



NRS 2020 STATE REGIONAL WORKSHOPS

YOUR SUCCESS, OUR FUTURE

MEASURING **ACHIEVEMENT** AFTER EXIT

WORKBOOK

LIVE VIRTUAL SESSIONS

KICKOFF
September 9

SESSION 1
September 21 - 24

SESSION 2
September 28 -
October 1



NATIONAL
REPORTING SYSTEM
for Adult Education

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Introduction

Workbook Description

This workbook describes the process, steps, and considerations necessary to successfully develop and use a framework for understanding data collection for postexit indicators. Through this framework, and by using the workbook as a guide during the live workshop session and in combination with your pre-session preparation and Moodle activities, your state team will be able to develop an improvement action plan for data collection of postexit indicators. Your completed plan will serve as a reference document for your team to guide proposed data collection activities and as a tool to measure your data collection progress for postexit indicators.

The Framework

This framework will provide the foundation for your entire data collection approach for postexit indicators and will enable your team to produce meaningful results. This workbook will help you and your state team accomplish the following:

- Adopt a framework for understanding the data collection process for postexit indicators
- Identify areas of the system in need of improvement as a result of using the framework
- Develop strategies to promote understanding of local programs about the importance of collecting data for the postexit indicators
- Develop an action plan for state improvements of data collection for the postexit indicators
- Develop considerations for local engagement of data collection for the postexit indicators



Workbook Sections

Part I: What We Know Already: Overview

In the pre-session, you reviewed the postexit indicators of performance as they relate to the Workforce Innovation and Opportunity Act (WIOA), pools for indicator denominators, and exit periods. Now we will briefly review a set of guiding questions. You will also discuss challenges in understanding definitions at the state and local levels. We have provided visual snapshots of the WIOA postexit indicators of performance, participant pools for indicator denominators, and participant exit periods for reporting postexit indicators for reference during the live workshop.

Questions to Consider¹

- What are some of the state/local challenges you have encountered?
- How do misunderstandings or incorrect interpretations at both the state and local levels affect data for postexit indicators?
- What are some of the reasons that people or local providers do not understand or fail to correctly interpret postexit indicators?

WIOA Postexit Indicators of Performance

Credential Indicator

- Secondary credential with employment or entry into postsecondary
- Postsecondary credential

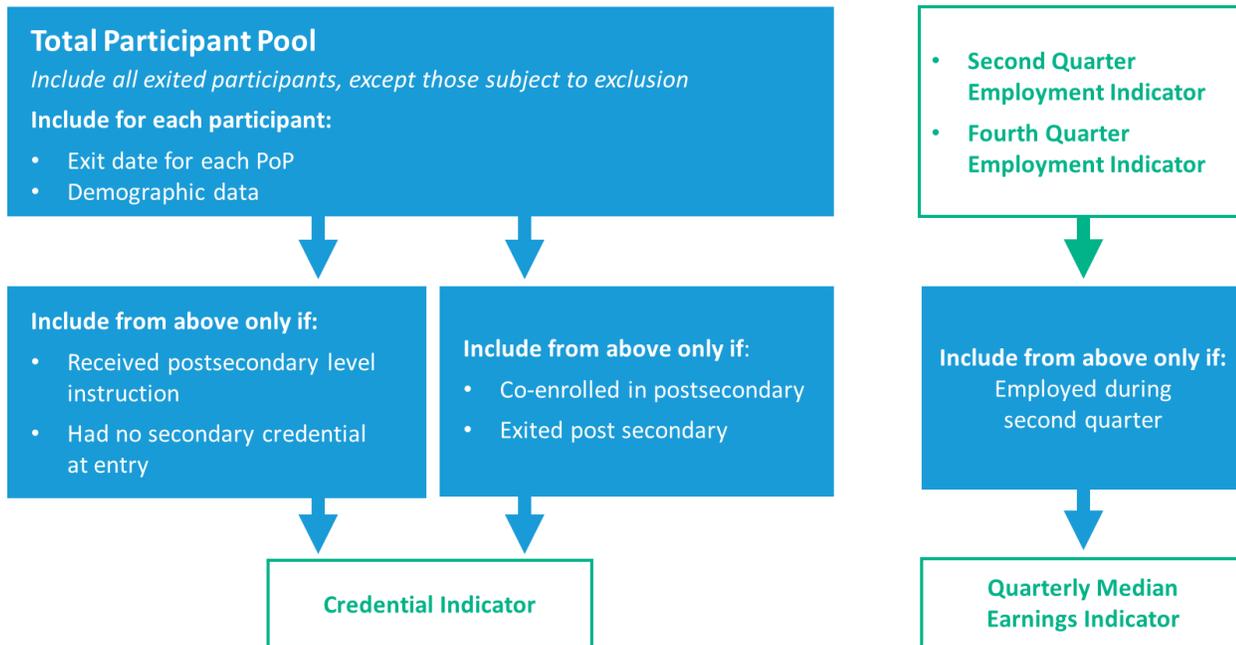
Employment Indicator:

- Second quarter Employment indicator
- Fourth-quarter employment indicator
- Median earnings indicator

¹ Most sections include questions to consider. The questions are intended to support your team's thinking and to guide you in your planning. The questions **do not** need to be answered in the draft sections but should inform your response.

Participant Pools for Indicator Denominators

Note: Blue boxes represent the participant pools, and green boxes represent indicators.



Participant Exit Periods for Reporting Postexit Indicators

Indicator	Participant Exit Period	Participant Exit Period for Program Year (PY) 2019 Reporting (due October 1, 2020)
Second-Quarter Employment	Program Year, One Year previous	July 1, 2018–June 30, 2019 PY 2018
Median Earnings	Program year, One Year previous	July 1, 2018–June 30, 2019 PY 2018
Fourth-Quarter Employment	Calendar Year, Two Years Previous to Report Date	January 1, 2018– December 31, 2018 (Last two quarters of PY 2017 and first two quarters of 2018)
Credential Attainment	Calendar Year, Two Years Previous to Report date	January 1, 2018– December 31, 2018 (Last two quarters of PY 2017 and first two quarters of 2018)

Group Brainstorm

In a group, list some of the reasons for and challenges of understanding and interpreting definitions at the state and local levels.

Challenges in Understanding and Interpreting Postexit Indicator Definitions

State level

1.

2.

3.

Local level

1.

2.

3.

Part II: Framework for Success

In this section, you will learn about the four key areas in which data for postexit indicators are collected. These considerations will guide the development of your framework.

Questions to Consider

- What are some broad-level steps/categories that make up the data collection system?
- What are some examples of ways in which these are used with your local providers and at the state levels?

Data Collection Framework for Postexit Indicators

The infographic below represents the four key areas for the postexit indicators collected in a local program process. These key areas represent the broad level version of your framework and will be discussed in greater detail in subsequent sections of the workbook.



Time to Play the NRS Quiz Show

You will now be divided into teams for the NRS Quiz Show. The quiz show categories and questions are related to identifying the broad-level steps that make up the data collection system. The NRS Quiz Show was designed to explore your existing knowledge about the framework and to explore strategies regarding its development.



Rules

- You will work in state teams.
- You have been preassigned to a team and a breakout room.
- Every team will have the opportunity to answer at least three questions.
- If a team answers correctly, they win the assigned point amount; if they answer incorrectly, the points are lost and the next team takes its turn.
- **ALL RESPONSES MUST BE PROVIDED IN THE FORM OF A QUESTION.**

NRS Quiz Show Categories

The quiz show categories, along with the dollar amount for each category, are shown below.

Going Swimming	Love Connection	Welcome to the 21 st Century	Motes, Fences & Jersey Walls	Relays & Long Jump
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$600</u>	<u>\$600</u>	<u>\$600</u>	<u>\$600</u>	<u>\$600</u>
<u>\$800</u>	<u>\$800</u>	<u>\$800</u>	<u>\$800</u>	<u>\$800</u>
<u>\$1000</u>	<u>\$1000</u>	<u>\$1000</u>	<u>\$1000</u>	<u>\$1000</u>

Note: The name of each category represents a subject specific to postexit indicators, which are as follows:

- *Going Swimming*—Establishing a pool of students
- *Love Connection*—Data matching
- *Welcome to the 21st Century*—Technology solutions

- *Motes, Fences, and Jersey Walls*—Barriers to employment, other barriers
- *Relay and Long Jump*—Tracking

Part III: Our Framework for Success

Now that you have a broad understanding of the framework, it is time to take a more in-depth look. In this section, you will examine and discuss the four key areas in relation to best practices and data for postexit indicators. You will also discuss challenges related to postexit indicators as well as potential strategies for those challenges.

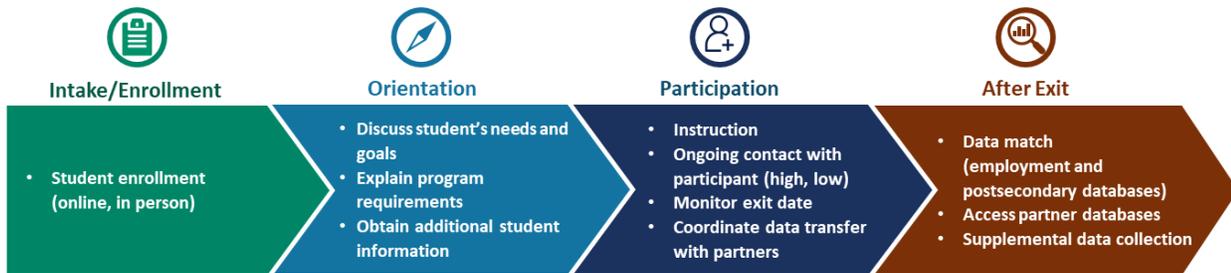
Questions to Consider

- How have you seen a component of the framework implemented in your state?
- How does this component affect data collection at either the local level or for state needs?

Data Collection Framework for Postexit Indicators

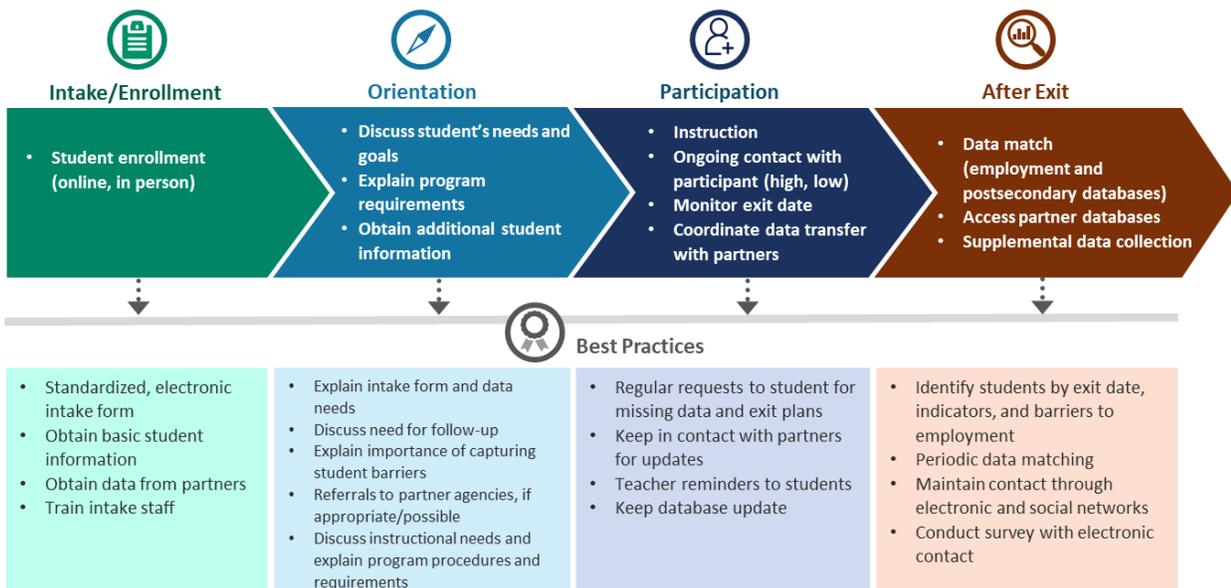
Descriptions of the broad steps of the framework, followed by best practices within each step, are presented below.

Broad Steps

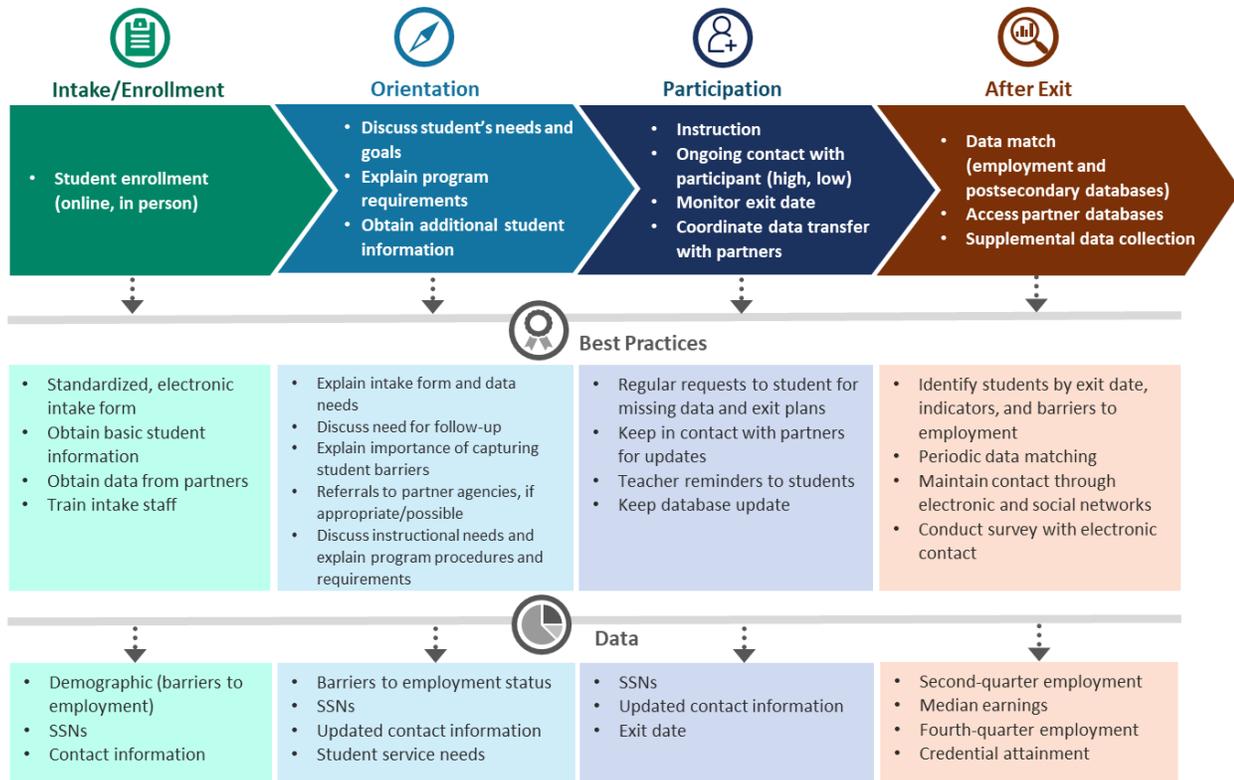


Optional activity: For post workshop or to follow along, please see the template corresponding to this portion of the presentation (slides 26–31) in Appendix B (p. 28).

Best Practices



Data



Our Challenges, Our Framework

Choose two of your three data collection challenges to focus on for the remainder of the workshop.

Note: Please capture your responses on the Moodle template for tomorrow's session.

Challenge #1

Challenge #2

For each challenge, answer the following questions.

- a. How does addressing/not addressing this challenge affect (a) *the program/local provider*, (b) *the state*, and (c) *the students*?

Challenge #1

a. **Program local provider:**

b. **State:**

c. **Students:**

Challenge #2

a. **Program local provider:**

b. **State:**

c. **Students:**

b. Is the challenge affected by cultural, technical, or political barriers? Please describe below.

Challenge #1:

Challenge #2

c. What components of the framework provide opportunities to affect the data collection issue/challenge?

Challenge #1:

Challenge #2

d. What potential strategy could be used (i.e., how)? What is the rationale for using this strategy?

Challenge # 1:

Challenge #2

Questions to Consider

- What is the evidence that this is a challenge and what is the “why” behind it?
- What will look different if a challenge is addressed and how will you know from a data perspective?

Part IV: State to State, Inquire, Solve

In this section, you will receive feedback from your state partner on one of your data challenges and responses to the guiding questions, which will help you address issues and develop strategies related to your challenge.

Activity: State-to-State Share, Inquire, Solve

You will be assigned a breakout room and will be paired with at least one other state team. With your state partner, select one of your data collection challenges and do the following:

1. Present on one data collection challenge and your response to the guiding questions from the “Our Challenges, Our Framework” offline activity.
2. Your partner state asks clarifying questions and provides feedback.
3. Reverse roles and repeat Steps 1 and 2.

Record your responses below.

Questions to Consider

- Why has this challenge been a problem? What is the evidence?
- What is the underlying issue(s) causing the challenge (e.g., policy, technical, or some other issue)?
- Who needs to be involved to address this challenge?

Part V: From One Perspective to Another

Data are not always seen in the same way across stakeholders. This section will help you better understand how stakeholders may have different perspectives regarding data and how understanding these differences can help you address data challenges and find solutions.

Perspectives

Following are three questions to help you think through the importance of having other stakeholders involved in the collection process.

1. Who are some of the individuals or entities involved in the collection and other processes related to measuring achievement?

2. What is the relevance for them?

3. Where within the framework are you most likely to engage with these stakeholders?

Activity: Perspective Scenarios

Please note: As preparation for this activity, participants will read the “Perspectives Scenarios” shown in Appendix A (p. 23) as part of their offline activity before the end of the live virtual session on Day 1.

Scenarios: Guiding Questions

- Thinking from the assigned stakeholder’s perspective, can you identify key challenges related to collecting data?
- What other stakeholders are referenced in this scenario, and how might they have a role related to the identified challenges?
- How might these stakeholders see the situation differently than your assigned stakeholder?
- For each challenge identified, can you identify at least one approach that you think your assigned stakeholder would implement to address these challenges?

Discuss your guiding questions in relation to your scenario. Share your responses to your guiding questions and identify one or two strategies that help address the needs of both primary stakeholders for your scenario.

Responses to Guiding Questions

Strategies Addressing the Needs of Stakeholders

- 1.

- 2.

Share-Out

Consider the following:

- The scenario you discussed
- Each response to the selected guiding question
- One strategy from each perspective that may help address the needs of both primary stakeholders for your scenario

Then answer the following question:

What are the implications of these different perspectives in addressing data needs for postexit indicators?



Part VI: Planning Improvements for Our Future Success

In this section, you will work within your state team to start developing a plan for improvement.

Questions to Consider

- What areas of data/data collection do you do well? How do you know? Is there anything from this area of strength that can be used to address the data collection challenge?
- Who is involved and who is affected by each of your strategies? Is interdependency/cross-agency/cross-partner collaboration required?
- What key tasks must occur to make any of these strategies “come alive”?
- Do any of these strategies align with existing state or local provider priorities that are in current implementation?
- How do these strategies connect to the framework? Is the connection direct or indirect? How?

Activity: Planning for Improvement

In your state teams, complete the improvement Action Plan Worksheet below. As you complete the worksheet, refer back to the Questions to Consider above.

Note: Please complete and post the action plan using the template on Moodle.

Worksheet: Data Collection of Postexit Indicators Challenge

Strategy to Address the Challenge						
Action Steps	Required Resources	Responsible Parties	Affected Adult Education Stakeholders	Evidence of Completion	Timeline	Evidence of Improvement
List action steps relevant to this strategy.	List the resources necessary to make the strategy a success.	List the parties responsible for executing the strategy.	Identify stakeholders affected or involved in this action step.	List how will you know the action step has been taken or completed.	List due dates and key activities for completing each action step.	List how you will know the action step improved or addressed the data collection issues.
•	•	•	•	•	•	•
•	•	•	•	•	•	•
•	•	•	•	•	•	•
Evaluation Measure(s): List or describe what will be measured and how it will be measured. These items should align with your objectives and should be realistic based on your audience and the communication channel(s) you have chosen.						
•						
•						
•						

Other notes:

Part VII: Considerations for You and Your Local Providers

Local providers are an important element in the success of your strategies. In this section, you will identify and discuss the local considerations needed to implement your improvement plan, anticipated challenges, and potential strategies for addressing and supporting these considerations.

Activity: Consider Local Providers

From your improvement action plan, choose one strategy that involves the engagement of and/or ownership by a local provider. Next, identify two or three barriers to this strategy, along with two or three solutions.

Barriers

- 1.
- 2.
- 3.

Solutions

- 1.
- 2.
- 3.

Share-Out

Share your strategy involving local engagement and one or more potential solutions. Note any feedback below.

Feedback

Part VIII: 3-6-9 to Keep Us on Time

In this section, you will begin planning to move your strategies forward to achieve your 9-month goal for the state adult education program.

3-6-9 Action Item List

3-6-9

Action Item List

What? Why? When? Who?



Activity: 3-6-9 Action Item List

In small groups, identify three action items that will move a specific strategy forward over the next 6 weeks, and follow the prompts in the template below. As you fill out the template, keep the following questions in mind:

- What action needs to occur, or what task needs to be completed?
- Why is this action or task important?
- When is the deadline for the task? Are there any intermediate milestones? If so, consider dividing these into separate tasks.
- To who is the task assigned? Who should be consulted?
- What is the next step once the task is completed?

What three steps will you take over the next 6 weeks?	Importance	Responsible	Start by	Finish by	Next Step
Action Item					
Action Item					
Action Item					

In 9 months, which challenges and related strategies do you want to revisit?	Challenge	Related Strategy



Appendix A: Offline Activity Perspectives Scenarios

Various adult education stakeholders have a role in and an impact on data collection. Both are often affected by the stakeholder's perspective on data, what they are being asked to provide, when they are asked to provide it, and the communications regarding a local provider's or state's data needs. The following scenarios reflect a few of these different perspectives.

Offline Assignment: Read each of the following scenarios and guiding questions to prepare for the live activity and discussion.

Scenario 1: State-Level Issues

Claire is the adult education state director of State X. With a population of 13 million, the state is large. Major urban centers are located in the eastern and western parts of the state, while rural communities make up the central part of the state. When reviewing end-of-year data, Claire notices that many programs seem to have challenges with data collection and that those challenges vary by region. For example, in the urban areas, programs have been using online registration, which has advantages in that data files are created right away, making it easy to flag missing data before students attend their first class. But while speaking with local program directors, Claire learns that many students, fearing identity theft, are wary of entering their Social Security numbers online. In the rural areas, availability of broadband internet service is limited; as a result, programs in those areas tend to rely on in-person registration. Program staff have shared that students seem to really appreciate the personal touch of in-person registration, but sometimes students forget to bring their Social Security card, or they may be hesitant about sharing their Social Security numbers. In those cases, there is a gap in the number of Social Security numbers collected.

The adult education providers in the state serve 23,000 adult education students each year through Adult Basic Education (ABE), Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), and Family Literacy programming. The state office of adult education has worked to support the literacy providers and local community colleges in expanding the number of career pathways offered to aid the adult education programs in better preparing students for community college certifications. For example, Mountain View Community College (MVCC), located in the eastern part of the state, has a strong IET program that bridges the adult education program with a gas distribution pipeline mechanics certification program. Although these efforts have been largely successful, one issue that has arisen for some of the local programs and their community college partnerships is that the adult education programs are not receiving credential attainment data in a timely manner. When this information is not entered into state databases, alerts in the state system are not activated to track certain students.

The state's primary industries are utilities, agriculture, mining, and tourism. Through collaboration with the Department of Labor (DOL), the state office has built strong partnerships with the State Chamber of Commerce, the Department of Agriculture, and the Tourism Bureau. The relationship with the DOL has enabled the state office of adult education and the other federal agencies to align their data systems to improve data collection and reporting on employment measures. But Claire would like to figure out a way to improve follow-up with employers to see who has maintained employment. She knows that some individual programs have established systems with local employers to track student employment, such as providing official state forms that can be distributed to human resources divisions to fill out upon request. And in some cases, programs rely on faculty who work in certain industries to maintain ties with students after those students have found employment. For example, a gas distribution pipeline mechanics instructor in the IET program at MVCC invites former students to act as mentors to current students, which promotes and increases enduring contact with graduates. Some programs ask instructors to call and email students, but this outreach can be time consuming, and instructors rarely get paid for this work. These strategies are not implemented consistently across the state, however, and Claire would like to develop a more comprehensive and structured approach that meets the different circumstances across the regions.

The local programs have been working hard, and on average, programs report that 72% of students are making EFL (educational functioning level) gains. But some of the program directors have expressed frustration to Claire and her staff that these gains are not being recognized. Level gains are important achievements for students, but the message that local program directors and staff receive from the state is that postexit gains are the focus of performance at the state level. The state runs data matches every other quarter, and the postexit data show that only 3% of all participants are employed after completing education and training. Based on the number of GEDs obtained, the anecdotal evidence about job attainment that programs share in their proposals, and the successful, state-implemented social media campaign for student recruitment, which has generated increased enrollments, Claire believes that the data being collected and reported do not accurately reflect what is happening within programs. She wonders whether her office should be running more frequent data matches and arranging more monitoring visits with program directors and their staff. She has three full-time staff and one part-time data manager. Sometimes, Claire finds it challenging to cover all the initiatives, data requirements, and partnership development and maintenance with a relatively small staff.

Scenario 2: Program-Level Issues—Director

Adrienne is the director of the Mountain View Community College (MVCC) Adult Education program, one of 20 state-funded programs. Claire, the state director, often highlights MVCC as a model program because of Adrienne's innovative leadership. In program year 2018–19, MVCC served 900 participants, and 478 had EFL (educational functioning level gains), 146 gained or retained employment, 38 obtained a secondary diploma, and 18 transitioned to postsecondary education or training. Adrienne has four full-time and eight part-time instructors at MVCC who prepare students for several certification and training programs in the community college. These certification and training programs reflect the primary state industries: utilities, agriculture, mining, and tourism.

Even with several administrative staff, Adrienne has to think of new ways to make data collection easier and more effective because the program serves so many students. Adrienne noticed that

registration sessions were time consuming for staff and entering students, and she wanted to streamline the process. There are only three part-time intake specialists with whom the students meet on-site, so Adrienne recently revamped the intake procedures at MVCC. As a result, there is now an online form that students can fill out before attending an orientation session. They fill in some basic demographic data and information about their goals. Then they are asked to complete the rest of the forms with the intake specialist at the in-person registration and orientation sessions. However, information is still missed sometimes. The online forms are integrated into the LitProState data system, which has a feature that highlights missing information. Ideally, the intake specialists will catch the missing information during the in-person sessions. Adrienne also decided that inviting current students to come during registration and explain how the program works has helped registrants feel more comfortable providing personal information for the intake process.

About a year ago, Adrienne discovered an issue that resulted in missed data collection. Nathan, a newly hired intake specialist, conducted many sessions, thinking that program staff could not ask for Social Security numbers because of privacy and citizenship concerns. As a result, many students did not provide Social Security numbers at program entry. Some of the intake specialists and teachers were frustrated because they had to do a lot of follow-up to explain why they needed the information and to fill in the gaps in student files. To prevent this from happening again, Adrienne designed a thorough onboarding and training session for new staff.

The intake staff also work with the data staff to track data on students who are in the program and who have left the program. These administrative staff review supplemental data records and contact popular employers about every 6 months, but they also rely on teachers to call students each month.

Scenario 3: Program-Level Issues—Instructor

Theresa is an instructor at Mountain View Community College (MVCC) and she really enjoys working with Adrienne, the program director. Theresa leads a few of the Adult Basic Education math courses and works collaboratively with some of the certification programs that require mathematic proficiency. Theresa loves teaching and supporting student success, and she knows that to keep operating, the program needs to collect data to show success. MVCC adult education staff help students in so many ways, such as through improved financial literacy, increased participation at their children's schools, obtaining personal and commercial driver's licenses, employment preparation, and transitioning to training and further education. Theresa understands that to show gains related to employment, secondary and postsecondary education, training, and median incomes, the program has to be able to perform data matching.

There are many students who achieve these outcomes, and it frustrates Theresa when data on students' postexit successes are not collected because full names, birthdates, or Social Security numbers are missing. But as an instructor, she finds the task of data collection challenging. She knows that many students worry about entering their Social Security numbers into an electronic system, so that information is often missing when students fill out the online form.

If a student forgets their Social Security card or doesn't know their Social Security number when they come to the in-person registration, this information will be missing when they start class. When

information in student data files is missing, the teachers often are expected to collect it the first day of class and to make follow-up phone calls and send emails and texts throughout the term.

Over the last year, because of some mistakes that Nathan unwittingly made when he started his job as an intake specialist, Theresa and other teachers had to spend more time collecting missing student data than they had in the past. Theresa knows it is important to gather the information, but she expressed concern to Adrienne that it can be burdensome for her and her colleagues to do many hours of follow-up that they are not paid to do; teachers get only a limited number of hours for class preparation, and she doesn't want to use this time for administrative work. For example, she had to call students many times, and she often did not hear back from them. She also sent many emails that bounced back to her as undeliverable. While most of Theresa's former students were happy to hear from her, some of the intake specialists found that students were surprised and did not welcome being contacted out of the blue months after they had left the program. One student with whom Theresa wanted to connect was Carl, one of the program's success stories.

Scenario 4: Student-Level Issues

Carl wanted to get his GED, so he enrolled in the adult education program at Mountain View Community College (MVCC) to improve his math skills. He was also interested in the certificate program that MVCC offered in gas distribution pipeline mechanics, because he thought it would be a good way to improve his employment prospects. During the orientation session for the Adult Basic Education (ABE) program in August 2018, the staff handed out intake forms. Carl found out at this session that he could have started the process online, but he didn't remember being informed of this option when he called the program for information, so he didn't go online to begin the registration process. At the session, program staff asked the students to fill out each question on the form and told the group that they might be contacted by staff after they leave the program to find out how students are doing. Carl had forgotten his Social Security card at home, so he turned in the form without that information. He planned to add his Social Security number when he came back for his first class session.

Carl was in Theresa's class. He was relieved because Theresa presented the math concepts in ways he could understand, unlike his learning experiences in high school. After 2 months of classes, Carl took the GED test. He did well on the language arts, social studies, and science sections of the test, but he just missed getting a passing score on the math section. While Carl continued taking math classes to prepare to retake the math portion of the GED test, he began taking an introductory course in the training program. It took him 2 more months to prepare to retake the math section of the test, but this time he passed and obtained his GED.

Carl was able to begin his 6-month training program at MVCC in December 2018, and he was excited to start a career that would enable him to better support his young family. Andrew, one of the instructors in the gas distribution pipeline mechanics program, was impressed with Carl's focus, professional attitude, and skills. Andrew recommended Carl for a job at the regional Northern Natural Gas and Electric company. Carl was hired in May 2019 and has been working there steadily since then. His children and his job keep him busy, but he keeps in touch with Andrew, and he has come into Andrew's class to motivate students by talking about his experience going through the program and working in the field.

After Carl had been on the job for about 4 months, he noticed that the ABE program had called him a few times. However, they didn't leave messages, so Carl forgot to call back. He is much better at communicating through text messages anyway. He figured the program staff knew that he achieved all the goals he had set when he began his studies, and besides, he's so busy that it's hard even to catch up with good friends. Carl lost his cell phone and got a new phone number when he replaced his mobile phone. Maybe he will call the program to check in, if he thinks of it.

Appendix B: Supplement Templates

Part III: Our Framework for Success

Optional: Use the template below to follow along with the presentation portion of this section (slides 39–41).

	Challenges	Causes of Challenge	Actions to Address Challenges
State	<i>Intake/Enrollment:</i> <ul style="list-style-type: none"> • • 	<i>Intake/Enrollment:</i> <ul style="list-style-type: none"> • • 	<i>Intake/Enrollment:</i> <ul style="list-style-type: none"> • •
	<i>Orientation:</i> <ul style="list-style-type: none"> • • 	<i>Orientation:</i> <ul style="list-style-type: none"> • • 	<i>Orientation:</i> <ul style="list-style-type: none"> • •
	<i>Participation:</i> <ul style="list-style-type: none"> • • 	<i>Participation:</i> <ul style="list-style-type: none"> • • 	<i>Participation:</i> <ul style="list-style-type: none"> • •
	<i>After Exit:</i> <ul style="list-style-type: none"> • • 	<i>After Exit:</i> <ul style="list-style-type: none"> • • 	<i>After Exit:</i> <ul style="list-style-type: none"> • •
Local Provider	<i>Intake/Enrollment:</i> <ul style="list-style-type: none"> • • 	<i>Intake/Enrollment:</i> <ul style="list-style-type: none"> • • 	<i>Intake/Enrollment:</i> <ul style="list-style-type: none"> • •
	<i>Orientation:</i> <ul style="list-style-type: none"> • • 	<i>Orientation:</i> <ul style="list-style-type: none"> • • 	<i>Orientation:</i> <ul style="list-style-type: none"> • •
	<i>Participation:</i> <ul style="list-style-type: none"> • • 	<i>Participation:</i> <ul style="list-style-type: none"> • • 	<i>Participation:</i> <ul style="list-style-type: none"> • •
	<i>After Exit:</i> <ul style="list-style-type: none"> • • 	<i>After Exit:</i> <ul style="list-style-type: none"> • • 	<i>After Exit:</i> <ul style="list-style-type: none"> • •