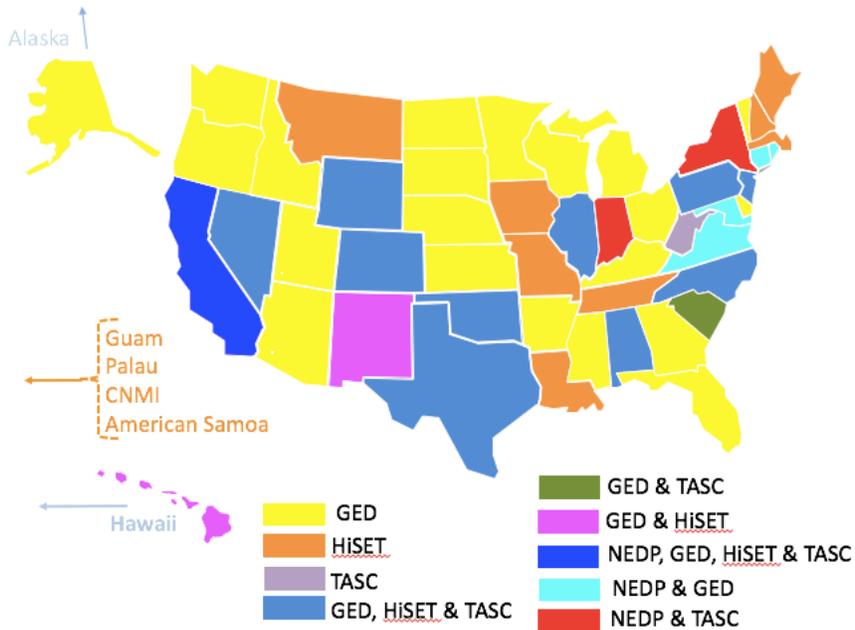




National External Diploma Program® (NEDP)

Mitch Rosin, NEDP National Consultant

HSE in the United States & Territories



NEDP – 38 Years



1972 Ford Foundation/Syracuse Research Corporation
Study Results

- 1) Adult education class schedules were not compatible with adult responsibilities
- 2) Content did not relate to real life experiences
- 3) Multiple choice, paper/pencil tests were too limiting

1975 NEDP debuted in Syracuse, New York

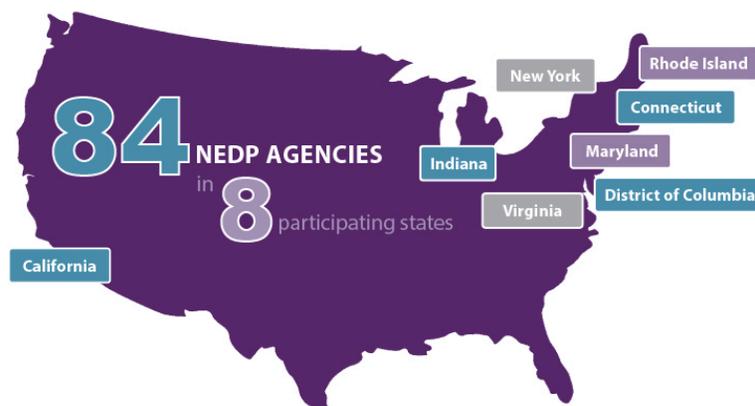
1979 NEDP validated by the US Dept. of Education for national dissemination

2006 CASAS acquired NEDP with support from New York, Maryland and Connecticut

NEDP Locations



- NEDP is implemented in 84 agencies nationally
- Implemented in 7 states and the District of Columbia



What is the NEDP?



The National External Diploma Program (NEDP) is a **competency-based, applied performance assessment** system in which participants demonstrate their abilities in a series of simulations that parallel job and life situations.

NEDP is the ONLY Competency-Based, Workforce Aligned, High School Equivalency Program in the United States.

How Does the NEDP Assess Skills?



Participants are evaluated against a criterion of excellence instead of by comparison to others, take responsibility for acquiring instruction by using existing resources, and **achieve mastery of all required competencies**, plus an occupational or specialized skill.

Applicability of NEDP Skills



- NEDP skills are applied in performance tasks in relevant adult contexts.

Foundation Skills	Work Readiness Skills	Self-efficacy Skills
Reading Writing Listening Speaking Mathematics Information and Communication Technology Media Literacy	Career development Resume development Job search Interpersonal skills Organizational Awareness	Learning to learn Problem solving Critical analysis Personal responsibility Self-awareness Self-direction

- Foundation and self-efficacy skills are applicable to college and careers.

NEDP Clients



- Take responsibility for acquiring skills needed to demonstrated mastery of competencies
- Are evaluated against a criterion of mastery instead of comparison to others
- Earn a Diploma and/or Equivalency
- Demonstrate incremental progress rather than relying on an all-or-nothing exam
- Are English Language Learners and special needs learners
- Can be concurrently working or attending skills training

NEDP Steps to Completion



Intake Assessment



Create Portfolio



Portfolio Review

Graduation



NEDP Diagnostic Phase



On-Site Assessment

- Reading
- Writing
- Math



At-Home Self Assessment

- Self-Assessment Checklist
- Technology Skills Self-Assessment Checklist
- Individualized Diagnostic Competencies Instrument
- O*NET Occupational Interest Profiler



NEDP Components



<h3>Academic, High School Competency</h3> <ul style="list-style-type: none"> ▪ Focuses on application and demonstration of knowledge and skills ▪ Clients acquire a high school diploma 	<h3>College and Career Competency</h3> <ul style="list-style-type: none"> ▪ Clients demonstrate progress in preparation for transition to postsecondary education, training and work
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College and Career Competency



- Occupational/Vocational
- Specialized Skills
- Transition to Postsecondary
- Integrated Education and Training

All provide direct links to the goals of WIOA!

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NEDP Generalized Assessment



The diagram illustrates the NEDP Generalized Assessment process. It consists of three main stages, each for 'Each Competency Area':

- Practice Activity**: The first stage, where students engage in practice activities.
- In-Office Check**: The second stage, where students undergo an in-office check.
- Feedback Report**: The final stage, where students receive a feedback report.

Accompanying images and labels:

- Home**: A woman working on a laptop.
- NEDP Site**: Two people, a woman and a man, looking at a laptop together.
- NEDP Site**: A woman talking to a student.

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NEDP Competency Mastery



The diagram illustrates the NEDP Competency Mastery process. It focuses on achieving mastery in ten competency areas:

- Ten Competency Areas**: The scope of the mastery requirement.
- Post-Task Assessment**: The assessment method used to evaluate mastery.
- 100% Mastery**: The required level of performance for each competency area.

An image shows a woman working on a laptop, with the label **NEDP Site** next to it.

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NEDP Staff Roles



NEDP Advisor

- Administers Diagnostics
- Interprets diagnostic results with client
- Provides feedback/advises on self-directed learning plan

NEDP Assessor

- Administers Generalized Assessment competency areas
- Evaluates performance tasks and provides client feedback
- Conducts Post-Task Assessment

NEDP Portfolio Reviewer

- Conducts independent review of completed portfolio, including Generalized Competencies and Individualized Competency

General Requirements to Establish NEDP Site



- Provide evidence of diploma-granting authority.
- Have a minimum of 3 staff per local agency complete the NEDP Implementation Training to become NEDP Advisors/Assessors.
 - Minimum requirements for Advisors/Assessors include a four-year college degree and any state certification requirements.

Implementation Training



- Self-study units
 - Introductory webinar – 90 minutes
 - Workshop – Diagnostic Phase
 - Check-in webinar
 - Workshop – Generalized Assessment
 - Check-in webinar
 - Evaluation and Mastery:
 - Portfolio Review
 - Inter-rater reliability checks and webinars
- Ongoing Technical Assistance

NEDP Supports WIOA Goals



- Allows clients to obtain a HS diploma while meeting other WIOA goals
- Provides a stackable credential that certifies to employers that the client has the **foundational, cognitive, and occupational-specific** skills needed for work readiness.
- Offers an ideal option for WIOA partners looking to develop integrated education and training (IET) program.

WIOA Title II



- Workforce Preparation services
- Integrated Education and Training (IET)
- Digital Literacy
- Performance Accountability

Workforce Preparation Services



Programs and services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills

- Using resources and information
- Working with others
- Understanding systems
- Obtaining skills necessary to successfully transition to and complete post-secondary education, training and employment

WIOA Integrated Education and Training (IET)



- Service approach that provides adult education and literacy activities **concurrently and contextually with workforce preparation activities**, and;
- Targets training in occupations or clusters that assist adults in their educational and career advancement

Digital Literacy



The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

NEDP encourages the development and assessment of digital literacy skills as an online program

Problem Solving in Technology-Rich Environments (PS-TRE)



Survey of Adult Skills - PIAAC (OECD): Test-takers need knowledge of the structure of a technology-rich environment

- How to use command names;
- Drop-down menus;
- Naming protocols for files and folders;
- Links in a web page;
- Ability to interact with digital information (understand electronic images, graphics and numerical data); and
- Locate, evaluate and judge the validity, accuracy and appropriateness of online information.

Source: "Problem Solving in Technology-Rich Environments" | OTAN Online Connection | Winter 2014 | otan.us

WIOA and Adult Literacy



- Adult Education's role in foundational skill building during an adult's progress through a training and employment path
- Co-enrollment in education and skills training
- Leads to secondary school diploma or equivalent and transition to postsecondary education and training, or leads to employment

A High School Diploma is not enough!

Benefits of NEDP in WIOA Career Pathways



- Flexible schedule
- Contextualized activities
- Assesses Information and Communication Technology skills
- NEDP can be offered at partner agency
- Proctored assessments with a certified NEDP Assessor may be administered at an adult education center, America's Job Center or community college

NEDP Provides Workforce Preparation Activities in Alignment with WIOA

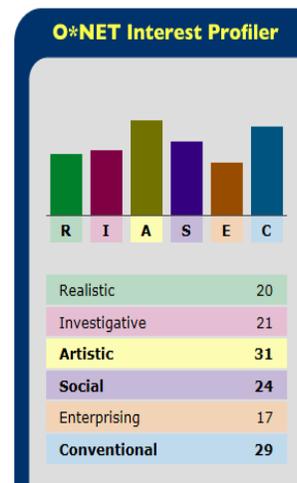


- NEDP is designed to help clients acquire a **combination of basic academic, critical thinking, digital literacy, and self-management skills**
- NEDP includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment

Workplace Emphasis in NEDP



- O*NET Interest Profiler
MyNextMove.org
- O*NET research on careers
- 21st century workplace content areas
- Career planning
- Development of a resume and cover letter



NEDP Transition to Post Secondary/Work



- NEDP historically values the linkage between earning a high school diploma and college and careers.
- NEDP has included a college/career component since 1975.
- The NEDP College and Career Competency requires graduates to demonstrate work history, attainment of an occupational credential/certificate, complete job training prior to graduation or demonstrate skills for college.

CCSS and CCR Standards



- These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
- The standards:
 - Are aligned with college and work expectations;
 - Are clear, understandable and consistent;
 - Include rigorous content and application of knowledge through high-order skills;
 - Build upon strengths and lessons of current state standards;
 - Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
 - Are evidence-based.

©2010 Common Core State Standards Initiative

College and Career Readiness Standards



- The College and Career Readiness Standards (CCRS) were developed using the most effective models from states and countries around the world
- CCRS provides stakeholders with a common understanding of what students should know at each grade level
- Consistent standards will provide uniform benchmarks for all students, regardless of where they live

NEDP Competency Content Areas



- NEDP competencies emphasize 21st Century skills required for the successful transition to postsecondary education and/or the workforce:
 1. Communication and Media Literacy
 2. Applied Math/Numeracy
 3. Information and Communication Technology
 4. Cultural Literacy (Literature and Film)
 5. Health Literacy
 6. Civic Literacy and Community Participation
 7. Geography and History
 8. Consumer Awareness and Financial Literacy
 9. Science
 10. Twenty-First Century Workplace

Web-based NEDP



- Client Interface
 - Activities
 - Online resources
- Assessor Interface
 - Activate competencies, In-Office Checks, PTA
 - Score client responses
 - Provide feedback
- NEDP Portfolio
 - Score and log client's work
 - Monitor progress
 - Client feedback reports



Sample Item: Local Geography (DOK 2)



Competency Area	<ul style="list-style-type: none"> • Geography and History
Competency	<ul style="list-style-type: none"> • 43. Demonstrate an understanding of local, national and global geography
Performance Indicator	<ul style="list-style-type: none"> • 43.1 Identify two geographic features of the state where you live that have affected the economy and the lives of the people of the state, region, or the area of the state where you live. Explain the relationship between the geography and the economy.

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Sample Item: Local Geography, cont.



Competency 43: Demonstrate an understanding of local, national and global geography.

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
ICT 26.4 Use presentation software to create a presentation on a selected topic to: <ul style="list-style-type: none"> a) select a slide template appropriate to the topic and audience; b) create a clear outline with a logical progression of ideas; c) insert one or more graphic elements; d) format information clearly; and e) support an oral presentation. 	43.1 Identify two geographic features of the state where you live that have affected the economy and the lives of the people of the state, region, or the area of the state where you live. Explain the relationship between the geography and the economy.	CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
		CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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Sample Item: Credit Cards (DOK 3)



Competency Area

- Consumer Awareness and Financial Literacy, Group A

Competency

- **50.** Interpret information on the use of credit, including interest rates, payment terms, and credit reports.

Performance Indicator

- **50.1 A.** Compare and contrast two credit cards based on the following considerations:
 - a) card application procedures,
 - b) payment terms,
 - c) how finance charges are computed, and
 - d) key elements of the credit card statements.
- **B.** Explain why someone might choose one of these credit cards over the other and defend the choice.

Sample Item: Credit Cards, cont.



Competency 50: Interpret information on the use of credit, including interest rates, payment terms, and credit reports

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p>Applied Math 10. Solve problems in realistic situations, including multi-step problems.</p> <p>Applied Math 13. Understand and use the number relationships represented by rates, ratios, and proportions.</p> <p>Applied Math 14. Represent relationships in mathematical situations with tables and equations (including variables, exponents and negative numbers).</p>	<p>50.1 A. Compare and contrast two credit cards based on the following considerations:</p> <ol style="list-style-type: none"> a) card application procedures, b) payment terms, c) how finance charges are computed, and d) key elements of the credit card statements. <p>B. Explain why someone might choose one of these credit cards over the other and defend the choice.</p>	<p>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it.</p>

Sample Item: Occupation, Skills and Education (DOK 2)

Competency Area	<ul style="list-style-type: none"> • 21st Century Workplace
Competency	<ul style="list-style-type: none"> • 61. Identify occupations and the skills and education required for specific jobs
Performance Indicator	<ul style="list-style-type: none"> • 61.1 Compare and contrast two or more similar employment opportunities and summarize the following information: <ol style="list-style-type: none"> a) salary and benefits; b) the education level; c) experience required; d) hours of employment; e) transportation options for getting to each job. • 61.2 Describe for each: specific skills/abilities; personal skills; and job outlook.

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Sample Item: Occupations, Skills and Education, cont.

Competency 60: Locate information on employment opportunities including online searches, job ads, and career center offerings		
Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p>ICT 26.6 Demonstrate the ability to use the Internet by:</p> <ol style="list-style-type: none"> a) opening a Web browser to access a supplied Web site; b) researching an issue for a purpose; c) locating and documenting multiple resources; d) obtaining information in the form of a downloadable document, e) submitting information online. 	<p>61.1 Compare and contrast two or more similar employment opportunities and summarize the following information :</p> <ol style="list-style-type: none"> a) salary and benefits; b) the education level; c) experience required; d) hours of employment; e) transportation options for getting to each job. <p>61.2 Describe for each:</p> <ol style="list-style-type: none"> a) specific skills/abilities b) personal skills c) job outlook. 	<p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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Depth of Knowledge



- NEDP expands critical thinking skills
- NEDP performance tasks are aligned with Norman Webb's Depth of Knowledge (DOK) Levels

Level	DOK	Example of an Activity
1.	Recall	<ul style="list-style-type: none"> • Vocabulary Quiz. • Locate or recall facts explicitly found in text. • Determine the area and perimeter of a rectangle.
2.	Skill/ Concepts	<ul style="list-style-type: none"> • Explain how good work habits are important at home school and on the job. • Compare desert and tropical environments.
3.	Strategic Thinking	<ul style="list-style-type: none"> • Compare consumer actions and analyze how these actions impact the environment. • Propose and evaluate solutions for an economic problem.
4.	Extended Thinking	<ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources. • Use this analysis to draft a reasoned report.

Source: Nebraska Department of Education. <http://www.slideserve.com/allison/webb-s-depth-of-knowledge-dok-nebraska-department-of-education-august-2008>

Accommodations in NEDP



The NEDP has accommodations incorporated in the web-based delivery system:

- Clear tabs direct clients to Overview, Activities, In-Office Check, and Tutorials.
- Overview provides the “why” for the competency and summarizes activities.
- Most competencies include web links or PDF resources.
- Resource icons clearly noted with white text on dark teal background.
- Clients can attempt an item multiple times. (no timed testing)

Accommodations in NEDP (cont.)



- Evaluation criteria match competencies and performance indicators.
- Oral In-Office Checks can alternately be done through electronic submission in word.
- All video tutorials have tutorial transcripts in PDF.
- Color contrasts optimize readability for clients with low vision.
- Size of font can be enlarged using Microsoft's Magnifier.
- Keyboard can be used for clients unable to manipulate a mouse.

Meetings and Support



Colleges & Universities

- New Mexico State University, Carlsbad
- Doña Ana Community College, Las Cruces
- Central New Mexico Community College, Albuquerque
- New Mexico Junior College, Hobbs
- Santa Fe Community College, Santa Fe
- University of New Mexico, Valencia
- Luna Community College, Las Vegas
- Eastern New Mexico University, Portales

Community Agencies

- YDI
- Bridge of New Mexico
- United Way of Central New Mexico
- SER Jobs for Progress
- Albuquerque GED

Workforce Agencies

- Eastern Area WDB
- Southwest Area WDB
- Workforce Connection of Central New Mexico
- Northern Area WDB

State Agencies

- Higher Education Department
- Public Education Department
- Legislative Finance Committee
- Legislative Education Study Committee
- State Workforce Development Board

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Questions?

