

NEDP Symposium

CASAS NEDP Staff

Ardis Breslauer	Jim Harrison
Melissa Dayton	Christine O'Hara
Andrew Evans	Cheryl Parry
Mary Fox	



Agenda

- Welcome and Introductions
- NEDP 2007-2008 Client Statistics
- NEDP Web site
- Changing Program Requirements
- NEDP Redesign
- Transcripts

Welcome and Introductions

- Agency participants – 46 attendees (36 from CT)
- CASAS Staff
 - Jim Harrison – Project Director (policy, etc)
 - Melissa Dayton – Performance Indicators, Task Development
 - Ardis Breslauer – Performance Indicators, Task Development
 - Cheryl Parry – Task Development
 - Andrew Evans – Technology, Pilots, Etc
 - Mary Fox – Project Coordinator
 - Christine O’Hara - Operations

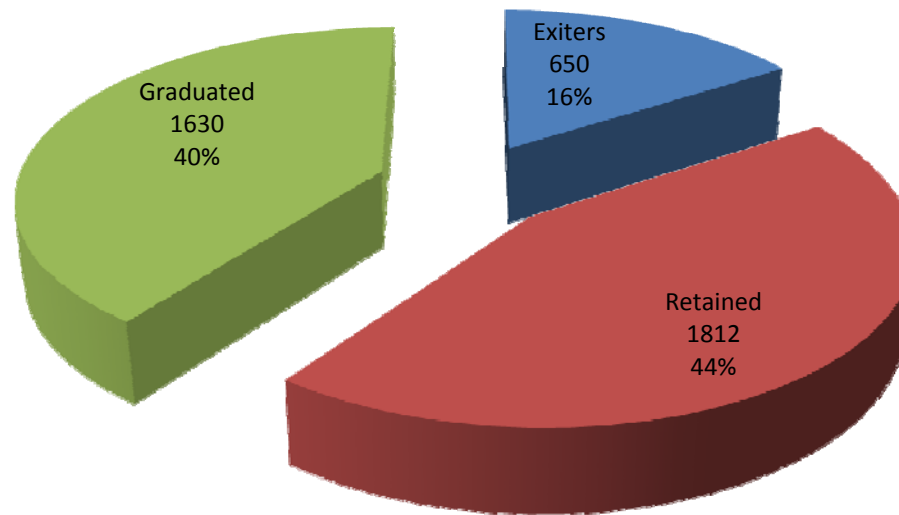
NEDP Student Profile (2007-2008)

- Total Graduates 1630
- Total Enrolled 4092



- Offered in 10 States
- Approximately 90 Sites

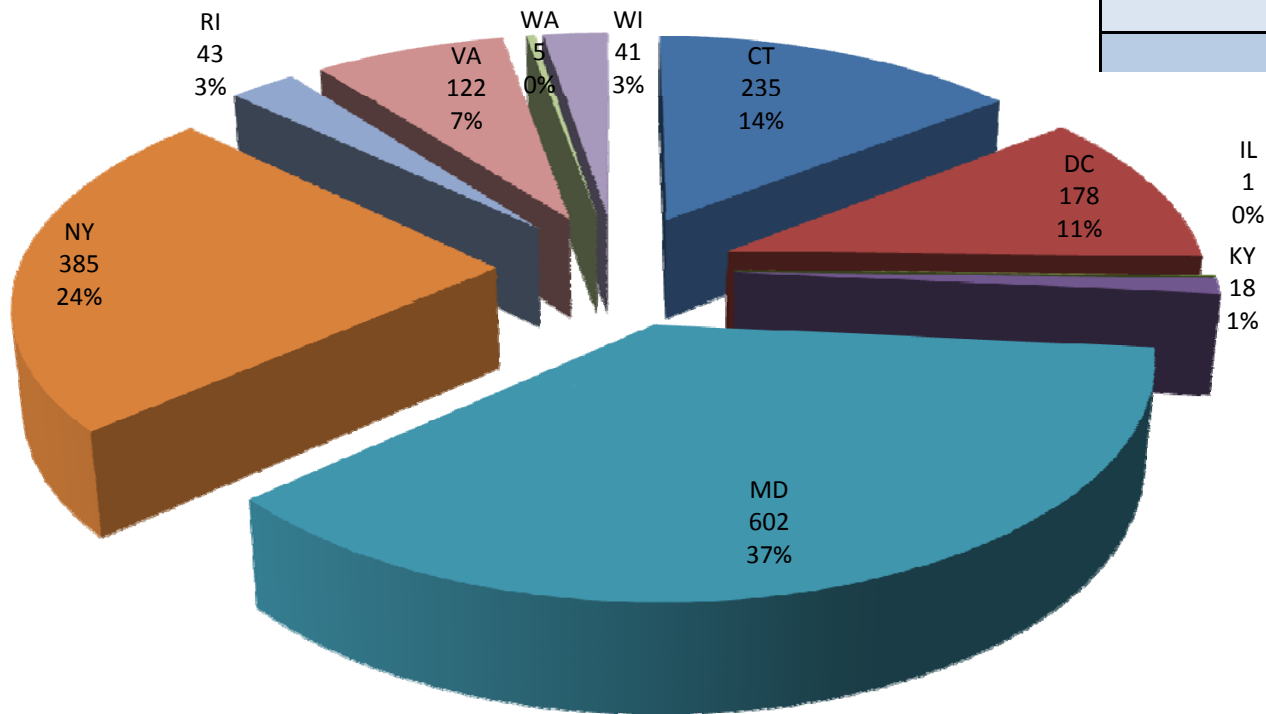
NEDP 2007-2008 Clients



84% of NEDP clients either retained or graduated

NEDP Clients	2007-2008	Percentage
Exiters	650	16%
Retained	1812	44%
Graduated	1630	40%
Total Served	4092	

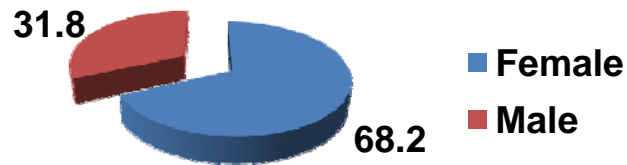
NEDP Graduates By State (2007-2008)



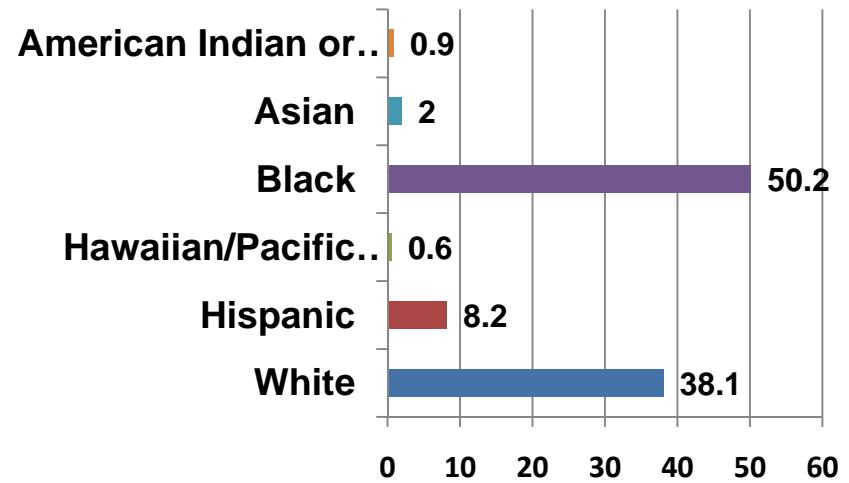
State	Graduates
Connecticut	235
District of Columbia	178
Illinois	1
Kentucky	18
Maryland	602
New York	385
Rhode Island	43
Virginia	122
Washington	5
Wisconsin	41
Total	1630

2007-2008 Demographics

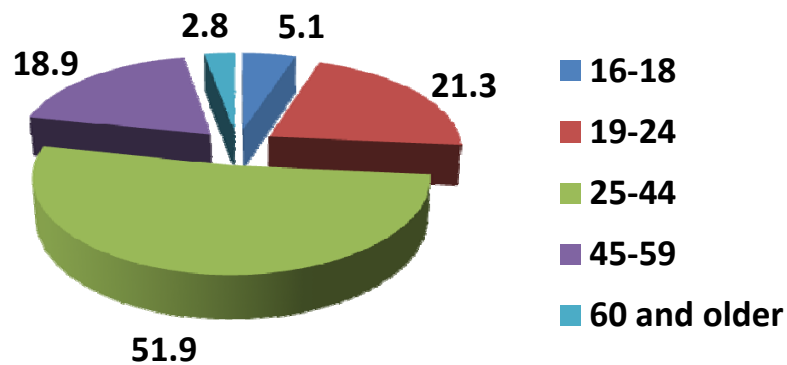
Gender



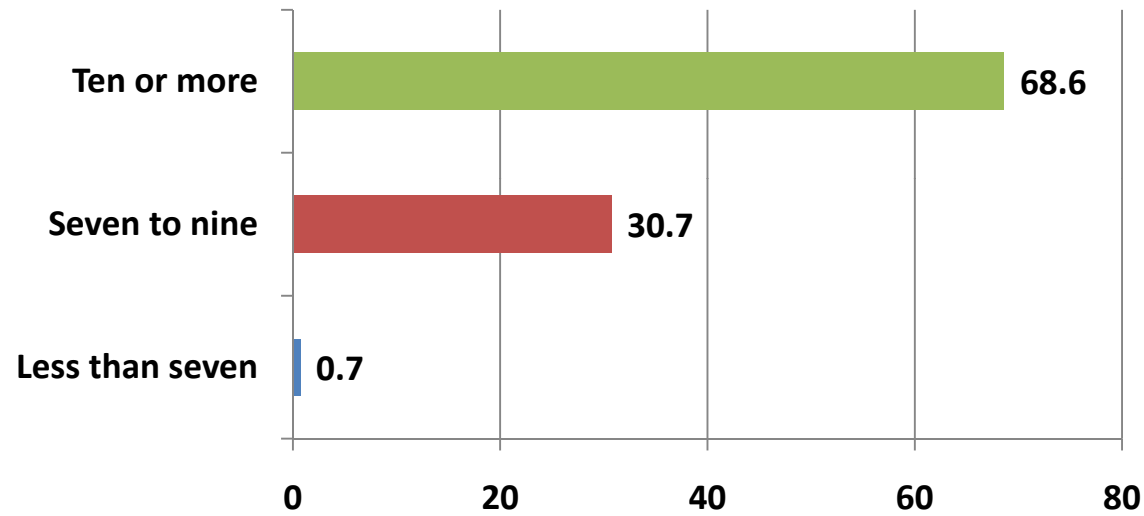
Race/Ethnicity



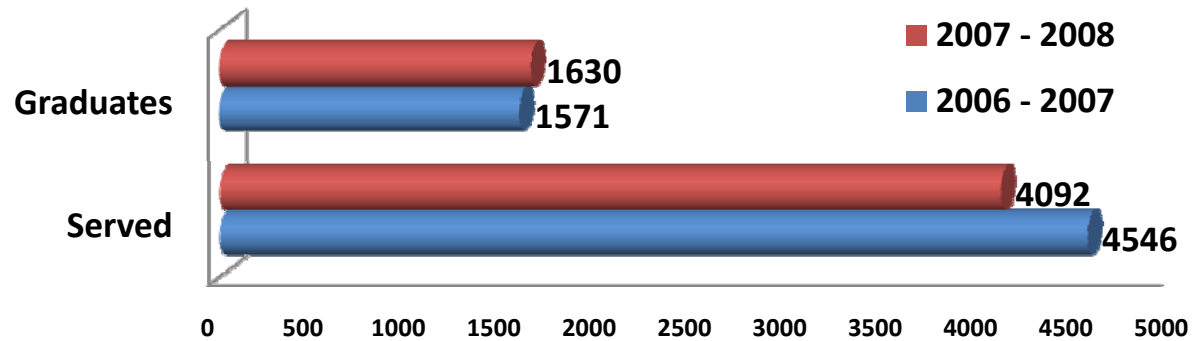
Age Distribution



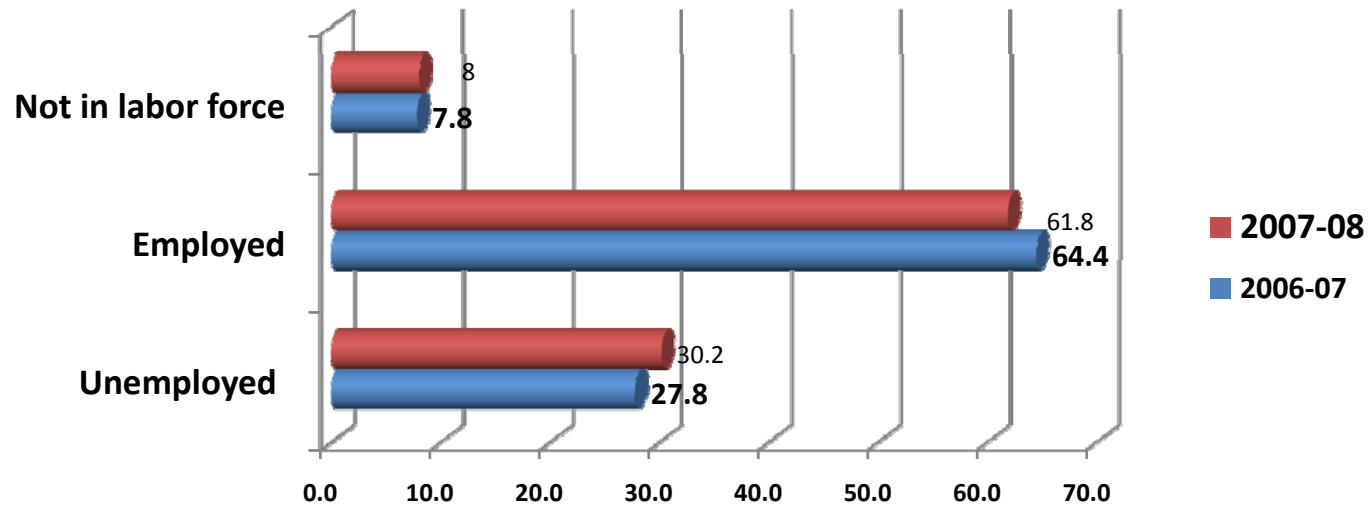
NEDP Clients – Years of Education



Two Year Comparison



Employment Status



NEDP Web site

- Overview
- NEDP Professionals Page
- Feedback



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Welcome, Mary

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The NEDP Professionals page provides information intended for active NEDP professionals, and is a secured-access page. Individuals wishing to access this page must register, create a user name and password, and request membership.

Click [here](#) for access. The NEDP Professionals page will be updated often to include the most recent information:

- Electronic Suggestion Box
- Frequently Asked Questions (FAQ) section
- Materials Order Form
- Policy Memoranda
- Program Development Information
- Research and Reports
- Training Information

So visit this page often!

To learn more about how practitioners implement the National External Diploma Program, visit the National External Diploma Program Council (NEDPC) Web site at [National External Diploma Council](#). To learn more about CASAS, visit us at www.casas.org

NEDP Professionals

What's New? / NEDP Forum

- [What's New?](#)
- [NEDP Forum](#)

Administration

- [Policy Memoranda](#)
- [Administrative Notices](#)
- [Forms and Surveys](#)

Operations

- [NEDP Order Form](#)
- [Updates to Materials](#)
- [Diagnostics](#)
- [Generalized Assessment](#)
- [Training](#)

Resources

- [Marketing](#)
- [New Site Information](#)
- [Research and Reports](#)

Program Development

- [Revalidation of Competencies and Performance Indicators](#)

NEDP Web site

- Communication Tool
 - Tracking receipt of policy
 - Disseminating new information
- Feedback
 - What do you like?
 - What can we improve?

Changing Program Requirements

- O*NET
- Math Score
- Individualized Competency

O*NET

- Feedback from pilot clients was very positive
- Client Comments
 - I found that the work importance locator really helped me a lot, also the interest profile was very good. It helped me learn a lot about myself and a lot of it was true.
 - It is helpful to help you choose either where you interest is.
 - It was fun!
 - It gives you information about yourself that you didn't know.
 - It just hit it right on the nose to what field I like to work in.
 - You can find what you are looking for and choose

O*NET

- Implementation Decisions
 - Required to use O*NET starting July 1, 2010
 - Continued data collection efforts will decide:
 - 1 tool, both tools, or allow client or program to choose
- Planned dates for training
 - August 19 September 16 October 21 November 18
 - Register on NEDP Professionals

Math Score

- Increase necessary to respond to more rigorous high-school graduation standards
- July 1, 2009 – required CASAS scale score of 230 on CASAS Math assessments
- States/Agencies may choose higher standard if desired
- Plans to increase cut-score to 236 within a few years

Individualized Competency

- Currently revisiting policies and guidelines from the ICDI
- Policies have not been reviewed for many years
- Conducted a session at the SI to explore which IC policies may need to be revisited
- Will form a committee to make policy recommendations

NEDP Redesign

- Redesign Timeline
- Technology
- Transitions
- Performance Indicator Development Process
- Training Redesign
- Pilot Efforts

Redesign Timeline

- Summer 2009 - Fall 2009
 - Develop and validate PIs (SMEs, TAG, Committee review)
- Fall 2009
 - Finalize Blueprint to guide Task redesign
- Fall 2009 - Summer 2010
 - Task and Spot check Redesign
- Winter 2009 – Summer 2010
 - Ongoing Field Testing and Refinement

Vision and Timeline...Cont'd

- Summer 2010
 - Convene a bias, fairness and sensitivity panel
- Winter 2009 – Winter 2010
 - Development of computerized Tasks and Spot Checks

Vision and Timeline...Cont'd

- Spring 2010– Winter 2010
 - Diagnostic Redesign to reflect New Generalized Assessment Component
 - Manuals/Electronic Forms Revised
 - Training Developed
 - NEDP Portfolio revised
- Winter 2010 – Summer 2011
 - Training Conducted
- Fall 2011 – Implementation of Full System

Technology – Agency Requirements

- Agencies will need technology to support redesigned program:
 - CASAS eTests
 - NEDP Portfolio
 - Computer delivered assessments
 - Internet access for implementation
- Agencies will have adequate lead-time to implement new requirements

Technology – Client Requirements

- Clients will be required to use these technology skills:
 - Basic computer operation (mouse, keyboarding, locating files and software applications, file management)
 - Basic word processing create new document, save document, capitalization (shift key), Enter key, backspace/delete
 - Basic spreadsheet
 - Presentation software
 - Basic internet skills (access web, perform web searches, download files, printing)
 - Email (basic communication, information sharing, e.g. attaching files)
 - Digital Images (photos, scanned images)

Transition to Post Secondary Education and Training

- Honors Diploma
 - Higher writing, math, and reading scores for students wishing to enroll in post secondary education
- WSCS Individualized Competency Option
- More Challenging writing (cut score study)
- CASAS Post Secondary Placement Study
 - Correlations to Accuplacer and Compass, Asset, and ACT

Performance Indicator Development Process

1. Revalidated NEDP Competencies

2. Draft PIs, based on:

- current content standards
- other relevant validation sources

3. SME review of draft PIs, based on standardized criteria:

- relevance
- high criticality
- high frequency
- Webb DOK
- breadth of content
- fairness and equity

4. PI validation

5. Begin Task development

Training Redesign

- Main Barrier to Program Expansion
 - Cost and logistics of accessing training
 - Current intensive training does not allow participants to practice skills
- Agency-wide Goal of Redesign
 - Expand distance training offerings
 - Modularize
 - Increase access
- Local practitioner input will be essential

Pilot Efforts

- Workforce Skills Certification System (WSCS)
- Written Prompt
- eTests
- NEDP Portfolio

Workforce Skills Certification System (WSCS)

- WSCS Description
 - CASAS assessment validated with employers
 - Certifies work readiness in high growth industries
- Option to satisfy NEDP Individualized Competency Requirement
- Benefits
 - Provides a stackable credential
 - May attract clients with little or no workplace experience
- Pilot
 - Beginning Fall 2009
 - Participation limited to 6 agencies with established track records with WIBs
 - Application will be submitted to CASAS

Written Prompt

- Written Prompt - New NEDP Writing Assessment
 - Reflects current research on the evaluation of writing
 - Focuses on how ideas are organized and conveyed with less emphasis on writing mechanics
 - 10 prompts – narrative essay of at least 3 paragraphs
 - eTests delivered
 - Scored holistically – with diagnostic information provided for remediation
- Pilot Purpose
 - Determine how well written prompt works for NEDP clients
 - Set a cut-score for demonstrating proficiency
- Pilot Description
 - Pre-pilot underway with 3 CT, 4 MD, and 2 CA sites
 - Main pilot to begin in September

NEDP Portfolio

- Evaluation period from early February to June 15th.
- 17 agencies are participating (20 original volunteers)
- We have received detailed feedback from nine agencies; deadline June 15th; follow-up continuing.
- Feedback is positive, with great suggestions for improvement

Transcript

- Goal – Design a transcript that:
 - Clearly reflects academic rigor
 - Represents competencies mastered
 - Portrays the depth and breadth of NEDP
- Committee Forming
 - Representation from each state
- Breakout groups with samples

CASAS Staff Contact Information

CASAS Office: 1-800-255-1036

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- Mary Fox, x 136, mfox@casas.org
- Jim Harrison, x 191, jharrison@casas.org
- Christine O'Hara, x 135, cohara@casas.org
- Cheryl Parry, x 182, cparry@casas.org

Feedback

Thank you for attending. We value your feedback.

- Please fill out the evaluation form.
- Return them to your presenter or visit Scantron in the Resource & Technology room for submission.



National External Diploma Program Workforce Skills Certificate System Overview

The CASAS Workforce Skills Certification System (WSCS) certifies workforce readiness in skill areas that are critical to entry-level employment and career success. CASAS intends to offer the Workforce Skills Certificate as an optional task for the NEDP. This additional task will provide students the opportunity to demonstrate proficiency in workplace basic skills and soft skills and earn an **NEDP Workforce Skills Certificate**. The Certificate would be awarded to successful candidates in addition to their diploma earned through the National External Diploma Program – a “Diploma Plus”.

The workforce readiness task provides enhanced employment opportunity for NEDP candidates who are underemployed or who are transitioning to the workforce, whether for the first time or after an extended absence. This task is designed to augment the NEDP with a set of assessments that focus on the critical skills required for entry-level employment and career advancement in a wide range of industries. The resulting Certificate enhances an NEDP graduate’s job-seeking efforts by demonstrating to employers that he or she has the skills needed to become a valued employee and the motivation to earn the Workforce Skills Certificate in addition to an NEDP diploma.

The NEDP Workforce Skills Certificate will certify entry-level skills in these proposed areas, using the workplace specific assessments shown in parentheses:

- Reading (WSCS Form 551)
- Math (WSCS Form 551)
- Writing (through NEDP Tasks)
- Speaking (through NEDP Tasks)
- Technology (through NEDP Tasks)
- Critical Thinking (WSCS Forms 562, 584, 572, 582, or 583 – one form of student’s choice)
- Problem Solving (WSCS Forms 562, 584, 572, 582, or 583 – one form of student’s choice)
- Personal Qualities (LRI Workforce Readiness Skills)
- Customer Service (LRI Workforce Readiness Skills)

In the areas of critical thinking and personal and customer service “soft” skills, the CASAS Workforce Skills Certification System (WSCS) offers two assessment options:

- a) CASAS Workforce Skills Certification System (WSCS) for measuring critical thinking and problem solving skills; and
- b) LRI Workforce Readiness Skills assessments (LRI) for measuring personal qualities and customer service skills.

The skills measured by the NEDP Workforce Skills Certificate reinforce those covered in NEDP Twenty-First Century Workplace competencies (numbers 59-70). The **CASAS Workforce Skills Certification System** was developed in collaboration with Strumpf Associates: Center for Strategic Change of Washington, DC and LEED-Sacramento (Linking Education and Economic Development), a non-profit coalition of business, labor, education and government organizations. Companies that contributed to the development of WSCS include:

- Bank of America
- Hewlett-Packard
- IBM
- Pacific Bell
- Sutter Health

Employers identified the skills that are critical to entry-level positions *with potential for career growth* - and are closely linked to industry skill standards in banking, healthcare, and high-tech manufacturing and are applicable across industries. Validated by employers from a broad range of industries, WSCS is aligned with SCANS and O*NET skills. The **LRI Workforce Readiness Skills** assessments were developed with the support of the US Department of Labor to help those seeking to develop basic employability skills of future workers. Initially developed for Johns Hopkins University, the assessments were utilized by educational institutions and social service agencies participating in the Johns Hopkins Career Transcript System. They are also used as new hire screening instructions by organizations that hire from entry-level populations. The skills measures by the **NEDP Workforce Skills Certificate** (comprised of the CASAS WSCS and LRI Workforce Readiness Skills) are aligned with the Skills for the 21st Century, particularly in the areas of:

- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Life and Career Skills

For additional information, see:

- CASAS Workforce Skills Certification System: www.casas.org/home/index.cfm?fuseaction=home.showContent&MapID=2057
- Learning Resources, Inc. (LRI): www.learning-resources.com/aprogram_10.cfm



Workforce Skills Certification System Implementation Training

CASAS Summer Institute - June 23, 2009

Melissa Dayton, mdayton@casas.org

www.casas.org • 1-800-255-1036





NEDP Workforce Skills Certificate

⇒ **New option for Individualized Assessment**

- Will satisfy Individualized Competency requirement for NEDP

⇒ **Appropriate for candidates who:**

- Lack employment experience
- Are underemployed
- Are returning to the workforce or changing careers

⇒ **Successful NEDP candidates earn:**

- High School diploma awarded by local school district
- Workforce Skills Certificate awarded by CASAS

⇒ **Pilot implementation in Fall 2009**



WSCS: National System for Local Needs

⇒ Partnership of two nationally recognized and validated skill measurement systems

- CASAS – applied academic skills
- Learning Resources, Inc. – applied soft skills

⇒ Target populations

- Youth and Adults
- Pre-employment, transition to work, secondary education programs, incumbent workers, dislocated workers
- WIA Title I and II participants





- ➔ **Developed for LEED Sacramento in partnership with Strumpf Associates**
- ➔ **Based on needs assessment conducted with Employer Advisory Committee**
- ➔ **Field tested and validated in collaboration with employers, industry consortium members, students, teachers and administrators**
- ➔ **Soft skills assessments added through partnership with Learning Resources, Inc.**



➔ For employers:

- Provides validated certificate, or transcript of job-candidate's capabilities.
- Employers can determine the extent to which candidates can succeed in available jobs when they know the academic and interpersonal skills of the candidates

➔ For job candidates:

- Offers a valuable advantage by documenting specific effective workplace behaviors and job-related skills.

➔ For training programs:

- Provides the foundation to prepare a skilled and able entry-level workforce



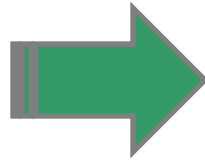
WSCS Work Readiness Standards

- ➔ **Skills defined as those required for entry level employment in:**
 - high-performance industries
 - jobs offering career growth opportunities
- ➔ **Standards established by assessing effective workers, identified by employers**
- ➔ **Based on the demands of the 21st Century workplace**



CASAS National Scale

Workforce Skills Certification



CASAS Levels		
Advanced Adult Secondary	E	245-250
Adult Secondary	D	235-245
Advanced Basic Skills	C	220-234
Intermediate Basic Skills	B	210-219
Beginning Basic Skills	A	200-209
Beginning Literacy/Pre-Beginning	A	150-199



WSCS Certificate Components

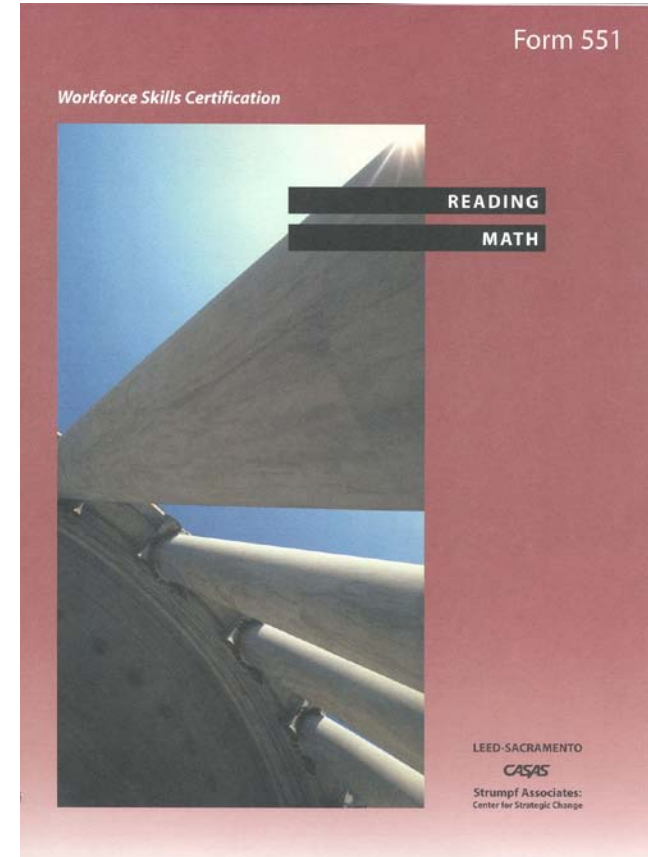
⇒ Certifies workforce readiness in six applied academic and soft skill areas:

- Reading
- Math
- Critical Thinking
- Problem Solving
- Personal Qualities (LRI)
- Customer Care Skills (LRI)



Workforce Skills Certificate: Reading and Math

- ➔ The **Reading** comprehension test addresses a range of competencies within contexts either related to specific target industries or relevant to all.
- ➔ The **Math** test addresses skills from basic computation to decimals, fractions, percents, ratio and simple applied algebra





Critical Thinking and Problem Solving

- ➔ **Choice of five test forms**
 - ➔ **Skills apply across a range of industries and occupations**
 - ➔ **Select test form based on student's occupational interests or experience**
-

- **Form 562: Processing Data and Money Transactions**
For banking, retail, administrative, clerical, and other business occupations
- **Form 572: Helping People and Maintaining Safety**
For health, education, safety, and other human/social service occupations



Critical Thinking and Problem Solving

- **Form 582: Analyzing Production and Promoting Teamwork**
For manufacturing, technology, investigative, scientific, and other analytical occupations
- **Form 583: Providing Customer Service and Solutions**
For customer service, sales, hospitality, personal services, and other service occupations
- **Form 584: Working with Materials and Measurement**
For construction, maintenance and repair, engineering, transportation, other hands-on occupations



WSC Critical Thinking Test

➔ The standardized Critical Thinking test presents a work-related scenario.

- Test items are analytical in nature and involve critical thinking skills.
- Test administration time: 15 minutes

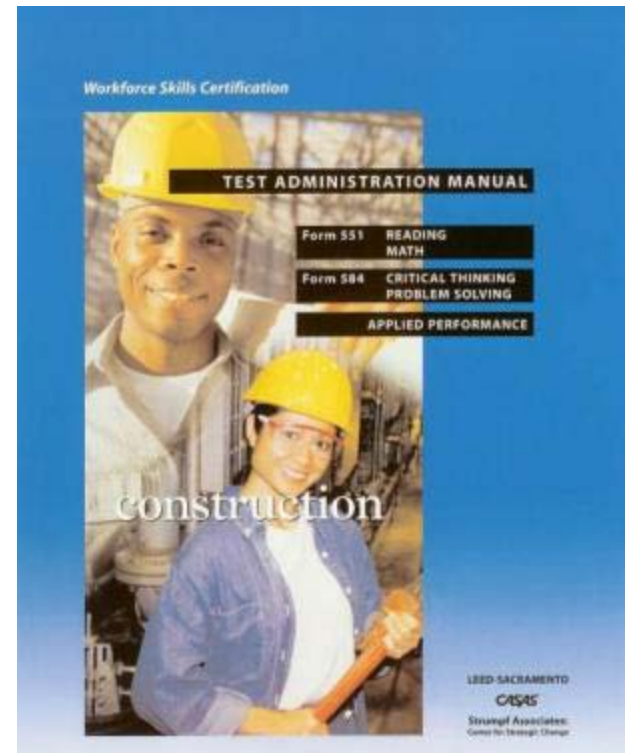




WSC Problem-Solving Test

➔ The standardized Problem-Solving test presents a work related situation.

- Test items reflect a six-step problem-solving model.
- Some of the questions involve selecting an answer from given responses and others call for a written response.
- Test administration time: 5 minutes





Soft Skills: What Employers Say

- ➔ **Every job requires three sets of competencies:**
 - Applied academic skills
 - Occupational or technical skills
 - Workplace behaviors, or “soft skills”
- ➔ **Soft skills rank at the top of employer surveys of necessary skills**
- ➔ **Employers seek workers who:**
 - Possess integrity and demonstrate personal responsibility
 - Demonstrate commitment to quality and customer service
 - Work well with others to accomplish goals and solve problems
 - Apply sound decision-making skills to all types of situations

➔ Personal Qualities

- Integrity
- Responsibility
- Self-Esteem
- Self-Management
- Sociability

➔ Customer Care

- Customer Relations
- Decision Making
- Commitment to Quality





NEDP Workforce Skills Certificate Pilot

- ➔ **Will begin Fall 2009**
- ➔ **Will involve six programs from multiple states**
- ➔ **Application process will be announced during early summer 2009**
 - Engagement with Workforce Investment Board required
 - Program diversity sought
- ➔ **For more information, contact:**
 - Jim Harrison (jharrison@casas.org), or
 - Melissa Dayton (mdayton@casas.org)