MEMORANDUM

TO: Basic Skills Directors

FROM: Alan Tucker, Ed.D.
Director of Program Quality and Accountability
College and Career Readiness Department

DATE: June 20, 2014

SUBJECT: LEIS Data Sheets and Basic Skills Instructor Access to Student Information

The United States Department of Education (USDOE) recently clarified their requirements for instructor access to student information and storage of data sheets. They have always required that all programs use the same standardized form for collecting literacy data, but they have recently stated that the standardized forms do not need to be stored in classroom files as long as instructors have access to student demographic, testing, and progress information.

1. **All programs must use the same paperwork for collecting literacy data.**
   - This means that all programs should be using the most up-to-date LEIS forms (see attached) in their programs to ensure that all elements required by the Office of Career, Technical, and Adult Education (OCTAE) are being collected. This form can be stored in a master file system and does not have to be stored in classrooms. If OCTAE were to visit local programs, they would check the master file for the data collection paperwork, not the student classroom files.

2. **Each instructor should have access to their students’ demographic, testing, and progress information.**
   - This ensures that instructors have support and direction for their students’ educational paths. The clarification allows this requirement to be accomplished via methods of tracking other than the LEIS form itself. Many programs have previously utilized a variety of forms and processes to share student demographic information with instructors and to help instructors track student progress. This update allows those programs to employ tracking methods which best aid their instructors.

If you have any questions regarding this update then please contact Alan Tucker at tuckera@nccommunitycolleges.edu.

cc: CC Presidents
CC Continuing Education Officers
CC Chief Academic Officers
NAME ____________________________________________________________

(Last) ____________________________________________________________ (First) ____________________________________________________________

STUDENT SOCIAL SECURITY # ____________________________ OR

INDIVIDUAL TAXPAYER ID # ____________________________

STUDENT COLLEAGUE ID # (CC only) ____________________________

OFFICE USE ONLY: Course/section # (CC only) ____________________________

INTAKE DATE __/__/______ (Initial date when student first attends the intake process or returns after exited for more than 90 days. Leave blank for continuing students.)

1. Mailing Address ____________________________________________________________

Address Line 2 ____________________________________________________________

City ____________________________ State ___ (postal abbreviation)

Zip Code ___ ___ ___ ___ County ____________________________

2. Home Telephone (___ ___) ___ ___ - ___ ___ ___

Cell Telephone (___ ___) ___ ___ - ___ ___ ___

3. Birth Date __/__/______ 4. Gender ___ M ___ F

(Month/Day/Year)

5. Ethnicity (Select one.)

___ 1. Hispanic/Latino ___ 2. Non-Hispanic/Non-Latino

Race (Select at least one.)


___ 4. Black or African-American ___ 5. Hawaiian/Pacific Islander

6. Schooling History

Last Secondary/Elementary School Attended ____________________________________________________________

Location ____________________________________________________________

Date Last Attended Secondary/Elementary School __/__/______ Mo. Year

7. Highest Educational Level at Entry

___ Never attended school

___ No diploma (Enter 1-11 for last grade completed)

___ High school graduate/Grade 12 completed

___ GED graduate

___ Adult High School graduate

___ Post high school vocational diploma

___ Associate degree

___ Bachelor degree

___ Master degree or higher

___ Unknown

8. Country of Last School Attended

___ US based schooling

___ Non-US based schooling

9. Employment Status at Entry

___ FT - Employed full-time ___ PT - Employed part-time

___ UN - Unemployed but not currently seeking work

___ US - Unemployed and currently seeking work

10. Disability Status (Check only if applicable.)

___ Learning disabled

___ Other disability

11. Email Address: ____________________________________________________________

DMV Certification – Community College Only

12. NC Residents Under Age 18

Driver's License Number ____________________________ State of Issue ___

Date of Issue __/__/______ / __/__/______ / __/__/______

IF REQUIRED BY YOUR COLLEGE/ORGANIZATION:

Interview conducted by: __________________________________ Comments: __________________________________

Student Signature: __________________________________ 2/20/2013
### NAME

(Last) (First) (Middle/Maiden)

STUDENT SOCIAL SECURITY # __ __ __ - __ __ __ __

OR

INDIVIDUAL TAXPAYER ID # __ __ __ - __ __ __ __

STUDENT COLLEAGUE ID # (CC only) __________________

OFFICE USE ONLY: Course/section # (CC only) __________________________

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### 20. NRS Secondary Goals and Achievements

<table>
<thead>
<tr>
<th>Check applicable goal/s ✓</th>
<th>NRS Secondary Goals and Achievement (Check any that apply.)</th>
<th>Date Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Achieve work-based project learning goal (must meet federal criteria)</td>
<td>__ / __ / ___</td>
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<tr>
<td>2.</td>
<td>Leave public assistance</td>
<td>__ / __ / ___</td>
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<td>3.</td>
<td>Achieve citizenship skills</td>
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<td>4.</td>
<td>Increase involvement in children’s education</td>
<td>__ / __ / ___</td>
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<tr>
<td>5.</td>
<td>Increase involvement in children’s literacy activities</td>
<td>__ / __ / ___</td>
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<td>6.</td>
<td>Vote or register to vote</td>
<td>__ / __ / ___</td>
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<tr>
<td>7.</td>
<td>Increase involvement in community activities</td>
<td>__ / __ / ___</td>
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</tbody>
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### 21. Placement and Progress Test Scores – NRS-Approved Standardized Tests Only

<table>
<thead>
<tr>
<th>Date</th>
<th>Test</th>
<th>Component</th>
<th>Scale Score</th>
<th>Level/Form</th>
<th>EFL</th>
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### Adult High School Only (update #16 - #19 each program year)

| 14.        | HS credits required to graduate | __________ |
| 15.        | # AHS credits transferred in    | __________ |
| 16.        | # AHS credits earned this program year (July 1 – June 30) | __________ |
| 17.        | Date first AHS course was attempted this program year | __ __ / __ / ___ |
| 18.        | Date first AHS course was completed this program year  | __ __ / __ / ___ |
| 19.        | Date AHS diploma was earned     | __ __ / __ / ___ |

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Separation Date: __ / __ / ___

Leave blank for continuing students.

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3/20/2013
REQUIRED FOR ACCELERATING OPPORTUNITY COLLEGES / OPTIONAL FOR OTHER PROGRAMS

22. Enrollment Date ___ ___ / ___ ___ / ___ ___ ___

23. AO Pathway ____________________________________________

24. Occupation at Program Entry, if employed ________________________

25. First Generation Postsecondary Student
   __ Yes   __ No

26. Tuition and Fee Waiver if other than Basic Skills Plus
   __ Yes   __ No

27. Marital Status (Check one.)
   ___ Married
   ___ Single
   ___ Divorced
   ___ Widowed
   ___ Separated

28. Citizenship (Check one.)
   ___ U – US Citizen
   ___ E – Eligible Legal Alien
   ___ N – Naturalized Citizen
   ___ A – Non-Resident Alien

29. Referred by (Check all applicable.)
   1. __ Adult Education Staff
   2. __ Community College Recruiter
   3. __ GED Testing Center
   4. __ Human Resources Development
   5. __ Job Link Career Center
   6. __ Church
   7. __ Community Organization
   8. __ Library
   9. __ Literacy Council
  10. __ Voluntary Organization
  11. __ Antipoverty Program
  12. __ Correctional Institution
  13. __ Department of Motor Vehicles
  14. __ Department of Health and Human Services
  15. __ Employment Security Commission
  16. __ Health Agency
  17. __ Institution for Handicapped
  18. __ Military/V.A.
  19. __ Public School
  20. __ Vocational Rehabilitation
  21. __ Newspaper
  22. __ Poster, Flier, Letter
  23. __ Radio
  24. __ Television
  25. __ Business & Industry
  26. __ Hospital/Doctor/Clinic
  27. __ Labor Union
  28. __ Vocational School
  29. __ Friend or Relative
  30. __ Other Student in Program
  31. __ Previous Enrollment
  32. __ Other: Specify __________________________________________

3/20/2013
TEST CODES

PLACEMENT TESTS
1. BESTLITR  BEST Literacy
2. BESTPLUS  BEST Plus
3. CASASMATH  All CASAS Math
4. CASASREAD  All CASAS Read/Comp
5. CASASWRIT  All CASAS Writing
6. CASESLLIST  CASAS ESL Listening
7. CASESLREAD  CASAS ESL Reading
8. CASESLWRIT  CASAS ESL Writing
9. TABECLEL  TABE CLAS-E Listening
10. TABECLER  TABE CLAS-E Reading
11. TABECLES  TABE CLAS-E Speaking
12. TABECLETLS  TABE CLAS-E Total Listening and Speaking
13. TABECLETRW  TABE CLAS-E Total Reading and Writing
14. TABEREDW  TABE CLAS-E Writing
15. TABELANG  TABE Language
16. TABERAD  TABE Reading
17. TABETOMA  TABE Total Math
18. TABSURLANG  TABE Survey Language
19. TABSURREAD  TABE Survey Reading
20. TABSURTOMA  TABE Survey Total Math
21. WKEYSAMAT  Work Keys – Applied Math
22. WKEYSRFIN  Work Keys – Reading for Information
23. WONDQUAN  WONDERLIC GAIN Quantitative
24. WONDVERB  WONDERLIC GAIN Verbal

NRS Placements and Score Ranges

1. ABE Beginning Literacy (TABE Reading ≤ 367, TABE Total Math ≤ 313, TABE Language ≤ 389, CASAS Reading ≤ 200, CASAS Math ≤ 200, CASAS Writing ≤ 200). Wonderlic GAIN English 200-406, Wonderlic GAIN Math 200-314
2. ABE Beginning Basic Education Literacy (TABE Reading 368-460, TABE Total Math 314-441, TABE Language 390-490, CASAS Reading 201-210, CASAS Math 201-210, CASAS Writing 201-225), Wonderlic GAIN English 407-525, Wonderlic GAIN Math 315-522

6. Adult Secondary High (TABE Reading ≥ 596, TABE Total Math ≥ 595, TABE Language ≥ 586, CASAS Reading ≥ 246, CASAS Math ≥ 246, CASAS Writing ≥ 271, WorkKeys Reading for Information 82-90, WorkKeys Applied Mathematics 82-90, Wonderlic GAIN English 871–1000, Wonderlic GAIN Math 855-1000


**Exit Criteria from Advanced ESL**

CASAS Reading and Listening ≥ 236; CASAS Writing ≥ 261 (Entry into ASE)

TABE CLAS-E Reading ≥588; TABE CLAS-E Writing ≥612, Total TABE CLAS-E Reading and Writing ≥600, TABE CLAS-E Listening ≥607, TABE CLAS-E Speaking ≥594, Total TABE CLAS-E Listening and Speaking ≥ 600 (TABE CLAS-E is exit criteria; must retest to determine ABE or ASE placement)

BEST Plus ≥ 541 (BEST Plus is exit criteria; must retest to determine ABE or ASE placement)

BEST Literacy – no exit criteria