

NEDP participant characteristics and skill levels: recent studies and developments



Improving data collection: goals and challenges

Goal:

- Improve our ability to answer questions about the NEDP and to document program effectiveness



NEDP data collection

I. Student population characteristics

- Demographics, goals, outcomes

II. Student skill levels

- Diagnostics
- Assessments
- Program completion

Present

- Yearly Statistical Report
- Pilot study of CASAS tests

Future

- NEDP electronic portfolio
- CASAS eTests
- Electronic assessment

Yearly Statistical Report

Table A

ENROLLMENT

- Students in Diagnostic Phase as of June 30, 2008
- Students who exited program during Diagnostic Phase
- Students in Generalized Assessment as of June 30, 2008
- Students who exited program during Generalized Assessment
- Students who graduated this program year (since July 2007)
- Total number of students enrolled this program year

Yearly Statistical Report

Table G

REASONS FOR ENROLLMENT

Get a job

Retain job

Enter postsecondary education or training

Table F

LABOR FORCE STATUS

Employed

Unemployed

Not employed and not seeking work

Retired (if available)

Table H.

CORE FOLLOW-UP OUTCOMES

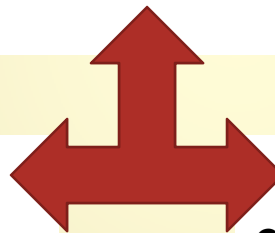
Total

Entered employment

Retained employment

Obtained high school diploma^{1, 2}

Placed in postsecondary education or training



Improving data collection:

Challenges:

- Current data collection systems vary across states
- Some states do not include NEDP students in their data systems



Improving data collection:



Challenges:

- Current national data collection protocol is paper-based (Yearly Statistical Report)
- Student-level goals cannot be linked to outcomes*
- Demographic data cannot be linked to other program variables or performance measures*

*Connecticut provides data at the student level

NEDP 2006-07 Yearly Report:

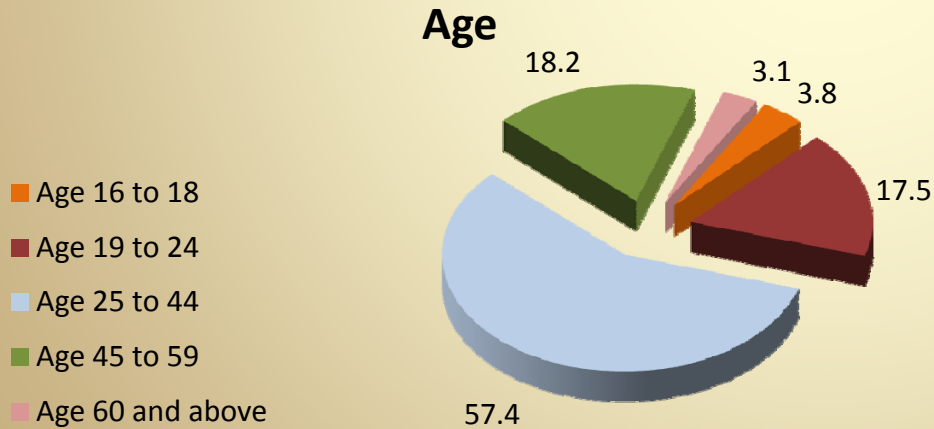
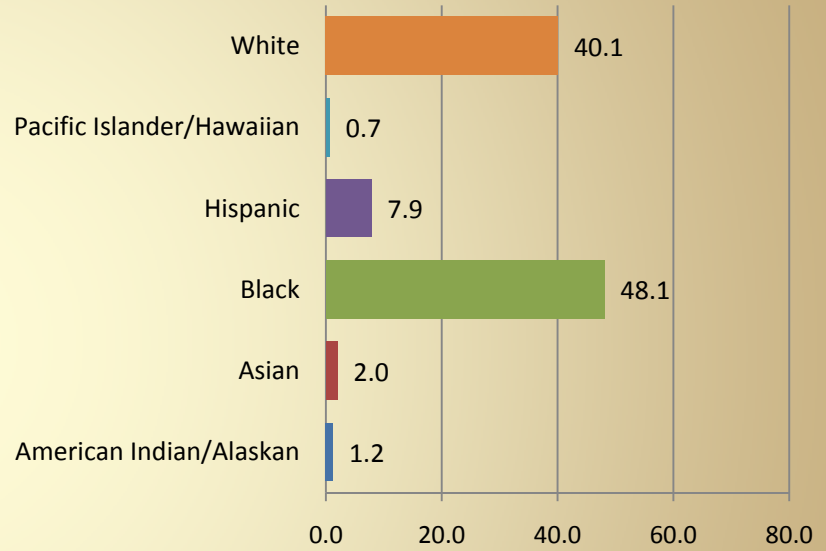
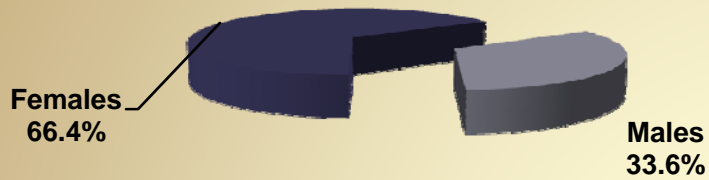
Where are NEDP students served?

	Exiters*		Retained**		Graduates		Total Served	
	n	%	n	%	n	%	N	%
Connecticut	117	28.7	93	22.8	198	48.5	408	9.0
District of Columbia	84	15.6	315	58.3	141	26.1	540	11.9
Guam	6	50.0	5	41.7	1	8.3	12	0.3
Illinois	4	11.8	17	50.0	13	38.2	34	0.7
Kentucky	24	27.0	38	42.7	27	30.3	89	2.0
Maryland					492	28.3	1,738	38.2
New York	268	26.4	314	30.9	435	42.8	1,017	22.4
Rhode Island	6	6.5	38	41.3	48	52.2	92	2.0
Virginia	17	5.6	204	66.9	84	27.5	305	6.7
Washington	10	17.5	34	59.6	13	22.8	57	1.3
West Virginia	27	21.4	46	36.5	53	42.1	126	2.8
Wisconsin	5	3.9	57	44.5	66	51.6	128	2.8
							4,546	100.0

*students who exited program either during Diagnostics or Generalized Assessment, but did not graduate

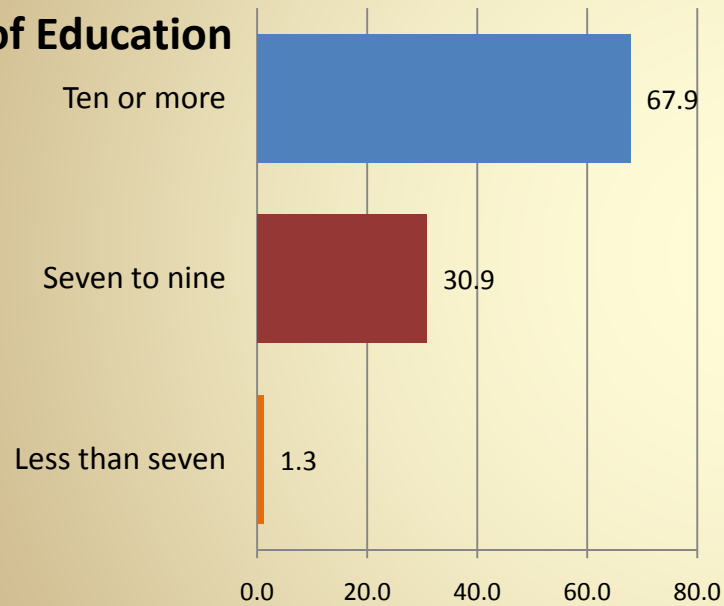
** students retained in either the Diagnostic or Generalized Assessment phase at the conclusion of the program year

NEDP 2006-07 Yearly Report

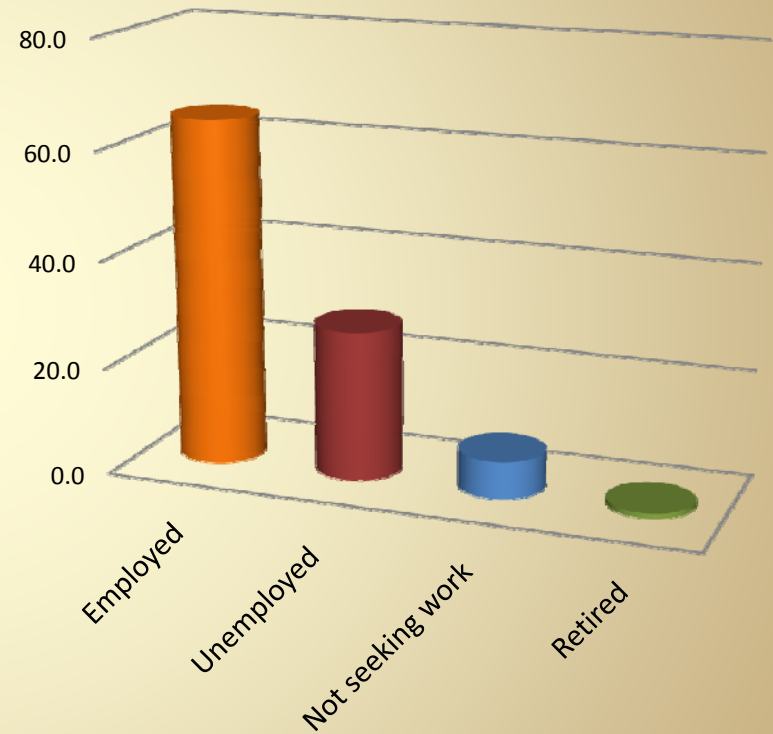


NEDP 2006-07 Yearly Report

Years of Education



Workforce Status



NEDP 2006-07 Yearly Report

- Goal Attainment and outcomes
 - Reasons for enrollment
 - Get a job
 - Retain job
 - Enter post-secondary education

NEDP 2006-07 Yearly Report

- Yearly Statistical Report goal attainment data results reflected disparate methodologies, affecting validity and comparability of the data
 - Yearly Statistical Report is not student-level data
 - Data related to goals and achievements cannot be matched

Improving data collection: present & future

- I. Student population characteristics
 - Demographics, goals, outcomes

- II. Describe student skill levels
 - Diagnostics
 - Assessments
 - Program completion

- Pilot study of CASAS tests

Student Basic Skills Profile

Basic Skills research

1. Pilot Study
 - Initial study from Fall 2006 to late spring 2007 involving seventeen sites from CT, MD, NY
 - Expanded study from Summer 2007 to spring 2008, adding nine additional sites, three from WV and VA

Pilot Study

- Determine if CASAS reading and math assessments can be used to accurately place NEDP applicants into the Generalized Assessment phase, resulting in a successful completion
- Determine if the CASAS basic skills content standards provide sufficient information regarding the remediation process for applicants who do not meet minimum entry level criteria

Aggregate Pilot Study Results

- Reading Form 187 (Level D)

Scale score range	n	Percent	Cumulative Percent
224 and below	6	0.8	0.8
225 to 235	47	6.5	7.3
236 to 245	307	42.2	49.5
246 and above	368	50.5	100.0
Total	728	100.0	

Level D Reading Test, Form 187

n = 728; mean = 246.3; median = 247; and standard deviation = 8.49

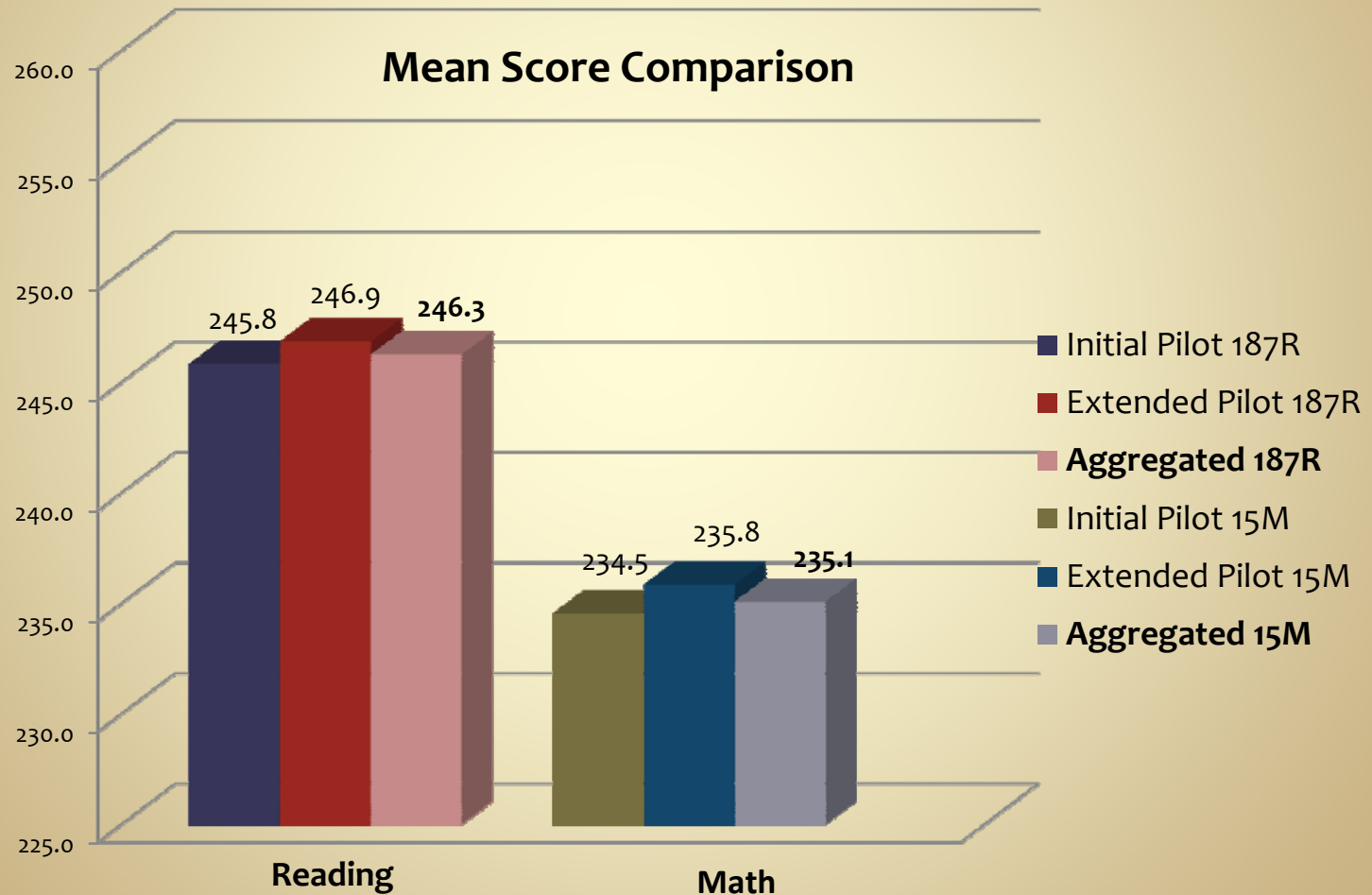
Aggregate Pilot Study Results

- Math Form 15 (Level C)

Scale score range	n	Percent	Cumulative Percent
224 and below	44	6.1	6.1
225 to 235	297	41.0	47.0
236 to 245	358	49.4	96.4
246 and above	26	3.6	100.0
Total	725	100.0	

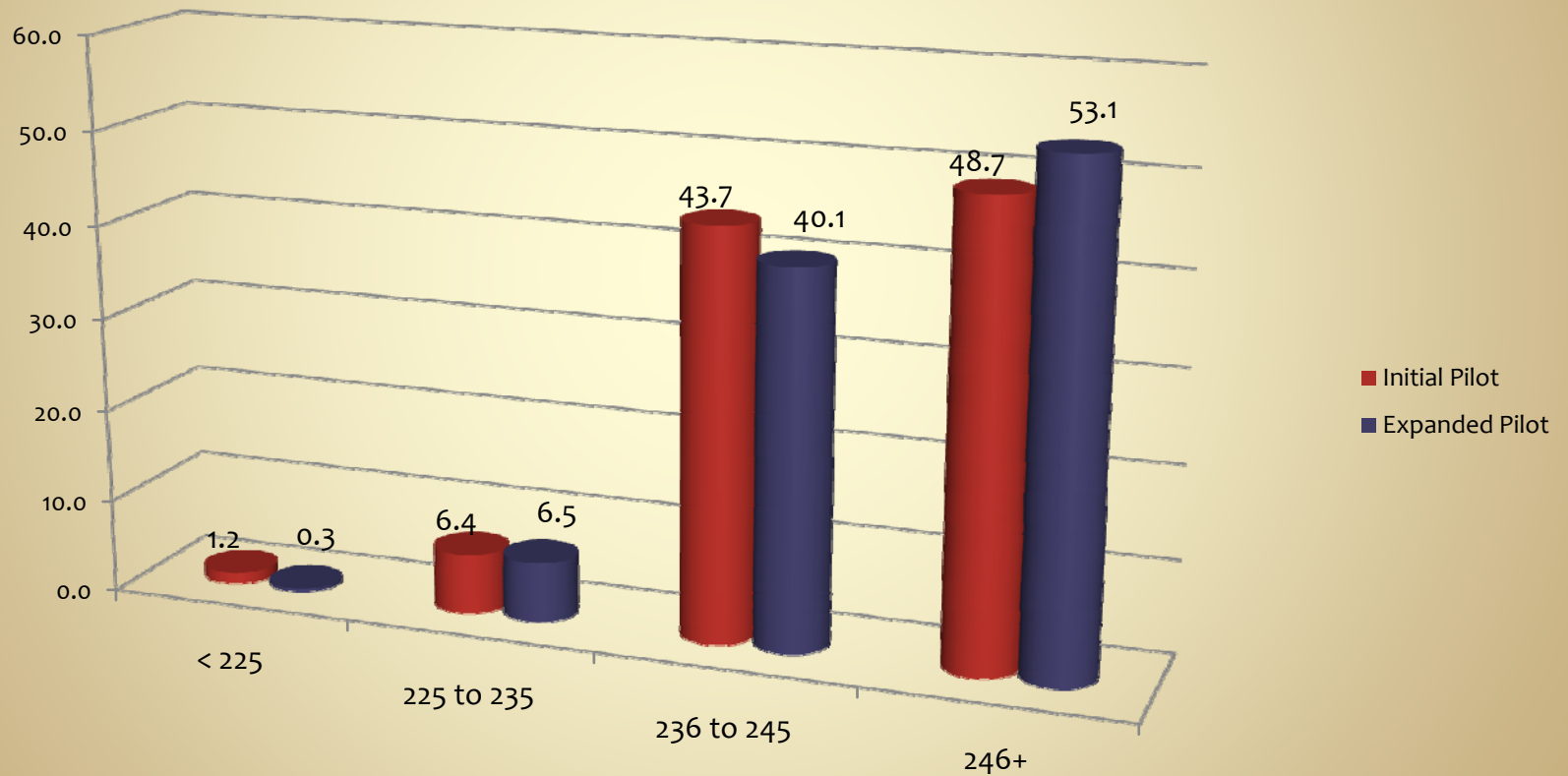
n = 725; mean = 235.1; median = 236.0; and standard deviation = 7.04

Aggregate Pilot Study Results



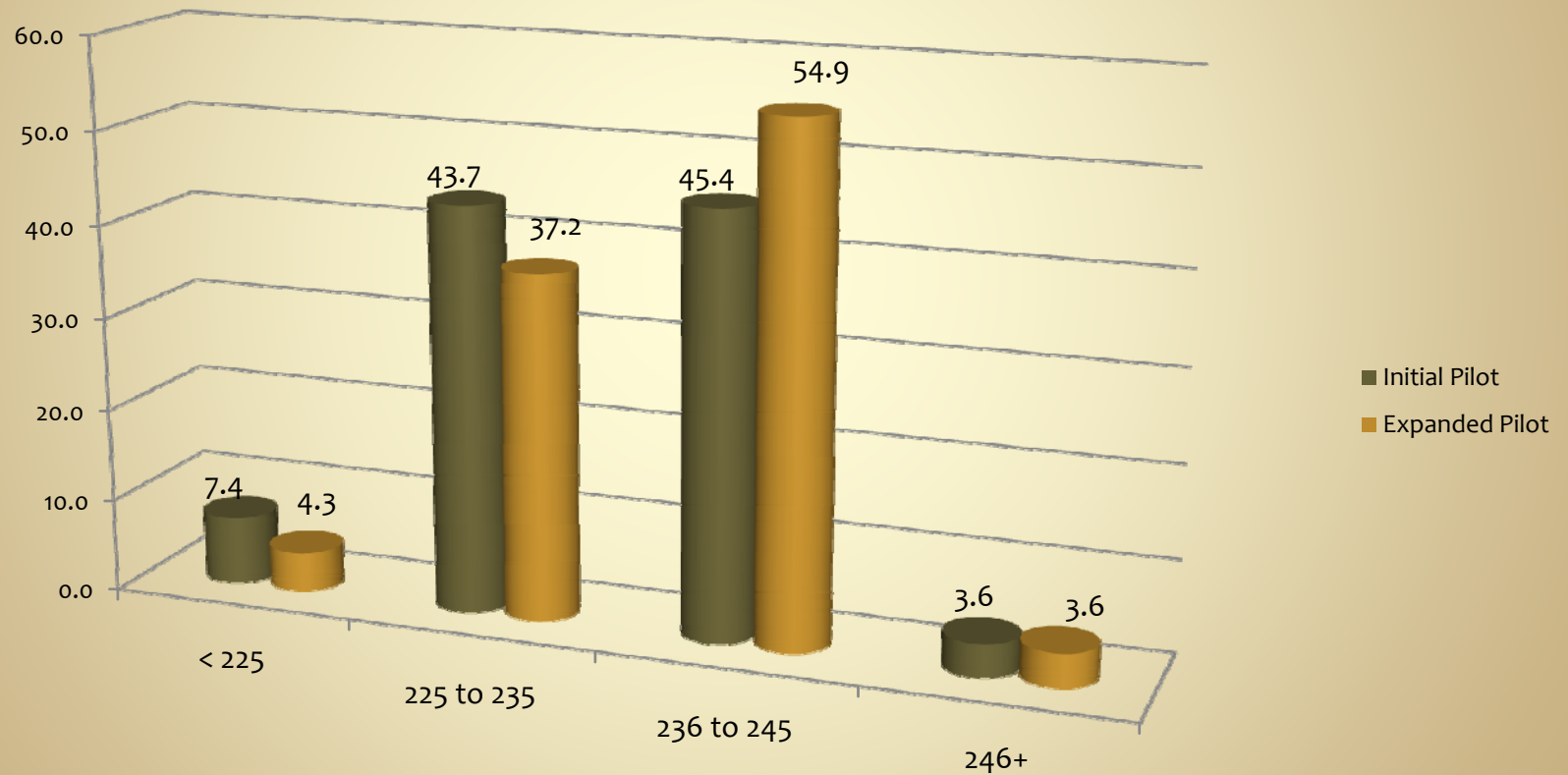
Aggregate Pilot Study Results

Reading Scale Score Distribution



Aggregate Pilot Study Results

Math Scale Score Distribution



Pilot Study Implications

- Results suggest raising math cut scores
- Local programs may need to increase pre-screening tool math cut-scores
- Applicants' reading skill levels indicate readiness for the program

Using CASAS Tests in Diagnostics

- What are NEDP staff perceptions of the CASAS tests as used in the Diagnostic Phase?
 - Are the tests satisfactory predictors of student success in Generalized Assessment?
 - Are the tools for remediation adequate?

NEDP Pilot Study Questionnaire

Participating sites were surveyed regarding use of CASAS tests in the Diagnostic Phase

- 105 respondents (NEDP advisors & assessors)
- Overall satisfaction
 - 82.9% of staff are satisfied with CASAS reading
 - 71.1% are satisfied with using CASAS math

NEDP Staff Perceptions

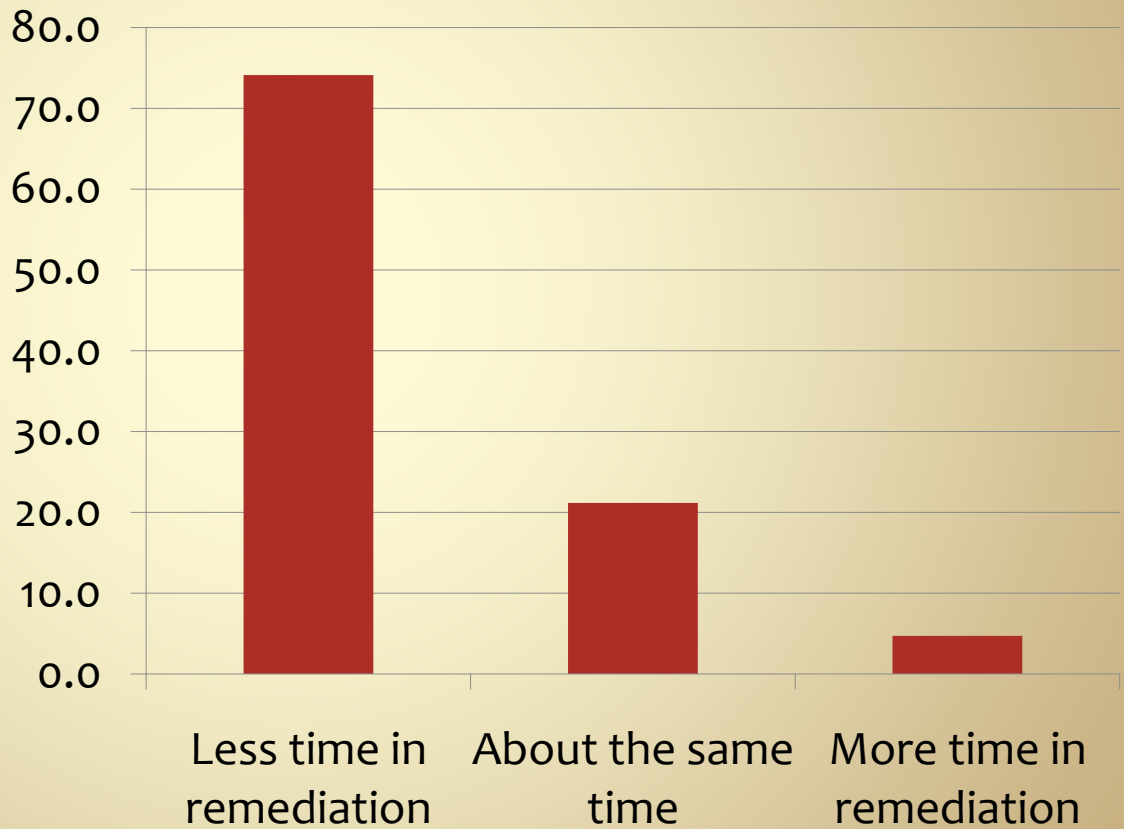
- 96.9% satisfied with ease of test administration
- 85.4% satisfied with ease of scoring CASAS tests
- 82.3% satisfied with ease of interpreting scores
- Implications
 - More training may be necessary
 - More time using tests may ease issues with interpretation

NEDP Staff Perceptions

- 86% somewhat to very satisfied with CASAS tests as predictors of success in Generalized Assessment
- 87.9% consider existing reading score requirements adequate, 12.1% think they should be raised
- 62.2% consider math score requirements adequate, 36.7 think they should be raised
- Implications
 - CASAS will likely raise math cut score requirements

NEDP Staff Perceptions

- When CASAS tests are used in lieu of original NEDP diagnostic tests, learners generally need..



NEDP Staff Perceptions

- 27 of 30 agencies that responded to the survey indicate using a pre-screening tool
- Pre-screening tools used include CASAS appraisals and TABE

		CASAS in lieu of NEDP diagnostics			Total
		Less time in remediation	About the same time	More time in remediation	
Agency uses a pre-screening tool	Yes	57	16	3	76
	No	6	2	1	9
Total		63	18	4	85

NEDP Staff Perceptions

Remediation tools

Student Performance by Competency

- 52 of 105 respondents (49.5%) indicated using
- 71.4% were somewhat to very satisfied with ease of use
- 84.6% somewhat to very satisfied with how the tool helps learners improve their skills

NEDP Staff Perceptions

Remediation tools

Student Performance by Content Standard

- 39 of 105 respondents (37.1%) indicated using
- 48.7% were somewhat to very satisfied with ease of use
- 51.3% somewhat to very satisfied with how the tool helps learners improve their skills

Implications

- Improvements to test interpretation resources may be warranted

Extended Study Research Questions

- Can satisfactory student progress in Generalized Assessment be predicted according to reading, math, and/or writing scores?
- What demographic, background, and diagnostic variables correlate with high or low candidate achievement during Generalized Assessment?
- What are the relationships among the diagnostic indices?

Improving data collection: present & future

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Present

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Future

- NEDP electronic portfolio
- CASAS eTests
- Electronic assessment

NEDP data collection future

- NEDP electronic portfolio:
 - Student demographics
 - Staff-to-student role designation
 - Diagnostics
 - Assessment
 - Portfolio Review
 - Program Completion
 - Data sharing

NEDP data collection future

Electronic portfolio:

- Administrative functions
 - Administrator determines access
 - Staff or students can enter demographics
 - Password-protected access for administrator, staff, and students
 - Staff to student relationships defined by role assignment: advisor, assessor, or reviewer

NEDP data collection future

Electronic portfolio collects:

- Student demographics
 - Fields are aligned to National Reporting System (NRS) and U.S. census
- Name, Address (optional)
- Date of birth, gender, native language, race/ethnicity, years of education
- Date of entry, primary/secondary goal, personal status (TANF, etc.)
- Agreement to terms

NEDP data collection future

Electronic portfolio:

- Diagnostic Phase
 - Advisor enters data
 - Reading & Math scores automatically verified against minimum score criteria
 - Open Diagnostic Instruments (ODI), Individualized Recommendation (IR), and Learning Recommendation data accommodated

NEDP data collection future

Electronic portfolio:

- Assessment Phase
 - Assessor indicates “complete” or “not complete”
 - Reading & Math scores automatically verified against minimum score criteria
 - Open Diagnostic Instruments (ODI), Individualized Recommendation (IR), and Learning Recommendation data accommodated

NEDP data collection future

Electronic portfolio:

- Portfolio Review
 - Reviewer indicates demonstrated/not demonstrated criteria independently, i.e. does not have access to Assessor responses
 - Once portfolio is fully demonstrated, Reviewer indicates completion

NEDP data collection future

Electronic portfolio:

- Program Completion
 - Global and detail views of each student
 - Shows dates of submission and completion for each phase, including diploma award
 - Indicates which staff have performed each phase, specifically for each student

NEDP data collection future

Electronic portfolio:

- Data Sharing
 - Export to CASAS
 - Student anonymity always maintained through an alternate student ID
 - Diagnostic and Assessment data export for program development
 - Demographics & enrollment data for Yearly Statistical Report needs