name, ID

Figure 13.4 – Literacy Adult High School Graduation Report by Student ID

Figure 13.5 – Literacy Adult High School Graduation Report by Completion Date, Last and First Name, and Student ID
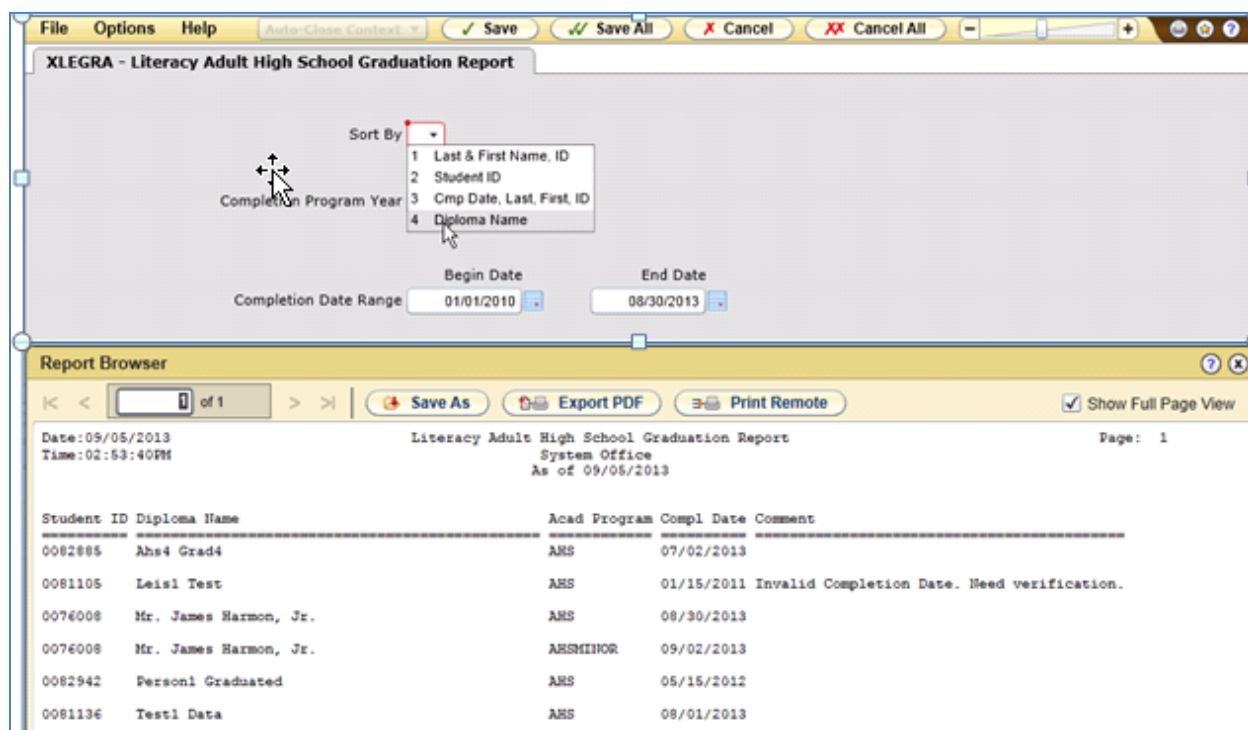
Figure 13.6 – Literacy Adult High School Graduation Report by Diploma Name

---

Note: If both the AHS and AHSMINOR reports are printed, determine which graduated
        program code is incorrect and reverse it accordingly.

The comment column may display **Invalid Completion date. Need Verification**. This message
indicates the completion date of the graduated program code is not correct, e.g., a completion
date before the program start date. In this case, the **UACF** process could not assign the
completion date to the student's program end date. The system assigns the program start date
to end the program instead. As a result, the graduated program code includes two different end
dates. Verify the completion date and make corrections accordingly.

For the LEIS annual file, the system reports the graduated program closed date from the
STUDENT.PROGRAMS file.

For the Literacy Adult High School Graduation Report, the system pulls the completion date
from the **ACAD.END.DATE** of the **ACAD.CREDENTIALS** file.

14 Colleague Reports

Due to reprogramming for WIOA and NRS guidelines, the following reports will be disabled and reprogrammed as of the 2017-2018 program year:

- **XLEAHS**: Replaced by **Informer Report – NRS LEIS AHS Report**

- **XLENIP**: Replaced by **XLENRS** with **NIPSTU** and **NIPSEC** report types

- **XLENPO**: Replaced by **XLENRS** with **NP** report type

- **XLEPTS**: Replaced by **Informer Report – NRS LEIS POP Test Summary**

- **XLEPLA**

- **XLECLV**

- **XLET4**: Replaced by **XLENRS** with **T4** and **T4B** report types

- **XL123N**

- **XL123L**: Replaced by **XLENRS** with **TBL** report type

- **XL123D**

14.1 LEIS Reporting (XLENRS)

The **LEIS Reporting (XLENRS)** form replaces the **XLENIP**, **XLET4**, **XL123L**, **XLEPTS**, and **XLENPO** forms.

Use the **XLENRS** form to generate reports of LEIS data based on input criteria. Data can be viewed in an Excel spreadsheet. Table information displays in the Report Browser.

1. Enter **XLENRS** in the **Search** box and press **Enter**. The **XLENRS** form displays.

Figure 14.1 – XLENRS – LEIS Reporting

2. Use the following field descriptions to complete the **XLENRS** form:

    -   **Report Type**: Select a report type from the dropdown:

        o   **ATS – All Test Summary**: Reports all tests taken within the range specified. The report includes ID, First Name, Last Name, Test Type, Test Date, Test Component, Test Form, and Test Score.

        o   **NAR – No Attendance Report**: Reports all students who have missed more than two consecutive days based on the last day of attendance on **XLESI**. The report includes ID, First Name, Last Name, POP ID, Total Hours in POP, Last Date of Attendance, and Number of Days Since Last Attendance Date.

- o **NIPSTU – No Initial Placement (STU)**: Reports student data. The report includes ID, First Name, Last Name, POP ID, Intake Date, Total Hours in POP, Last Date Attended, Days Since LDA, and Separation Date.

- o **NIPSEC – No Initial Placement (SEC)**: Reports student and section data. The report includes ID, First Name, Last Name, POP ID, Intake Date, Total Hours in POP, Last Date Attended, Days Since LDA, Separation Date, Section Hours, Section ID, Section Name, Instructor Last Name, Instructor First Name, Student Enrollment Date, Section Begin Date, and Section End Date.

- o **T4 – Table 4 MSG by Entry Lvl**: Reports participants, attendance hours, level gain, and periods of participation. This table displays in the Report Browser, and the data used to compose the report output displays in a csv file.

Note: If a student's Initial EFL displays as **NIP**, the final file will not be accepted by the System Office. Users should enter an **Assigned EFL** on **XLEPT** for the student.

- o **T4B – Table 4B EFL Gain for Participants**: Reports the number of post-tested participants who achieved at least one educational functioning level gain. This table displays in the Report Browser, and the data used to compose the report output displays in a csv file.

- o **TBL – Tables 1 – 3 Participants by Age, Race/Ethnicity, Program Area**: This process selects all POPs in which a student is considered a participant. An error report displays if age is less than 16, race and ethnicity are missing, and program area is missing. Any students listed on the error report are excluded from Tables 1-3 until the errors are resolved.

  A csv file displays all participating students, ages, races, ethnicities, program areas, initial EFL, and if they are considered IET (Integrated Education and Training) or IELCE (Integrated English Literacy and Civics Education).

  After the csv file displays, three reports display in the Report Browser for Tables 1, 2, and 3.

- o **TNP – Test Not in POP**: Reports any test found within the search range that is not found in a period of participation for a student. The report includes ID, First Name, Last Name, Test Date, Test Component, Test Form, Test Score, and Test EFL.

- o **NP – No Post Test Report**: Reports students who do not have a post-test and measurable skills gain. This report includes ID, First Name, Last Name, POP ID, Total Hours in POP, Term, Section Name, Pre-Test Subject, Pre-Test Date, Pre-Test Comp, Pre-Test Form, Pre-Test EFL, and Hours Since Test Date.

- • **Section Date Range**: Enter a section start date and a section end date.

- • **Reporting Program Year**: Enter reporting year(s) to report.

- **Section**: Enter section(s) to report.
- **Student**: Enter student ID(s) to report.

	A	B	C	D	E	F	G	H
1	Student ID	First Name	Last Name	Test Type	Test Date	Test Comp	Test Form	Test Score
2	90078	Chase	Bundy	ABE/ASE	7/5/2017	TABBATREAD	9M	400
3	90078	Chase	Bundy	ESL	7/5/2017	TABECLEL	4A	700
4	90065	Byron	Fish	ABE/ASE	7/1/2017	TABBATTOMA	9E	218
5	80449	Wally	Jones	ABE/ASE	8/22/2017	CASASREAD	81A	210
6	80449	Wally	Jones	ESL	8/15/2017	BESTPLUS2	D	580
7	90076	Tae	Kim	ESL	7/20/2017	CASESLLWLST	985C	218
8	90205	Bo	Lee	ESL	4/15/2017	CASESLLWLST	986C	237
9	90071	Popleis1	Smith	ABE/ASE	7/5/2017	CASASREAD	86C	225
10	90071	Popleis1	Smith	ABE/ASE	7/10/2017	CASASREAD	86C	240
11	90071	Popleis1	Smith	ABE/ASE	10/12/2017	CASASMATH	34B	208
12	82886	Lee	Song	ABE/ASE	7/14/2017	CASASMATH	31A	200
13	82886	Lee	Song	ABE/ASE	10/13/2017	CASASREAD	81AX	195
14	82886	Lee	Song	ABE/ASE	10/30/2017	CASASREAD	81AX	208
15	82886	Lee	Song	ESL	7/15/2017	BESTPLUS	C	543
16								

Figure 14.2 – ATS

	A	B	C	D	E	F	G	H
1	Student ID	First Name	Last Name	POP ID	Total Hours in POP	Last Date Attended	Days Since LDA	
2	90078	Chase	Bundy	0090078_2018_1	3	7/14/2017	34	
3	90206	Noah	Count	0090206_2018_1	2	7/5/2017	43	
4	90065	Byron	Fish	0090065_2018_1	4	7/5/2017	43	
5	90077	Ji	Jun	0090077_2018_1	0	7/5/2017	43	
6	90076	Tae	Kim	0090076_2018_1	2	7/24/2017	24	
7	90205	Bo	Lee	0090205_2018_1	31	7/24/2017	24	
8	90071	Popleis1	Smith	0090071_2018_1	4	7/3/2017	45	
9	90075	Hye	Song	0090075_2018_1	4	7/3/2017	45	
10	82886	Lee	Song	0082886_2018_1	6	7/10/2017	38	
11	80319	Scarlette	Strayer	0080319_2018_1	20	7/19/2017	29	
12	90204	Ji	Sung	0090204_2018_1	8	7/5/2017	43	

Figure 14.3 – NAR

	A	B	C	D	E	F	G	H	I	J
1	Student ID	First Name	Last Name	POP ID	Intake Date	Total Hours in POP	Last Date Attended	Days Since LDA	Separation Date	
2	0000090205	Bo	Lee	0090205_2018_1	8/15/2017	4	6/5/2017	36	6/5/2017	
3	0000090204	Ji	Sung	0090204_2018_1	8/15/2017	4	7/17/2017	1		
4										

Figure 14.4 – NIPSTU

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Student ID	First Name	Last Name	POP ID	Intake Date	Total Hours in POP	Last Date Attended	Days Since LDA	Separation Date	Section Hours	Section ID	Section Name	Inst Last Name	Inst First Name	Student Enrollment Date	Section Begin Date	Section End Date	
2	0000090205	Bo	Lee	0090205_2018_1	8/15/2017	4	6/5/2017	36	6/5/2017	4	14275	ABE-READ-TL2	Sampson	Andrew	6/5/2017	7/1/2017	12/18/2017	
3	0000090204	Ji	Sung	0090204_2018_1	8/15/2017	4	7/17/2017	1		4	14275	ABE-READ-TL2	Sampson	Andrew		7/1/2017	12/18/2017	
4																		

Figure 14.5 – NIPSEC

Figure 14.6 – T4 – Report Browser

	A	B	C	D	E	F	G	H	I	J
1	POP ID	Participant	POP Hrs	Initial EFL	Sep Date	Pre/Post MSG	AHS Credit MSG	AHS/HSE Grad MSG	Post Sec MSG	
2	0080319_2018_1	Y	20	NIP		N				
3	0090071_2018_1	Y	0	ESLHB	7/14/2017	Y				
4	0090135_2018_1	Y	4	ESLBL		N				
5	0090136_2018_1	Y	23	ABELI		N				
6	0090205_2018_1	Y	31	NIP		N				
7	0090252_2018_1	Y	18	ESLLB	7/15/2017	N				
8	0090253_2018_1	Y	21	NIP		N				
9	0090318_2018_1	Y	36	ABELI		N				
10	0090319_2018_1	Y	24	ABEHI		Y				

Figure 14.7 – T4 – csv File

Report Browser |◄ ◄ 1   of 1 ► ►| Save As   Export PDF   Print Remote

```
Date:10/19/2017                              Table 4B
Time:01:54:00PM               Educational Func Level Gain & Attendance
                                          System Office
                                 For Reporting Year: 2017-2018
                                      As of 10/19/2017

                                        Number
Entering                               Separated    Number
Educational       Total       Total    Number  Before   Remaining  Percentage
Functioning       Number   Attendance   with   Achieving  Within   Achieving
Level            Enrolled     Hours   EFL Gain  EFL Gain   Level    EFL Gain
====================  ==========  ============  ========  ===========  ==========  ==========
ABE Level 1 - ABEBL
ABE Level 2 - ABEBB      1        12.00                      1
ABE Level 3 - ABELI      1        36.00                                  1
ABE Level 4 - ABEHI      1        24.00        1                                    100%
ABE Level 5 - ASEL
*** ABE Total            3        72.00        1            1            1           33%
ESL Level 1 - ESLBL      2        42.00        2                                    100%
ESL Level 2 - ESLLB
ESL Level 3 - ESLHB      1        12.00        1                                    100%
ESL Level 4 - ESLLI      1        13.00        1                                    100%
ESL Level 5 - ESLHI      1        16.00        1                                    100%
ESL Level 6 - ESLA
*** ESL Total            5        83.00        5                                    100%
*** Grand Total          8       155.00        6            1            1           75%
```

Figure 14.8 – T4B – Report Browser

	A	B	C	D	E	F
1	POP ID	Participant	POP Hrs	Initial EFL	Sep Date	Pre/Post MSG
2	0080902_2018_1	Y	12	ABEBB	7/19/2017	N
3	0086321_2018_1	Y	12	ESLHB		Y
4	0090071_2018_2	Y	17	ESLBL		Y
5	0090076_2018_1	Y	16	ESLHI		Y
6	0090078_2018_1	Y	13	ESLLI		Y
7	0090318_2018_1	Y	36	ABELI		N
8	0090319_2018_1	Y	24	ABEHI		Y
9	0090342_2018_1	Y	25	ESLBL		Y
10						

Figure 14.9 – T4B – csv File

Report Browser

|◄ ◄ 1   of 1 ► ►| Save As   Export PDF   Print Remote

The following student periods of participation will be excluded from Tables 1 - 3 until the error is corrected.

0080319_2018_1 Strayer, Scarlette Student (0080319) does not have a program area.
0090078_2018_1 Bundy, Chase Student (0090078) is missing race and ethnicity.

Figure 14.10 – TBL – Report Browser

	A	B	C	D	E	F	G	H	I	J	K
1	Student ID	First Name	Last Name	Initial EFL	Gender	Ethnicity	Race	Age	Program Area	IET	IELCE
2	86321	Darius	Rucker	ESLHB	M	NHS	BL	51	ESL		
3	86341	Keith	Urban	ABEBL	M	NHS	WH	50	ABE	Y	
4	90071	Popleis1	Smith	ESLBL	M	NHS	WH	32	ESL		Y
5	90135	Leis	Test-Conversion	ESLBL	M	NHS	BL	42	ESL		
6	90126	Leis Conv	Test-Conversion	ABEU	M	NHS	WH	41	ABE		

Figure 14.11 – TBL – csv File

Figure 14.12 – TBL – Report Browser

Date:01/11/2018
Time:02:15:33PM

Table 1: Participants by Entering
EFL, Ethnicity and Sex
System Office
For Reporting Year: 2017-2018
As of 01/11/2018

Page: 1

Entering EFL	AmInd M	AmInd F	Asian M	Asian F	Black M	Black F	Hisp M	Hisp F	HIPI M	HIPI F	White M	White F	Other M	Other F	Total
ABE Level 1 - ABEBL											1				1
ABE Level 2 - ABEBB															
ABE Level 3 - ABELI			1				2				1				4
ABE Level 4 - ABEHI							1								1
ABE Level 5 - ASEL	1										1				2
ABE Level 6 - ASEH															
ESL Level 1 - ESLBL					1						1				2
ESL Level 2 - ESLLB			1												1
ESL Level 3 - ESLHB			1												1
ESL Level 4 - ESLLI															
ESL Level 5 - ESLHI															
ESL Level 6 - ESLA			1	1											2
Table Total	1		1	3	2		3				4				14

Date: 01/11/2018
Time: 02:16PM

Table 2: Participants by Age, Ethnicity, and Sex
System Office
For Reporting Year: 2017-2018
As of 01/11/2018

Page: 1

Age Group	AmInd M	AmInd F	Asian M	Asian F	Black M	Black F	Hisp M	Hisp F	HIPI M	HIPI F	White M	White F	Other M	Other F	Total
16-18															
19-24															
25-44			1	3	1		1				3				9
45-54	1			1			2				1				5
55-59															
60+															
Total	1		1	3	2		3				4				14

Figure 14.13 – TBL – Report Browser

```
Report Browser                                                                    ? ⊗
|<  <  [    1] of 1  >  >|    🔻 Save As    🖨 Export PDF    🖨 Print Remote        ☑ Show Full Page View

Date:01/11/2018              Table 3: Participants by Program Type and Age              Page:  1
Time:02:17PM                              System Office
                                  For Reporting Year: 2017-2018
                                       As of 01/11/2018


         Program Type                  16 - 18 19 - 24 25 - 44 45 - 54 55 - 59  60+ Total
===================================== ======= ======= ======= ======= ======= ====== ====
Adult Basic Education                                     3       3                      6
  Integrated Education and Training Program               1                              1
Adult Secondary Education                                 1       1                      2
  Integrated Education and Training Program                                              0
English Language Acquisition                              4       1                      5
  Integrated Education and Training Program                                              0
Integrated English Literacy and Civics Education          1                              1
  Integrated Education and Training Program                                              0
                Total:                                    9       5                     14
```

Figure 14.14 – TBL – Report Browser

Note: Table 3 totals do not include Integrated Education and Training Program totals; this is a
subset of the Program Area totals.

	A	B	C	D	E	F	G	H	
1	Student ID	First Name	Last Name	Test Date	Test Component	Test Form	Test Score	Test EFL	
2	80449	Wally	Jones	8/22/2017	CASASREAD	81A	210	ABEBB	
3	80449	Wally	Jones	8/15/2017	BESTPLUS2	D	580	EXITESL	
4	90065	Byron	Fish	7/1/2017	TABBATTOMA	9E	218	ABEBL	
5									

Figure 14.15 – TNP

	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	Student ID	First Name	Last Name	POP ID	Total Hours in POP	Term	Section Name	Pre-Test Subject	Pre-Test Date	Pre-Test Comp	Pre-Test Form	Pre-Test EFL	Hours Since Test Date	
2	80319	Scarlette	Strayer	0080319_2018_1	20	2017CE3	ABE-READ-TL2	READ	8/1/2017	CASESLREAD	82A	ESLLI	0	
3	86341	Keith	Urban	0086341_2018_1	16	2017CE3	BSP-2000-CC001	LIST	9/27/2017	BESTPLUS2	F	ESLLB	4	
4								MATH	9/8/2017	TABBATTOMA	9L	ABEBL	8	
5								LANG	9/8/2017	TABSURLANG	9E	ABEBL	8	
6	90075	Hye	Song	0090075_2018_1	4	2017CE3	ABE-READ-TL2	READ	7/15/2017	TABBATREAD	9M	ABEBB	4	
7	90077	Ji	Jun	0090077_2018_2	6	2017CE3	ABE-READ-TL3	MATH	7/3/2017	CASASMATH	34B	ABELI	12	
8	90343	Carrie	Underwood	0090343_2018_1	12	2017CE2	BSP-2000-16CE2	READ	7/5/2017	TABECLER	4A	ESLA	10	
9								MATH	7/5/2017	CASSECMATH	505	ABEHI	10	
10	90344	Jason	Aldean	0090344_2018_1	12	2017CE2	BSP-2000-16CE2	MATH	7/6/2017	CASASMATH	36C	ABEHI	8	
11								READ	7/5/2017	TABECLER	4A	ESLA	10	
12	90354	Lee	Bryce	0090354_2018_1	8	2017CE3	BSP-2000-CC001	MATH	8/1/2017	CASASMATH	36C	ASEL	8	
13														

Figure 14.16 – NP

3. To pad the Student ID in Excel:

   a. Select the Student ID column by clicking on the **A** above the column.

   b. On the **HOME** tab, in the **Number** group, click the dialog box launcher next to
      Number.

   c. In the **Category** list, click **Custom**, **0**, and in the **Type** box, enter the number
      format preferred, i.e., for a 10-digit Student ID, enter **0000000000**.

4. To sort in Excel:

   a. Select the column in which you would like to sort by clicking on the alpha character at the top of the column.

   b. On the **DATA** tab, click **A-Z** or **Z-A** to sort a column quickly, or select the **SORT** box to enter many columns to sort by. Always select **Expand the selection** to keep associated data in line.

15 Create & Add Expire Date to NRS Tests Approved (XLEULT)

Use the **Create & Add Expire Date to NRS Tests Approved (XLEULT)** form to reports including NRS Test Forms Approved, NRS Tests & EFL Approved, NRS Test Forms Approved (Prior Rpt Program Year), and NRS Tests & EFL Approved (Prior Rpt Program Year).

Note: The 2015-2016 programming year is used as an example below.

Access the **XLEULT** form directly by entering **XLEULT** in the **Search** box.

Note: The **XLEULT** form can also be accessed from the **Student (ST) Application** in the subfolder titled **XSTM-XLE-XLAN Reports, Annual**.

Use the following field descriptions to complete the **XLEULT** form:

- **XLEULT Message**: Inquiry field. This field displays the import message and/or dependencies. Review the items listed in this message to determine whether you can run **XLEULT** to create a new set of tests approved for the new reporting program year. Refer to the additional note below for processing **XLEULT** for the 2015-2016 program year.

- **Begin Report Date**: Inquiry field. The system evaluates the start date of the reporting program year posted from the **XLYE** form and calculates the start report date for the following reporting program year. For example, to create a report containing a new set of tests approved for 2015-2016, the **Begin Report Date** field on the **XLEULT** form should display **07/01/2015**. Verify the value in the **Begin Report Date** field is correct.

- **End Report Date**: Inquiry field. The system evaluates the start date of the reporting program year posted from the **XLYE** form and calculates the end report date for the following reporting program year. For example, to create a report containing a new set of tests approved for 2015-2016, the **End Report Date** field on the **XLEULT** form should display **06/30/2016**. Verify the value in the **End Report Date** field is correct.

- **Begin Program Year**: Inquiry field. The system evaluates the start date of the reporting program year posted from the **XLYE** form and calculates the beginning program year for the following reporting program year. For example, to create a report containing a new set of tests approved for 2015-2016, the **Begin Program Year** field on the **XLEULT** form should display **2015**. Verify the value in the **Begin Program Year** field is correct.

- **End Program Year**: Inquiry field. The system evaluates the start date of the reporting program year posted from the **XLYE** form and calculates the ending program year for the following reporting program year. For example, to create a report containing a new set of tests approved for 2015-2016, the **End Program Year** field on the **XLEULT** form should display **2016**. Verify the value in the **End Program Year** field is correct.

- **For Reporting Program Year**: Inquiry field. The system evaluates the start date of the reporting program year posted from the **XLYE** form and populates the following reporting program year. For example, to create a report containing a new set of tests approved for 2015-2016, the **For Reporting Program Year** field on the **XLEULT** form should display **2015-2016**. Verify the value in the **For Reporting Program Year** field is correct.

- **Create NRS Tests Approved**: Enter **Y** or **N** for the first time in the reporting program year. After **XLEULT** has been run for the reporting program year, the form displays as inquiry only and cannot be run again.

  If you enter **N**, the system returns you to the **Search** box.

  If you enter an invalid value, the system displays an error message: **Please enter either (Y)es or (N)o**. Click **OK** to return to the **Create NRS Tests Approved** field.

  If you enter **Y**, the system displays, **Do you want to continue?** This is the last warning generated by the system. If you enter **Y**, the **Update, Cancel, Return** prompt displays. After you click **Update**, you must wait until the process is complete. DO NOT CANCEL OR USE **X** TO ABORT THE PROCESS!

The **XLEULT** utility outputs the following reports (when applicable):

- NRS Test Forms Approved

- NRS Tests & EFL Approved

- NRS Test Forms Approved (Prior Rpt Program Year)

- NRS Tests & EFL Approved (Prior Rpt Program Year)

These reports cannot be reproduced; save the reports to the **_HOLD_** file and/or save them in a readable format.

Prior to running the **XLEULT** utility, ensure a good backup copy of the **XLE.TSCORE.CODE** file has been created. This backup can be a nightly backup/snapshot or special Unix copy of the file.

Contact the System Office CIS Help Desk to verify there is no pending email or patch for expiring NRS tests or updating any NRS test score.

Consider the following before running **XLEULT**:

1. Do not run the **XLEULT** process until June 15.

2. Do not run the **XLEULT** process if the **Begin Report Date** and **End Report Date** of the new reporting program year displays incorrectly.

3. Run the **XLEULT** process on a quiet system, i.e., when other users are not entering LEIS data and/or updating the **XLE.STUDENTS** files and accessing the **XLE.TSCORE.CODE** file.

4. After the **XLEULT** process is complete, DO NOT RUN the process again until June 15 of the following year.

Note: For the 2015-2016 reporting program year, no additional changes have been made in the approved tests for NRS pending. As of June 15, 2015, run the **XLEULT** process. The **XLEULT** process enables you to enter tests for the 2015-2016 reporting program year.

To run the **XLEULT** process:

1. Enter **XLEULT** in the **Search** box and press **Enter**. The **XLEULT** form displays.

Figure 15.1 – Access XLEULT for the first time

2. **Create NRS Tests Approved**: Required field. Enter **Y** to proceed.
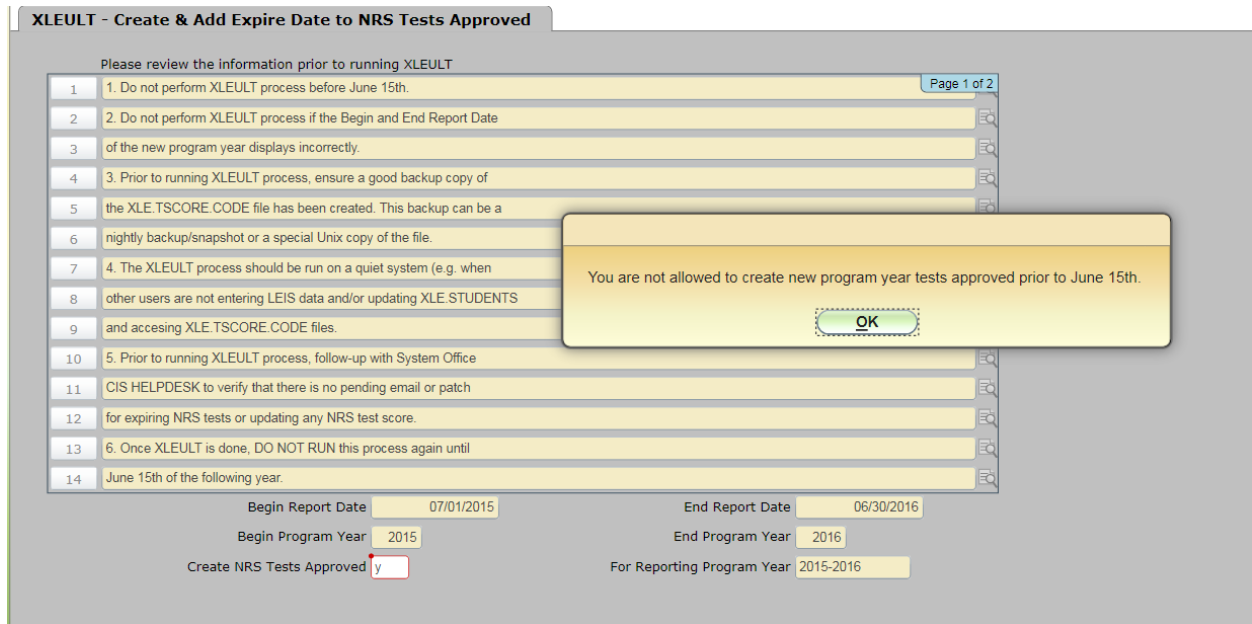
Figure 15.2 –Message displayed when XLEULT is run before June 15
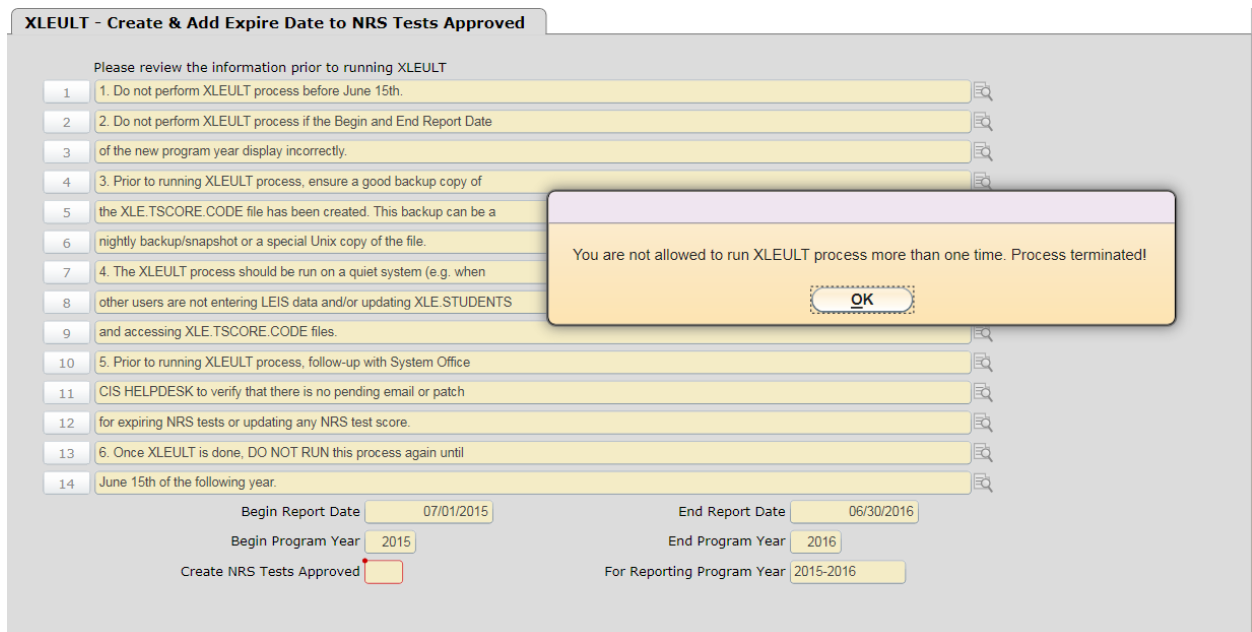
Figure 15.3 – Message displayed when XLEULT is run more than once

XLEULT - Create & Add Expire Date to NRS Tests Approved

Please review the information prior to running XLEULT

1	1. Do not perform XLEULT process before June 15th.
2	2. Do not perform XLEULT process if the Begin and End Report Date
3	of the new program year displays incorrectly.
4	3. Prior to running XLEULT process, ensure a good backup copy of
5	the XLE.TSCORE.CODE file has been created. This backup can be a
6	nightly backup/snapshot or a special Unix copy of the file.
7	4. The XLEULT process should be run on a quiet system (e.g. when
8	other users are not entering LEIS data and/or updating XLE.STUDENTS
9	and accesing XLE.TSCORE.CODE files.
10	5. Prior to running XLEULT process, follow-up with System Office
11	CIS HELPDESK to verify that there is no pending email or patch
12	for expiring NRS tests or updating any NRS test score.
13	6. Once XLEULT is done, DO NOT RUN this process again until
14	June 15th of the following year.

Do you want to continue?

Y   N

Begin Report Date 07/01/2015   End Report Date 06/30/2016
Begin Program Year 2015   End Program Year 2016
Create NRS Tests Approved Yes   For Reporting Program Year 2015-2016

Figure 15.4 – Prompt displayed when XLEULT is run for the first time (on or after June 15)

3. Click **Save All**.

Figure 15.5 provides an example of the first page of the **NRS Test Forms Approved** report for the 2015-2016 reporting program year.

```
Date:04/20/2015                          NRS Test Forms Approved                                    Page: 1
Time:02:35:57PM                              Test System Office
                                       For Reporting Year: 2015-2016
                                            As of 04/20/2015


Test Description                      Test Component     Subj  Form Level   Lvl  Mscr  Lvl Mscr Prog   Expire Dt
------------------------------------  ------------------ ----- ----------   ---------  -------- ------ ----------
BEST Literacy - Reading & Writing     BESTLITR_2016      READ  B                  0.0      78.0 ESL
                                                               C                  0.0      78.0
                                                               D                  0.0      78.0

BEST Plus - Speaking/Oral Interview   BESTPLUS_2016      LIST  A                 88.0     999.0 ESL    06/30/2016
                                                               B                 88.0     999.0        06/30/2016
                                                               C                 88.0     999.0        06/30/2016
                                                               CAV                88.0    999.0        06/30/2016

CASAS Life Skills - Math              CASASMATH_2016     MATH  31A              172.0     212.0 ABE/ASE
                                                               32A              172.0     212.0
                                                               33B              188.0     232.0
                                                               34B              188.0     232.0
                                                               35C              201.0     253.0
                                                               36C              201.0     253.0
                                                               37D              212.0     268.0
                                                               38D              212.0     268.0

CASAS Life and Work - Reading         CASASREAD_2016     READ  27BEGLIT         153.0     202.0 ABE/ASE
                                                               28BEGLIT         153.0     202.0
                                                               81A              170.0     210.0
                                                               82A              170.0     210.0
                                                               81AX             182.0     227.0
                                                               82AX             182.0     227.0
                                                               83B              186.0     234.0
                                                               84B              186.0     234.0
                                                               85C              200.0     252.0
                                                               86C              200.0     252.0
                                                               185C             197.0     252.0
                                                               186C             197.0     252.0
                                                               187D             213.0     265.0
                                                               188D             213.0     265.0
                                                               310AA            163.0     206.0
                                                               311AA            163.0     206.0

CASAS Reading for Citizenship         CASESLCITRD_2016   READ  951A             175.0     213.0 ESL
                                                               952A             175.0     213.0
                                                               951AX            186.0     226.0
                                                               952AX            186.0     226.0

CASAS Life and Work - Listening       CASESLLWLST_2016   LIST  981A             169.0     208.0 ESL    06/30/2016
                                                               982A             169.0     208.0        06/30/2016
                                                               983B             190.0     218.0        06/30/2016
                                                               984B             190.0     218.0        06/30/2016
                                                               985C             210.0     240.0        06/30/2016
                                                               986C             210.0     240.0        06/30/2016
```

Figure 15.5 – Example – NRS Test Forms Approved 2015-2016 Report (Page 1)

Figure 15.6 provides an example of the first page of the **NRS Tests Approved** report for the 2015-2016 reporting program year.

You may ignore the following:

- The **Max Scr** of **9999** is a system reserved score number.

- The **EFL #** column is a system reserved column.

- The **TBrk#** column is a system reserved column.

```
Date:04/20/2015                                    NRS Tests Approved                                    Page: 1
Time:02:38:43PM                                    Test System Office
                                          For Reporting Year: 2015-2016
                                                 As of 04/20/2015


Test Description                           Test Component      Subj  Min Scr  Max Scr  EFL Code  EFL #    TBrk#
====================================       =============       ====  =======  =======  ========  =====    ========
BEST Literacy - Reading & Writing          BESTLITR_2016       READ      0.0     20.0  ESLBL        3          2
                                                                        21.0     52.0  ESLLB        6          2
                                                                        53.0     63.0  ESLHB        9          2
                                                                        64.0     67.0  ESLLI       12          2
                                                                        68.0     75.0  ESLHI       15          2
                                                                        76.0     78.0  ESLA        18          2

BEST Plus - Speaking/Oral Interview        BESTPLUS_2016       LIST      0.0    400.0  ESLBL        3          4
                                                                       401.0    417.0  ESLLB        6          4
                                                                       418.0    438.0  ESLHB        9          4
                                                                       439.0    472.0  ESLLI       12          4
                                                                       473.0    506.0  ESLHI       15          4
                                                                       507.0    540.0  ESLA        18          4
                                                                       541.0   9999.0  EXITESL     21          4

CASAS Life Skills - Math                   CASASMATH_2016      MATH      0.0    200.0  ABEBL       24         12
                                                                       201.0    210.0  ABEBB       27         12
                                                                       211.0    220.0  ABELI       30         12
                                                                       221.0    235.0  ABEHI       33         12
                                                                       236.0    245.0  ASEL        36         12
                                                                       246.0   9999.0  ASEH        39         12

CASAS Life and Work - Reading              CASASREAD_2016      READ      0.0    200.0  ABEBL       24         10
                                                                       201.0    210.0  ABEBB       27         10
                                                                       211.0    220.0  ABELI       30         10
                                                                       221.0    235.0  ABEHI       33         10
                                                                       236.0    245.0  ASEL        36         10
                                                                       246.0   9999.0  ASEH        39         10

CASAS Reading for Citizenship              CASESLCITRD_2016    READ      0.0    180.0  ESLBL        3          2
                                                                       181.0    190.0  ESLLB        6          2
                                                                       191.0    200.0  ESLHB        9          2
                                                                       201.0    210.0  ESLLI       12          2
                                                                       211.0    220.0  ESLHI       15          2
                                                                       221.0    235.0  ESLA        18          2
                                                                       236.0    245.0  ASEL        36          2
                                                                       246.0   9999.0  ASEH        39          2

CASAS Life and Work - Listening            CASESLLWLST_2016    LIST      0.0    180.0  ESLBL        3          4
                                                                       181.0    189.0  ESLLB        6          4
                                                                       190.0    199.0  ESLHB        9          4
                                                                       200.0    209.0  ESLLI       12          4
                                                                       210.0    218.0  ESLHI       15          4
                                                                       219.0    227.0  ESLA        18          4
                                                                       228.0   9999.0  EXITESL     21          4
```

Figure 15.6 – Example – NRS Tests Approved 2015-2016 Report (Page 1)

Figure 15.7 provides an example of the first page of the **NRS Test Forms Approved** report for the 2014-2015 reporting program year.

When you compare each test printed from this report to each test printed from the NRS Test Forms Approved 2015-2016 reporting program year, the reports appear to be the same except the 2015-2016 report contains the **Expire Dt** column.

```
Date:04/20/2015                     NRS Test Forms Approved (Prior Rpt Program Year)                      Page:  1
Time:02:39:40PM                                Test System Office
                                       For Prior Reporting Year: 2014-2015
                                               As of 04/20/2015


Test Description                         Test Component       Subj  Form Level   Lvl Mscr  Lvl Mscr Prog   Expire Dt
====================================     ====================  ====  ==========   ========  ======== ====   ==========
BEST Literacy - Reading & Writing        BESTLITR_2015        READ  B                0.0     78.0 ESL
                                                                    C                0.0     78.0
                                                                    D                0.0     78.0

BEST Plus - Speaking/Oral Interview      BESTPLUS_2015        LIST  A               88.0    999.0 ESL
                                                                    B               88.0    999.0
                                                                    C               88.0    999.0
                                                                    CAV             88.0    999.0

CASAS Life Skills - Math                 CASASMATH_2015       MATH  31A            172.0    212.0 ABE/ASE
                                                                    32A            172.0    212.0
                                                                    33B            188.0    232.0
                                                                    34B            188.0    232.0
                                                                    35C            201.0    253.0
                                                                    36C            201.0    253.0
                                                                    37D            212.0    268.0
                                                                    38D            212.0    268.0

CASAS Life and Work - Reading            CASASREAD_2015       READ  27BBGLIT       153.0    202.0 ABE/ASE
                                                                    28BBGLIT       153.0    202.0
                                                                    81A            170.0    210.0
                                                                    82A            170.0    210.0
                                                                    81AX           182.0    227.0
                                                                    82AX           182.0    227.0
                                                                    83B            186.0    234.0
                                                                    84B            186.0    234.0
                                                                    85C            200.0    252.0
                                                                    86C            200.0    252.0
                                                                    185C           197.0    252.0
                                                                    186C           197.0    252.0
                                                                    187D           213.0    265.0
                                                                    188D           213.0    265.0
                                                                    310AA          163.0    206.0
                                                                    311AA          163.0    206.0

CASAS Reading for Citizenship            CASESLCITRD_2015     READ  951A           175.0    213.0 ESL
                                                                    952A           175.0    213.0
                                                                    951AX          186.0    226.0
                                                                    952AX          186.0    226.0

CASAS Life and Work - Listening          CASESLLWLST_2015     LIST  981A           169.0    208.0 ESL
                                                                    982A           169.0    208.0
                                                                    983B           190.0    218.0
                                                                    984B           190.0    218.0
                                                                    985C           210.0    240.0
                                                                    986C           210.0    240.0
```

Figure 15.7 – Example – NRS Test Forms Approved 2014-2015 Report (Page 1)

Figure 15.8 provides an example of the first page of the **NRS Tests Approved** report for 2014-2015 reporting program year.

You may ignore the following:

- The **Max Scr** of **9999** is a system reserved score number.
- The **EFL #** column is a system reserved column.
- The **TBrk#** column is a system reserved column.


```
Date:04/20/2015                          NRS Tests Approved (Prior Rpt Program Year)                    Page:  1
Time:02:40:20PM                                      Test System Office
                                       For Prior Reporting Year: 2014-2015
                                               As of 04/20/2015


Test Description                            Test Component      Subj   Min Scr Max Scr EFL Code EFL #   TBrk#
------------------------------------------  -------------------- -----  ------- ------- -------- -----   --------
BEST Literacy - Reading & Writing           BESTLITR_2015        READ       0.0    20.0 ESLBL        3        2
                                                                           21.0    52.0 ESLLB        6        2
                                                                           53.0    63.0 ESLHB        9        2
                                                                           64.0    67.0 ESLLI       12        2
                                                                           68.0    75.0 ESLHI       15        2
                                                                           76.0    78.0 ESLA        18        2

BEST Plus - Speaking/Oral Interview         BESTPLUS_2015        LIST       0.0   400.0 ESLBL        3        4
                                                                          401.0   417.0 ESLLB        6        4
                                                                          418.0   438.0 ESLHB        9        4
                                                                          439.0   472.0 ESLLI       12        4
                                                                          473.0   506.0 ESLHI       15        4
                                                                          507.0   540.0 ESLA        18        4
                                                                          541.0  9999.0 EXITESL     21        4

CASAS Life Skills - Math                    CASASMATH_2015       MATH       0.0   200.0 ABEBL       24       12
                                                                          201.0   210.0 ABEBB       27       12
                                                                          211.0   220.0 ABELI       30       12
                                                                          221.0   235.0 ABEHI       33       12
                                                                          236.0   245.0 ASEL        36       12
                                                                          246.0  9999.0 ASEH        39       12

CASAS Life and Work - Reading               CASASREAD_2015       READ       0.0   200.0 ABEBL       24       10
                                                                          201.0   210.0 ABEBB       27       10
                                                                          211.0   220.0 ABELI       30       10
                                                                          221.0   235.0 ABEHI       33       10
                                                                          236.0   245.0 ASEL        36       10
                                                                          246.0  9999.0 ASEH        39       10

CASAS Reading for Citizenship               CASESLCITRD_2015     READ       0.0   180.0 ESLBL        3        2
                                                                          181.0   190.0 ESLLB        6        2
                                                                          191.0   200.0 ESLHB        9        2
                                                                          201.0   210.0 ESLLI       12        2
                                                                          211.0   220.0 ESLHI       15        2
                                                                          221.0   235.0 ESLA        18        2
                                                                          236.0   245.0 ASEL        36        2
                                                                          246.0  9999.0 ASEH        39        2

CASAS Life and Work - Listening             CASESLLWLST_2015     LIST       0.0   180.0 ESLBL        3        4
                                                                          181.0   189.0 ESLLB        6        4
                                                                          190.0   199.0 ESLHB        9        4
                                                                          200.0   209.0 ESLLI       12        4
                                                                          210.0   218.0 ESLHI       15        4
                                                                          219.0   227.0 ESLA        18        4
                                                                          228.0  9999.0 EXITESL     21        4
```

Figure 15.8 – Example – NRS Tests Approved 2014-2015 Report (Page 1)

16 Literacy Personnel (XLPE)

Use the **Literacy Personnel (XLPE)** form to enter or view information about **Literacy Personnel Status**, **Category, Program Area**, **Job Type**, percentage of time allocated to the program area, teacher certification, and years of experience in Adult Education. The **XLPE** form also includes the option to include or exclude each **Program Area** that you do not want to submit for the LEIS annual file. This form is accessible from the UI menu.

1. Enter **XLPE** in the **Search** box and press **Enter**.

2. **Person LookUp**: Enter the teacher, personnel ID, or name, i.e., last name.

3. Click **OK**.
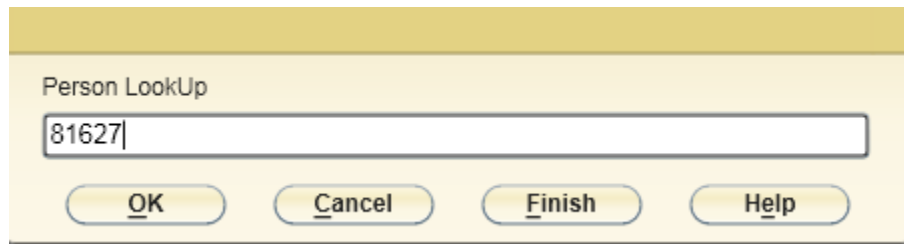
Figure 16.1 – Person LookUp

Figure 16.2 – XLPE Form

When accessing **XLPE**:

- The initial **Person LookUp** is completed.

- Entering an existing record allows you to view or edit an existing **Teacher** or **Personnel** record.

- Entering the **@** sign recalls the last person record.

- When you enter a new **Person** record, the system displays the **NAE** form and allows you to add a new person to the **PERSON** file. When you click **Save**, the system returns you to the **XLPE** form and populates the person **ID** to **the XLE.PERSONNEL.ID** field.

- When the form displays, the system re-calculates the **Total Pct** (**VAR1**) field to display the total percentage only for the program area that does not include **N** in the **Job for Reporting Yr** field. **Teacher/Personnel Status** and **Program Area** data are displayed.

- Certification data is displayed.

Use the following field descriptions to complete or view the **XLPE** form:

- **Category**: Required field. Select the **Teacher** or **Personnel** job category available from the dropdown, i.e., **Volunteer**, **Full Time**, or **Part Time**. Use a valid value from the **XLE.PERSONNEL.CATEGORY.CODES VAL Code** table.

- **Status**: Required field. Select the status from the dropdown, i.e., **Active** or **Inactive**. Use a valid value from **XLE.PERSONNEL.STATUS.CODES**. When the **Status** is **I** for inactive, the record will be excluded from the select statement criteria of the **XLAR** process.

Note: For a list of active Literacy Personnel records for viewing/updating Literacy Personnel data, your IT personnel staff can run the following query from the UniData colon prompt:

: LIST XLE.PERSONNEL WITH XLE.STATUS = 'A' BY XLE.LAST.NAME XLE.LAST.NAME XLE.FIRST.NAME

- **Program Area**: Enter or select from the **XLE.LEIS.PROGRAM.CODES** dropdown the **Program Area** in which a percentage of work time is spent:

  - **Adult Basic Education (ABE)**

  - **Adult Secondary Education (ASE)**

  - **English as a Second Language (ESL)**

  - **Other (OTHER)**: Use **Other** only in cases in which work cannot be attributed at all to the previous categories.

  If you do not select a **Program Area** and click **Save**, the system displays the standard Ellucian error message: **The window PGM CODE needs 1 or more entries.**

Note: When saving the record, make sure you have entered at least one **Program Area** associated with a specific **Job Type** and the percent for that **Job**. If required data is not completed and you attempt to save, an error message displays. Note the **Total Pct** field is the sum of all **Program Areas** that do not include **N** in the **Job for Reporting Yr** field. The **Total Pct** must equal 100 percent. If **Total Pct** is not equal to 100 percent, the an error message displays when you attempt to save, and you will need to re-enter/adjust the **Pct** for each **Job Type** accordingly.

- **Job Type**: Enter or select a **Job Type** for the associated program area and the percentage of the job that is spent on that program area and job type. Select the available type from the **XLE.PERSONNEL.TYPE.CODES** dropdown.

  - When the **Teacher** job category is **Full Time** or **Part Time** and the **Job Type** is **TEA**, then **Certification** and **Year Experience** data must be completed.

  - When **Teacher Certification** and **Year Experience** are already stored in the **XLE.PERSONNEL**, at least one **Program Area** associated with a **Job Type** of **TEA** must be present.

- **Pct**: Enter the percentage allocated for each **Program Area**. The percentage cannot be less than 20 or greater than 100. Do not enter the percent with a decimal in this field.

- **Job for Reporting Yr**: This field indicates if this is a job responsibility as of July 1.

  Enter **N** to exclude a specific **Program Area** and **Job Type** from the LEIS annual file.

  If this field is blank or **Y**, the **Program Area** associated with this **Job Type** will be included on the annual file. Note the **Total Pct** field is the sum of all **Program Areas** that do not include **N**. The **Total Pct** must equal 100 percent. If it is not equal to 100 percent, an error message displays when you attempt to save the record, and you must re-enter or adjust the **Pct** for **Job Type** accordingly.

  If the **Job Type** is **Teacher**, complete the certification and years of experience information.

- **Total Pct**: Inquiry field. This field displays the total percentage for **Program Areas** that do not include **N** in the **Job Reporting Yr** field.

- **Cert ID**: Enter the current **Certification** held by the teacher. No duplicate entry is allowed. An entry in this field is required for all teachers.

  Enter the ellipsis (**…**) to view the **Certification** search results.

- To further limit a **Certification** search, enter a semicolon followed by one of the following abbreviations: **GRP**, **GRP AEC**, or **grp aec**, e.g., enter **; GRP AEC** or enter **; grp aec**.

Note: Separate the semicolon command from the search value with a space.

  When **Category** is **V** and **Job Type** is **TEA**, you can save the record without entering the certification data.

  The credential currently held (not a lapsed certification) by the teacher or equivalent education is defined in the categories shown in Figure 16.3. For specific directions and definitions of certifications, refer to the **Instructor Certification Definitions** form.

| **Core Basic Skills Instructors' Certificate** (three options) |
| • completed 42 hours of specified NC core training and earned a core instructor's certificate **or** |
| • earned undergraduate degree in adult education or postsecondary education **or** |
| • completed levels 1 & 2 of Credentialing Project |
| **Advanced BS Instructors' Certificate** (two options) |
| • earned an advanced degree in adult education or closely related field (masters or higher) **or** |
| • completed levels 3 & 4 of the Credentialing Project |
| **Specialty Basic Skills Instructor's Certificate – Management** |
| • completed Leadership Excellence Academy (LEA) |
| **Specialty Basic Skills Instructor's Certificate – Reading** |
| • completed STAR training conducted by ASU |
| **K-12 Certification** |
| • a credential awarded by an educational institution for undergraduate or graduate studies that focus on teaching children |
| **Special Education Certification** |
| • a credential awarded by an educational institution for undergraduate or graduate studies that focus on teaching children or adults with disabilities or special needs |
| **Teachers of English as a Second Language (TESL)** |
| • A state, national, or internationally recognized certification or degree in English as a Second Language |

Figure 16.3 – Credential Categories

- **Certification Description**: Inquiry field. This field displays the certification description.

- **Cert Group**: Inquiry field. This field displays the certification reporting group.

- **Expire Date**: Enter the certification expiration date, if applicable. This field is sorted by descending date. Any **Certification** that does not include an **Expire Date** will display at the top.

Note: When you access the **XLPE** form and make no change on the form, or you make changes to other data that does not include **Expire Date** data, then click **Save**, the system displays a warning message for any **Certification ID** with an **Expire Date** less than the current system date. Note that a warning message does not prevent you from saving the record.

When you access the form and make a change to the Expire Date, and then press Enter, the system displays a warning message to indicate the Expire Date is less than the current system date for the Certification Expire Date line that you changed. Note that a warning message does not prevent you from saving the record.

- **# Year in Adult Ed**: Enter the number of years of experience in adult education (required for all paid teachers). This field contains the total years of all teaching experience in an adult education setting, including paid and volunteer work. Less than one year of teaching is zero. This entry should be based on the beginning of the program year (July 1). Do not enter decimals.

When **Category** is **V** and **Job Type** is **TEA**, you can save the record without entering the number of years of experience. This field displays with two decimal places, i.e., 2.00. The system uses this format to prevent rounding. The actual data is saved with two decimal places implied, i.e., 200, but no actual decimal displays in the data. In the annual file, the actual years of experience will be used. In addition to the actual years of experience, the system-generated experience ID key will be provided to allow the Data Warehouse to translate this key into the description.

At form exit, the **XLPE** process performs the following validations before updating fields and files:

- When you click **Save**:
  - An error message displays when **Program Area** includes a blank program percent.
  - An error message displays when Program Area includes a blank job type.
  - An error message displays when the sum of percentages (**Total Pct**) of all included **Program Area**(s) does not equal 100 percent.
  - An error message displays when **Job Type** is **TEA** and **Category** is not **V**, and teacher **Certification ID** and **Year Experience** are not present.
  - An error message displays when the teacher **Certification ID** and **Year Experience** are on file, i.e., have been stored in the database, and when the previous job category is either full time/part time, and when the previous **Job Type** is **TEA** changed, i.e., delete **TEA** job type after the data is loaded on the form.
  - An error message displays when the teacher **Certification ID** and **Year Experience** are present on the form, i.e., enter the data on the form and data has not been saved to the database and **Job Type** is not **TEA**, i.e., when saving out of the form.
  - Data will be written to the **XLE.PERSONNEL** file when no errors are returned.

Note: The system does not allow you to delete the existing certification and year experience information that was associated with a **Job Type** of **TEA**.

- If you want to exclude the **Job Type** of **TEA**, mark the line with **N** in the **Job for Reporting Yr** field. The certification and year experience data will not be reported.

- When the **Category** is **F** or **P** and **Job Type** is **TEA**, certification and year experience data are required. The system displays an error message if you attempt to save and this information is not entered.

- When the **Category** is **F** or **P** and the **Job Type** is not **TEA**, and you enter certification and year experience data, the system displays an error message when you attempt to save.

- When the **Category** is **V** and the **Job Type** is **TEA**, and you do not enter certification or year experience, the system does not display an error message when you attempt to save.

- When the **Category** is **V**, and certification and year experience data are entered, but you have not entered a **Job Type** of **TEA**, i.e., **REC**, the system displays an error message when you attempt to save.

- When certification and year experience are on file, deleting the **Job Type** of **TEA** upon saving will cause the system to display an error message (all categories applied).

- When certification and year experience are on file, and the **Category** is changed from **F** to **V**, and the **Job Type** of **TEA** is left as is, the system allows you to remove the teacher certification and experience data when you attempt to save.

- When an existing record displays and you do not make changes on the form, or you only make a change to data that is not **Certification** data, the system displays a warning message when you attempt to save for any **Certification ID** that includes an **Expire Date** earlier than the current system date.

Below are examples of screen captures that include error, warning, or prompt messages that display when invalid data is entered.

When saving out of the **XLPE** form, the system displays an error message when the percentage for **Program Area** included in **Job for Reporting Yr** is not equal to 100.

Figure 16.4 – Error Message: Program Area 100 Percent

You can save data when the **Job Type** is not **TEA** <u>and</u> the **Certification Data** and **Experience** are blank <u>and</u> the **Pct** (percent field) total is **100**. The system update prompt displays.

Figure 16.5 – Successful Update

In Figure 16.6, **Category** is **F** and **Status** is **A**. Two **Program Area**s (**ABE**) and two **Job Type**s (**REC** and **TEA**) are shown. Note that the data shows **50%** for each **Job Type**, **Include** on the LEIS annual file is selected, and three **Certification IDs** are included. For zero year: If less than 1 year is correct, enter zero. The system uses two decimal places with no rounding and stores the entry as an integer number. Enter all required data. The system allows you to save the record.

Figure 16.6 – Enter Required Data

Enter Program Area, select Job Type is not equal TEA, enter 100 percent on screen
Enter Certification ID on screen.
Enter Teacher Year Experience on screen.
When save out of the form, system displays error message for the Certification ID field (1st message)
System returns to the Program Area field

Enter Program Area, select Job Type is not equal TEA, enter 100 percent on screen
Enter Certification ID on screen.
Enter Teacher Year Experience on screen.
When save out of the form, system displays error message for the # Year in Adult Ed field (2nd message)
System returns to the Program Area field

Figure 16.7 – Enter Required Data

Certification ID already saved on file.
Teacher Year Experience already saved on file.
Delete Job Type = TEA and keep other Job type
Other Job Type Pct = 50
When save out of the form, system displays error message for Sum of percentages (1st message)

Certification ID already saved on file.
Teacher Year Experience already saved on file.
Delete Job Type = TEA and keep other Job type
Other Job Type Pct = 50
When save out of the form, system displays error message for Certification ID (2nd message)

Certification ID already saved on file.
Teacher Year Experience already saved on file.
Delete Job Type = TEA and keep other Job type
Other Job Type Pct = 50
When save out of the form, system displays error message for Teacher Year of Experience (3rd message)
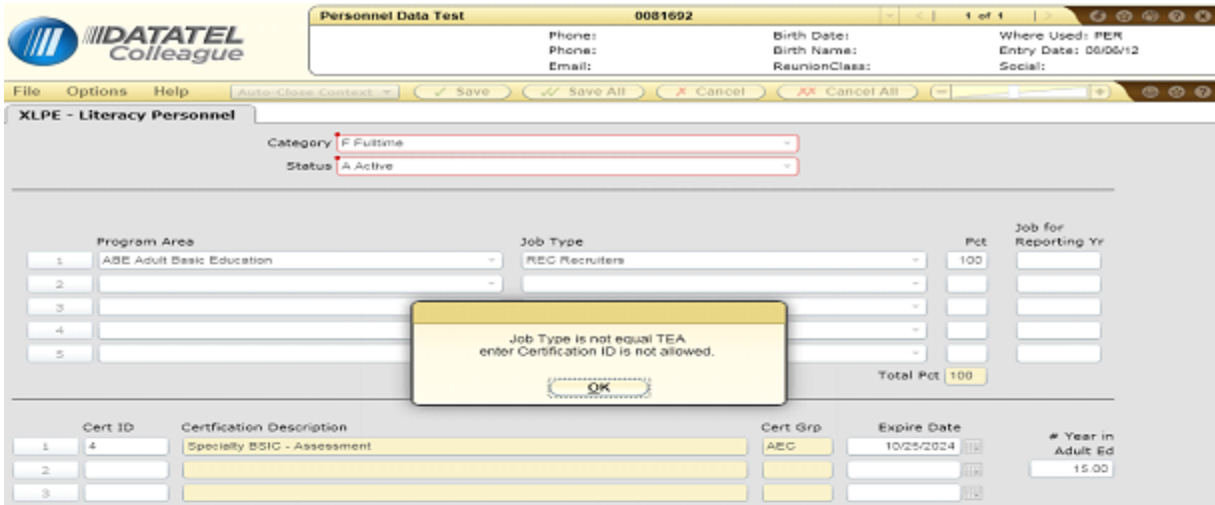
Figure 16.8 – Enter Required Data

Certification ID already saved on file.
Teacher Year Experience already saved on file.
Delete Job Type = TEA and keep other Job type
Re-enter other Job Type Pct with 100
When save out of the form, system displays error message for the Teacher Certification ID field (1ˢᵗ message)

Certification ID already saved on file.
Teacher Year Experience already saved on file.
Delete Job Type = TEA and keep other Job type
Re-enter other Job Type Pct with 100
When save out of the form, system displays error message for the # Year in Adult Ed field (2ⁿᵈ message)

Figure 16.9 – Enter Required Data

Enter Program Area, select Job Type is not equal TEA, enter 100 percent on screen

Enter Certification ID on screen.

Enter Teacher Year Experience on screen.

When save out of the form, system displays error message for the Certification ID field (1st message)

System returns to the Program Area field

Enter Program Area, select Job Type is not equal TEA, enter 100 percent on screen

Enter Certification ID on screen.

Enter Teacher Year Experience on screen.

When save out of the form, system displays error message for the # Year in Adult Ed field (2nd message)

System returns to the Program Area field

Figure 16.10 – Enter Required Data

Enter Program Area, enter 2 program areas (one program with job type = TEA), enter 100 percent
Do not enter Certification ID on screen.
Do not enter Teacher Year Experience on screen.
When save out of the form, system displays error message for Certification ID field (1ˢᵗ message)

Enter Program Area, enter 2 program areas (one program with job type = TEA), enter 100 percent
Do not enter Certification ID on screen.
Do not enter Teacher Year Experience on screen.
When save out of the form, system displays error message for # Year in Adult Ed field (2ⁿᵈ message)

Figure 16.11 – Enter Required Data

Category = V (Volunteer), has 2 jobs in the same program area, has no certification or year experience data, system allows to save the form

Figure 16.12 – Enter Required Data

Category = V (Volunteer), has 2 Jobs in the same program area, has certification data and has no year experience data, system allows to save the form

Figure 16.13 – Enter Required Data

Category = V (Volunteer), has 2 Jobs in the same program area, has no certification data and has year experience data, system allows to save the form

Figure 16.14 – Enter Required Data

Previously Category = F (Fulltime), has 2 Jobs in the same program area, has certification and year experience data

Now change Category = V (Volunteer), has 2 Jobs in the same program area, has certification and year experience data, system update prompt appears

Figure 16.15 – Enter Required Data

Category = V
Delete Job Type = TEA
Teacher Certification and Year Experience are on file already

System displays error message for the Certification ID field.

System displays error message for the Year of Experience field.

Note:
Previous Certification and Year experience may have been reported & stored on file
Previously Category was coded as an "F" for fulltime
Now change Category to V for Volunteer
Also delete program area with job type = TEA (this is not allowed)
When clicks on save, system gives error message on the form.

Figure 16.16 – Enter Required Data

If the system displays an existing record and you enter the **Expire Date**, the date must be earlier than the current system date.

Figure 16.17 – Enter the Expire Date

To display an existing record, do not enter anything else. Click **Save**.
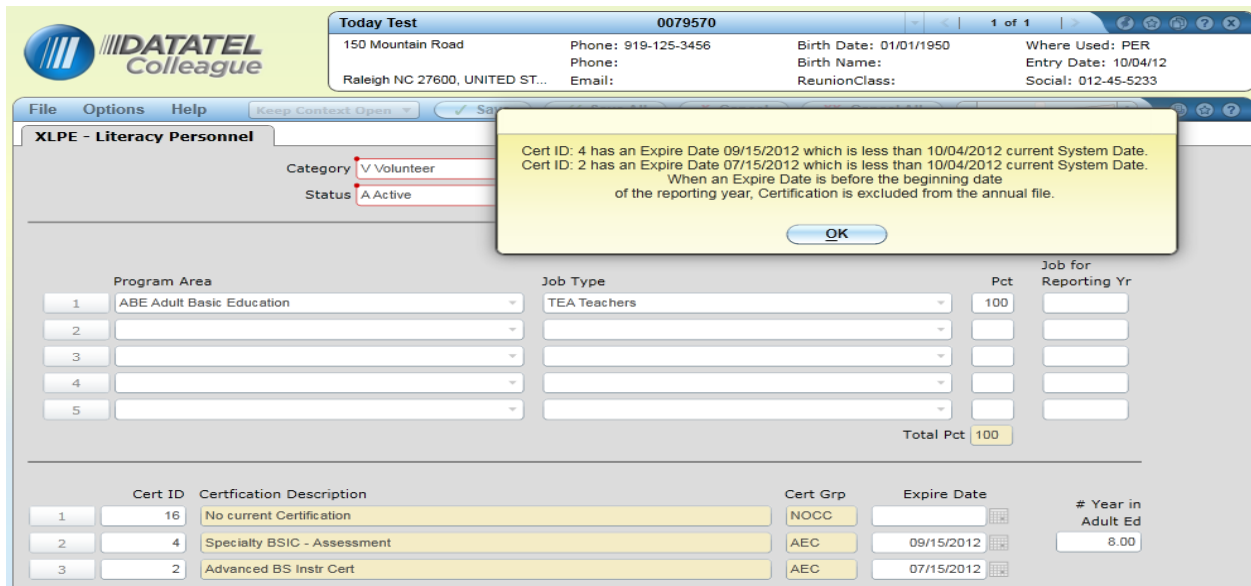

Figure 16.18 – Click Save

The **Certification ID LookUp** field now displays only 13 entries. Certification ID 5, 7, and 10 have been updated with a new **Certification Description**. Prior to SCR 201308, this field displayed 16 entries.
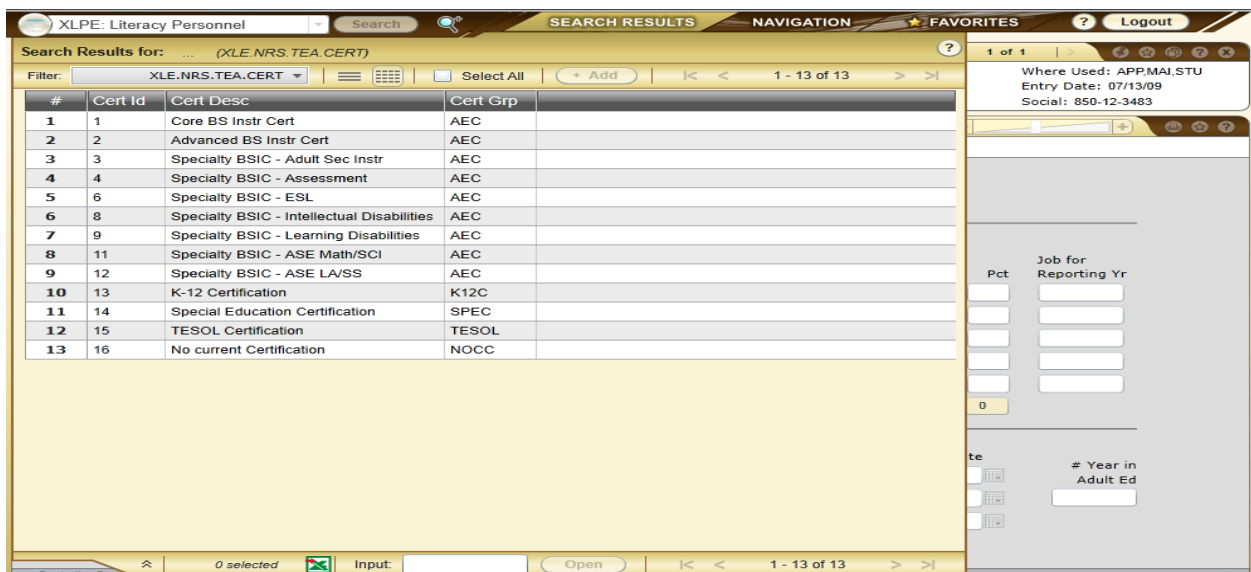

Figure 16.19 – 13 Entries

17 Certification Entry (XLCER)

Use the **Certification Entry (XLCER)** form to view the **Certification ID**, **Certification Description**, and **Certification Group** choices available from the system.

The **XLCER** form displays as inquiry only to LEIS Basic Skills college staff. The **XLCER** form may be edited by System Office IT staff. The **XLCER** form is accessible from the UI menu.

1. Enter **XLCER** in the **Search** box and press **Enter**.

2. **Certification LookUp**: Enter the certification ID or enter the ellipsis (**…**) to search through the available **Certification** choices from the **Certification** search results.

3. Click **OK**.

Figure 17.1 – XLCER Search Results

When accessing **XLCER**:

- The initial **Certification** record **Lookup** is completed.

- System Office IT staff may enter an existing record to view or edit the **Certification Description** and **Group**. The **XLCER** form is inquiry only for college staff

- Enter the **@** sign to recall the **Certification** record.

- To further limit a **Certification** search, you can enter a semicolon followed by one of the following abbreviations: **GRP**, **GRP AEC**, or **; grp aec**

Note: The semicolon command should be separated from the search value with a space.

Use the following field descriptions to complete or view the **XLCER** form:

- **Certification ID**: This field displays the **Certification ID** as inquiry only for college staff.

- **Certification Desc**: This field displays the **Certification Description** as inquiry only for college staff.

- **Certification Rpt Group**: This field displays the Certification Reporting Group as inquiry only for college staff.

If no errors are returned at screen exit, save the form to write updated information to the
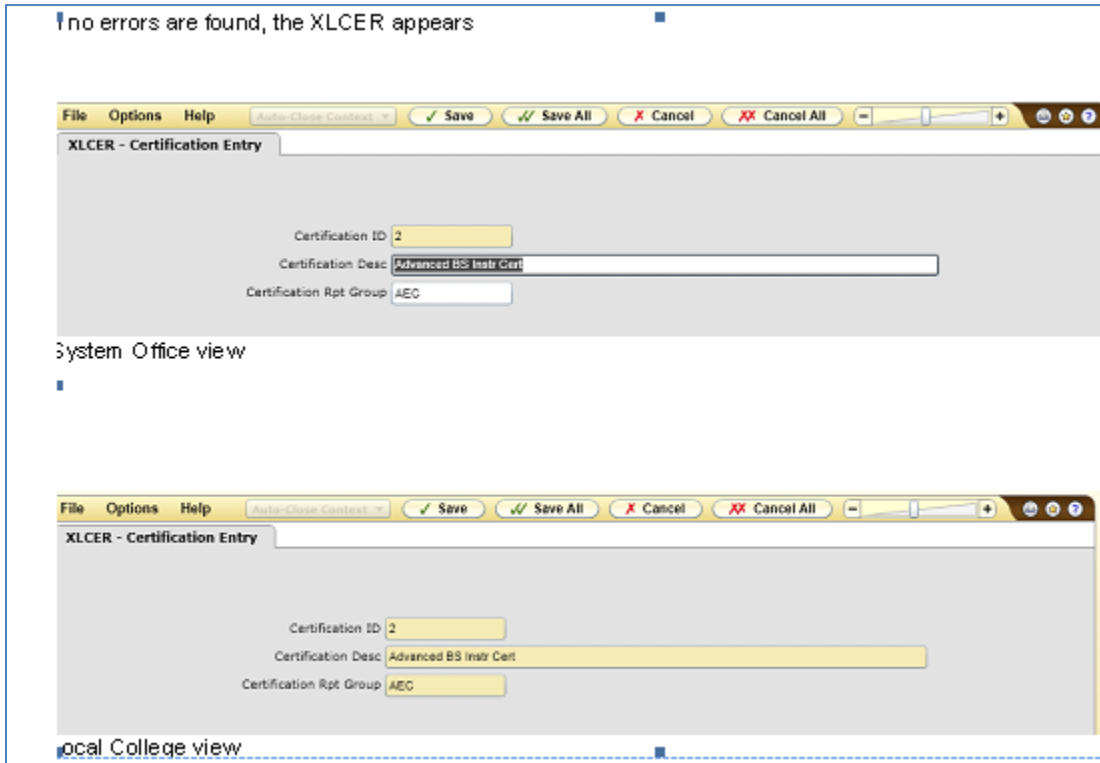**XLE.NRS.TEA.CERT** file.

Figure 17.2 – Saving XLCER

18 Year Experience Entry (XLCYR)

Use the **Year Experience Entry (XLCYR)** form to view the **Experience ID** and **Experience Description** choices available from the system.

The **XLCYR** form displays as inquiry only to LEIS Basic Skills college staff. The **XLCYR** form may be edited by System Office IT staff. The **XLCYR** form is accessible from the UI menu.

1. Enter **XLCYR** in the **Search** box and press **Enter**.

2. **Year Experience LookUp**: Enter the **Year Exp ID** or enter the ellipsis (**…**) to search through the available year experience choices.

3. Click **OK**.

Year Experience LookUp

2

OK   Cancel   Finish   Help

Enter Experience ID directly

Year Experience LookUp

...

OK   Cancel   Finish   Help

Use "..." to view the Experience search result table

Search Results for: ...   (XLE.NRS.TEA.YREXP)

Filter: XLE.NRS.TEA.YREXP ▼ | ≡ ▦ | ☐ Select All | + Add | |< <   1 - 3 of 3

#	Year EXp ID	Year Exp Desc
1	1	Less than 1 year
2	2	1 to 3 years
3	3	More than 3 years

Resolution view for UI4.X

Figure 18.1 – XLCYR Search Results

When accessing **XLCYR**:

- The initial **Year Experience** record **LookUp** is completed.

- System Office IT staff may enter an existing record to view or edit the **Year Experience Description**. The **XLCYR** form is inquiry only for college staff.

- Enter the **@** sign to recall the **Year Experience** record.

Use the following field descriptions to complete the **XLCYR** form:

- **Year Experience ID**: This field displays the **Year ID** as inquiry only for college staff.

- **Year Experience Desc**: This field displays the **Year Description** as inquiry only for college staff.

If no errors are returned at screen exit, save the form to write updated information to the **XLE.NRS.TEA.YREXP** file.
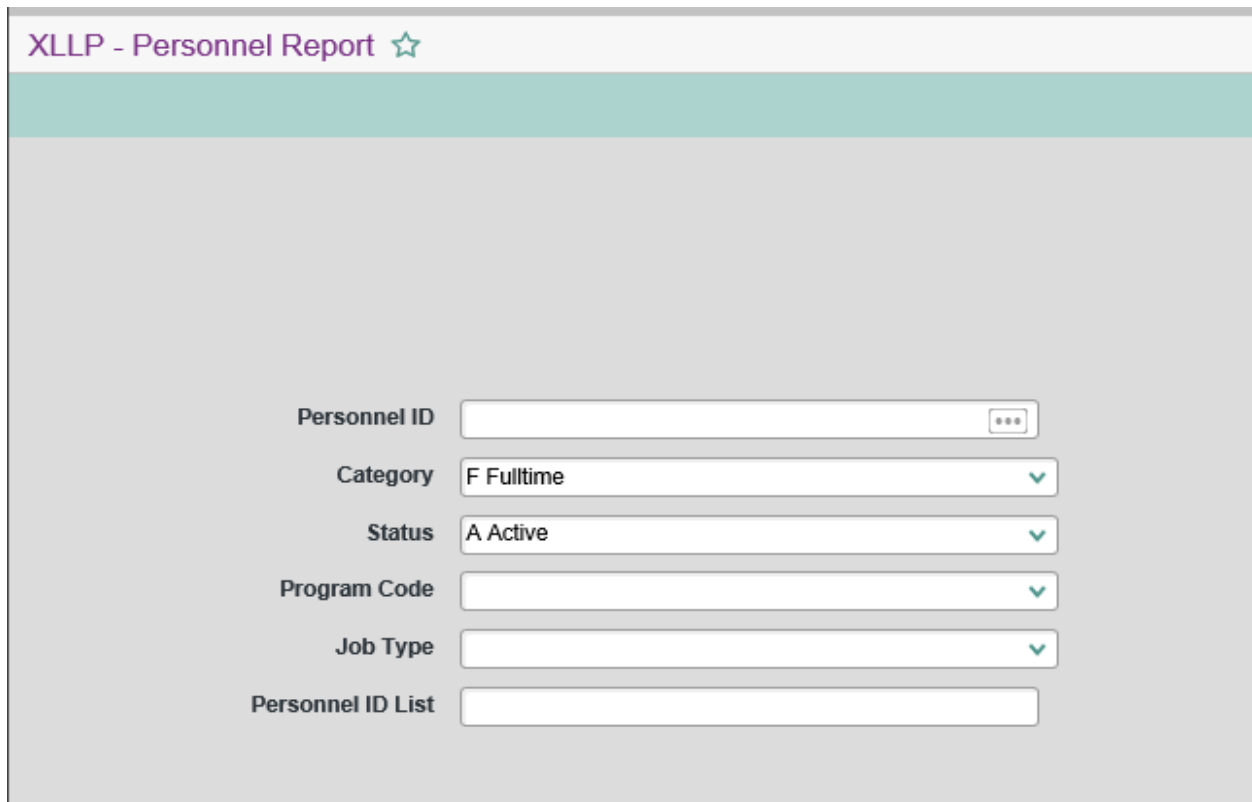
Figure 18.2 – Saving XLCYR

19 Personnel Report (XLLP)

Use the **Personnel Report (XLLP)** form to print personnel information based on the constraints entered.

Figure 19.1 – Constraints for XLLP

Use the following field descriptions to complete the **XLLP** form:

- **Personnel ID**: Enter the personnel ID.

- **Category**: Select **F Fulltime** or **P Part time** from the dropdown.

- **Status**: Select **A Active** or **I Inactive** from the dropdown.

- **Program Code**: Select **ABE Adult Basic Education**, **ASE Adult Secondary Education**, **ESL English Second Language**, or **OTHER Other** from the dropdown.

- **Job Type**: Select **TEA Teachers**, **REC Recruiters**, **ARS Assessment/Ret. SP.**, **CLE Clerical**, **LLA Local Admin/Supervisor**, **COU Counselors**, **SLA State Level Administrator**, or **PAR Paraprofessionals** from the dropdown.

- **Personnel ID List**: Enter a list of Personnel IDs to further narrow selection criteria.

An example of the Literacy Personnel Report is provided in Figure 19.2.

Figure 19.2 – Output for XLLP

Appendix A - STUDENT.DATA.CODES – Valid Student Type (Data) Codes

A **Student Type Code** is used to identify student barriers to employment and specific programs the student participates in during each POP. Refer to the latest version of the *College and Career Readiness Data Dictionary* for specific definitions of these items.

Code	Min Entry	Description	Act Code 1	Act Code 2
BSKPL	BSK	NC-Basic Skills Plus	2016-2017	
CCP	CCP	NRS-Community Corr Pgm	2016-2017	
CORFA	COR	NRS-Correction Facility	2016-2017	
DL	DL	NRS-Distance Learner	2016-2017	
FL	FL	NRS-Fam Literacy Partcpnt	2016-2017	
IELCE	*IEL*	*NRS-IELCE Grant*	*2016-2017*	
IET	**IET**	**NRS-Int. Educ & Tng**	**2016-2017**	
OIA	OIA	NRS-Other Inst Person	2016-2017	
WL	WL	NRS-Workplc Lit Student	2016-2017	
FOSTER	**FOS**	**NRS-Foster Care/age-out**	**2016-2017**	
DISHOM	**DIS**	**NRS-Displ Homemaker**	**2016-2017**	
ELLCB	**ELL**	**NRS-LESA/LL/Cult Barrier**	**2016-2017**	
EXTANF	**EXT**	**NRS-Exp TANF within 2yr**	**2016-2017**	
EXOFD	**EXO**	**NRS-Ex-Offender**	**2016-2017**	
HA	HA	NRS-Homeless Person	2016-2017	
LTUNEP	**LTU**	**NRS-Long Term Unemploy**	**2016-2017**	
LI	LI	NRS (Opt)-Low Income	2016-2017	
MIGFRM	**MIG**	**NRS-Mig/Seas Farm Labor**	**2016-2017**	
SNGPAR	**SNG**	**NRS-Single Parent**	**2016-2017**	
OSD	OSD	NC-Other Student Data	2016-2017	
DW	DW	NRS-Dislocated Worker	2016-2017	
LIRA	LIR	NRS-Lving in Rural Area	2016-2017	2016-2017

Code	Min Entry	Description	Act Code 1	Act Code 2
RPA	RPA	NRS-Rcvng Public Assist	2016-2017	2016-2017
WBPL	WBP	NRS (Opt)-WorkBased Proj	2016-2017	2016-2017
IDEAL	IDE	NC-Project IDEAL	2016-2017	2016-2017
PWEMP	PWE	NC-Pathways Employment	2016-2017	2016-2017

Valid Student Type (Data) Codes:

- The **Act Code 1** column contains the **Effective Year**.

- The **Act Code 2** column contains the **Expired Year** (if applicable).

Note: Many of the codes listed in the table above are carried over from prior years. The effective year 2016-2017 is assigned to these carried over codes because the field in the database will only be used for 2016-2017 and beyond, and the old field it replaces will not be used after 2015-2016. All validation codes for the new field are assumed to be implemented as of 2016-2017. As new codes are added for later years, the effective dates for those codes will reflect the program year they are implemented. As codes expire, the final year of use will be added to the **Act Code 2** column.

Appendix B - XLE.LEIS.PROGRAM.CODES

		Code		Description		Min Entry		Speci				
1		ABE		Adult Basic Education								
2		AHS		Adult High School								
3		ASE		Adult Secondary Education								
4		BSA		Basic Skills Assesment								
5		CED		Compensatory Education								
6		ESL		English Second Language								
7		GED		General Ed Development								
8		HSG		High School Graduate								
9		WBPL		Work Based Project Learne								
10		OTHER		Other								
11												
12												
13												
14												
15												
16												

VAL - Validation Codes
Table Name : XLE.PROGRAMS.LIST   Mode : Inquiry Only
Created On : 04/23/03   By : DAVIDH   Changed On : 01/14/14   By : TLUONG
Page 1 of 2

Purpose
1 SCR201308 - 1/14/2014
2 1. Added ASE to historical program code table

Maximum Code Size 10
Zero Fill Numbers (Y/N) No

Figure B.1 – XLE.PROGRAMS.LIST

VAL - Validation Codes
Table Name : XLE.LEIS.PROGRAM.CODES   Mode : Inquiry Only
Created On : 07/11/01   By : EDWARDL   Changed On : 01/14/14   By : TLUONG

	Code		Description	Min Entry	Special Processing	
1	ABE		Adult Basic Education	1		
2	ASE		Adult Secondary Education	2		
3	ESL		English Second Language	3		
4	OTHER		Other	4		
5						
6						
7						
8						

Purpose
1 SCR201308 - 1/14/2014
2 1. Removed AHS, CED, GED

Maximum Code Size 10
Zero Fill Numbers (Y/N) No

Figure B.2 – XLE.LEIS.PROGRAM.CODES

Appendix C - XLE.BASED.SCHOOL

Figure C.1

Appendix D - XLEIS.GRAD.RPT.SORT

VAL - Validation Codes

Table Name : XLEIS.GRAD.RPT.SORT		Mode : Inquiry Only
Created On : 08/30/13	By : TLUONG	Changed On : 09/11/13	By : TLUONG

	Code	Description	Min Entry	Special Processing	
1	1	Last & First Name, ID	1		
2	2	Student ID	2		
3	3	Cmp Date, Last, First, ID	3		
4	4	Diploma Name	4		
5					
6					
7					
8					

Purpose

1	
2	

Maximum Code Size: 1

Zero Fill Numbers (Y/N): No

Figure D.1

Appendix E - XLEIS.PROGRAM.YEAR

VAL - Validation Codes					
Table Name : XLEIS.PROGRAM.YEAR				Mode : Inquiry Only	
Created On : 08/27/13	By : TLUONG		Changed On : 08/27/13	By : TLUONG	

	Code	Description	Min Entry	Spec	
1	2013-2014	July 1 to June 30, 2014	13-14	16619	16983
2	2014-2015	July 1 to June 30, 2015	14-15	16984	17348
3	2015-2016	July 1 to June 30, 2016	15-16	17349	17714
4	2016-2017	July 1 to June 30, 2017	16-17	17715	18079
5	2017-2018	July 1 to June 30, 2018	17-18	18080	18444
6	2018-2019	July 1 to June 30, 2019	18-19	18445	18809
7	2019-2020	July 1 to June 30, 2020	19-20	18810	19175
8	2020-2021	July 1 to June 30, 2021	20-21	19176	19540
9	2021-2022	July 1 to June 30, 2022	21-22	19541	19905
10	2022-2023	July 1 to June 30, 2023	22-23	19906	20270
11					
12					
13					
14					
15					
16					

	Purpose
1	This table stores the NRS reporting program year. Local college
2	should not add or make

Maximum Code Size   9

Zero Fill Numbers (Y/N)   No

Figure E.1

Appendix F - Glossary of Terms

The following terms are used throughout this document:

1. **ABE**: Adult Basic Education

2. **AHS**: Adult High School

3. **ASE**: Adult Secondary Education

4. **CASAS**: Comprehensive Adult Student Assessment System

5. **CIS**: College Information System

6. **CSF**: Critical Success Factors

7. **DAEL**: Division of Adult Education and Literacy

8. **EFL**: Educational Functioning Level. Indicates the student's College and Career Readiness level for NRS reporting purposes.

9. **ESL**: English as a Second Language

10. **FERPA**: Family Educational Rights and Privacy Act

11. **GED**: General Educational Development

12. **LEIS**: Literacy Education Information System

13. **MIS**: Management Information System

14. **NCCCS**: North Carolina Community College System

15. **NRS**: National Reporting System

16. **PD**: Professional Development

17. **RT**: Retired

18. **SO**: System Office

19. **TABE**: Test of Adult Basic Education

20. **UN**: Unemployed Not Seeking

21. **US**: Unemployed Seeking

22. **USDOE**: United States Department of Education

23. **Active Goal**: A goal that has not been met and set during any period of enrollment prior to the student's last day of attendance of the current registration.

24. **Goal Set Date**: The date that is on or after the student's registration date and before the class section end date.

25. **Exited**: Students who are in a program and have left 90 days prior to the end of the last day of the class section.

26. **Higher Placement**: Based on the student receiving a higher test score that places him/her in a higher EFL using the same test component as the pre-test placement.

27. **Initial Placement**: Based on the student's first enrollment during the current reporting year. Identify initial placement at the beginning of the reporting year.

28. **Intake Date**: Based on the student's first date of attendance in Web Attendance for new students. A continuing student will inherit the historical intake date from **XLETES** the first year; however, the student's intake date will be based on Web Attendance if he/she ever separates.

29. **Level Completion**: Based on the student's pre-test score and the student's highest same test component post-test score during the program year if the post-test score is of a higher level. Passing the GED or earning an Adult High School diploma is considered completion of ASE high EFL. For students in advanced ESL, completion is equated to specific scores as defined by the NRS.

30. **Lowest Test**: Lowest score for a component taken during the reporting year or 90 days prior to the start of the reporting year.

31. **NRS Goals**: These goals include:

    a. Entered employment

    b. Retained employment

    c. Receipt of an adult high school diploma or GED certificate

    d. Entered post-secondary education or training

    e. Complete current EFL (an implied goal that does not require data entry)

32. **Period of Participation (POP)**: The period of time in which a student is continually enrolled in a program. A student can have multiple POPs if the student exits the program without 90 days of service and returns in the same program year (July 1-June 30). Each POP will be measured for Measurable Skill Gains (MSGs), and each time a student exits, the student is measured for follow-up outcomes that apply.

33. **Placement**: The EFL based on the lowest test for the most current component.

34. **Program Year**: The timeframe used to report annual literacy data is defined as July 1-June 30.

35. **Progression**: The student counts as progressing to a higher level if he/she has a last date of attendance on or after his/her placement in a higher EFL.

36. **Ranking**: A numerical value to indicate differences in educational functional levels.

37. **Reporting Year**: Defined as July 1-June 30. Program year and reporting year are used interchangeably.

38. **Terminal Goals**: Earned a GED, received an Adult High School diploma, or achieved ESL Advanced exit criteria.