

NEDP: A High School Completion Option for Today



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- Introduction to NEDP
 - History
 - Participant Profile
- How NEDP Works
 - Program Design
 - Staff Roles
 - Assessment Process
- NEDP Redesign
 - Goals
 - Benefits
 - NEDP Online



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

1972: Ford Foundation/SRC Study Results

- Adult education class schedules were not compatible with adult responsibilities
- Content did not relate to real life experiences
- Multiple choice, paper-pencil test formats too limiting

1975: NEDP debuted in Syracuse, New York

1979: NEDP validated by the USDOE for national dissemination

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

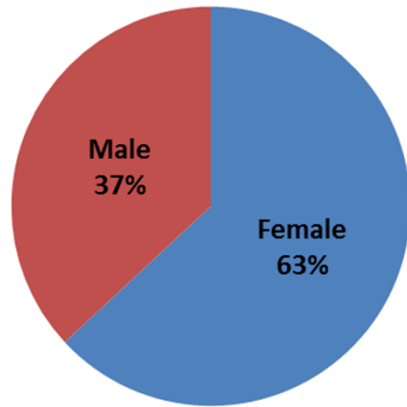
- Successful 36-year history
- NEDP implemented at 74 sites in 7 states
- 2006 – 2011 participation:
 - Served an average of 4,471 clients each year



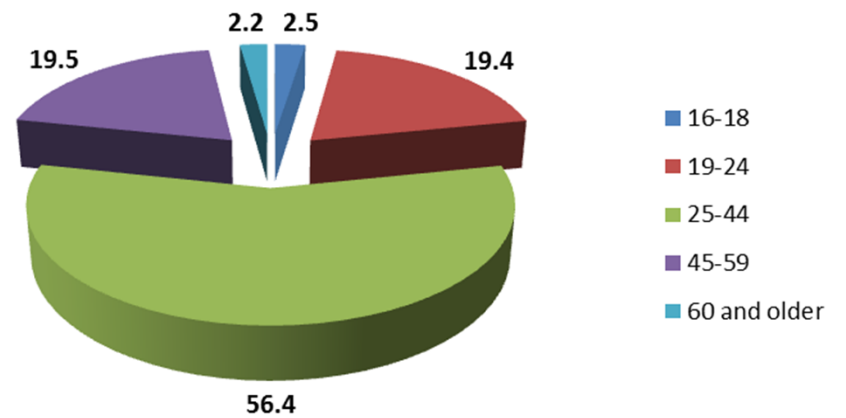
Program Year	Total Served
2006-2007	4,546
2007-2008	4,149
2008-2009	4,406
2009-2010	4,561
2010-2011	4,695

Client Demographics (2010-2011)

Gender

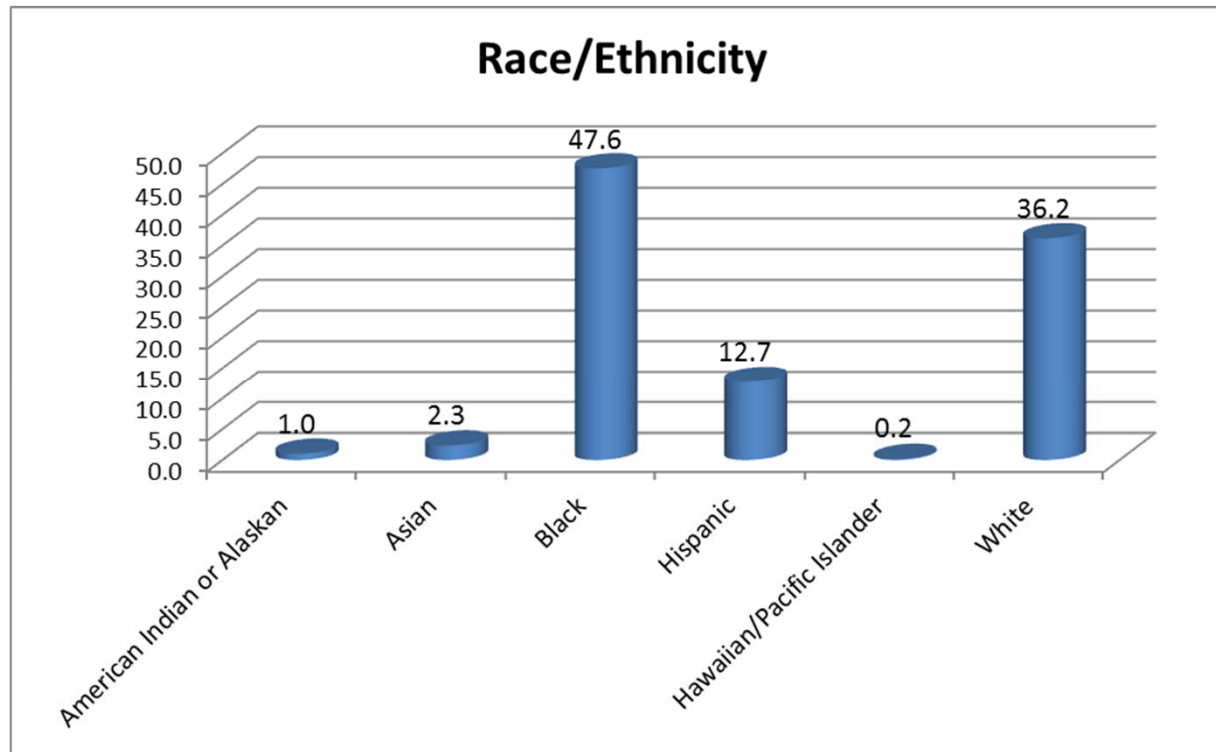


Participant Age

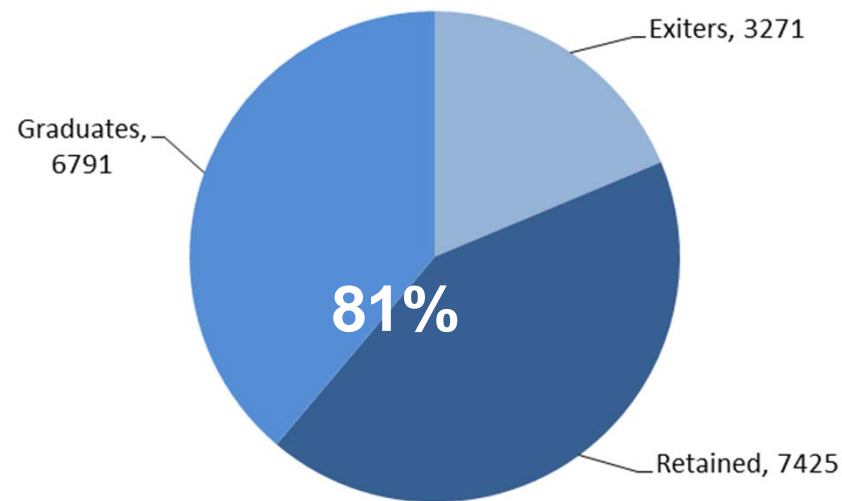


Attracting Underserved Populations

- Approximately 48% of clients are African American/Black, typically underserved in other high school diploma programs



- **2006 – 2010**
- **81% Graduation/Retention Rate ***



* *Gopalakrishnan 2008*

- Performance-based
- Life and work skills focus
- Self-paced, flexible, and not timed
- Appropriate for ESL and special needs learners
- Uses a competency-based approach
- Encourages learner self-sufficiency and active engagement
- Offers a locally or state-awarded traditional high school diploma

- NEDP Competencies highlight life and work skills required for successful transitions to post-secondary education and careers:
 - Media Literacy
 - Information and Communication Technology
 - Community Participation
 - Financial Literacy
 - Twenty-First Century Workplace

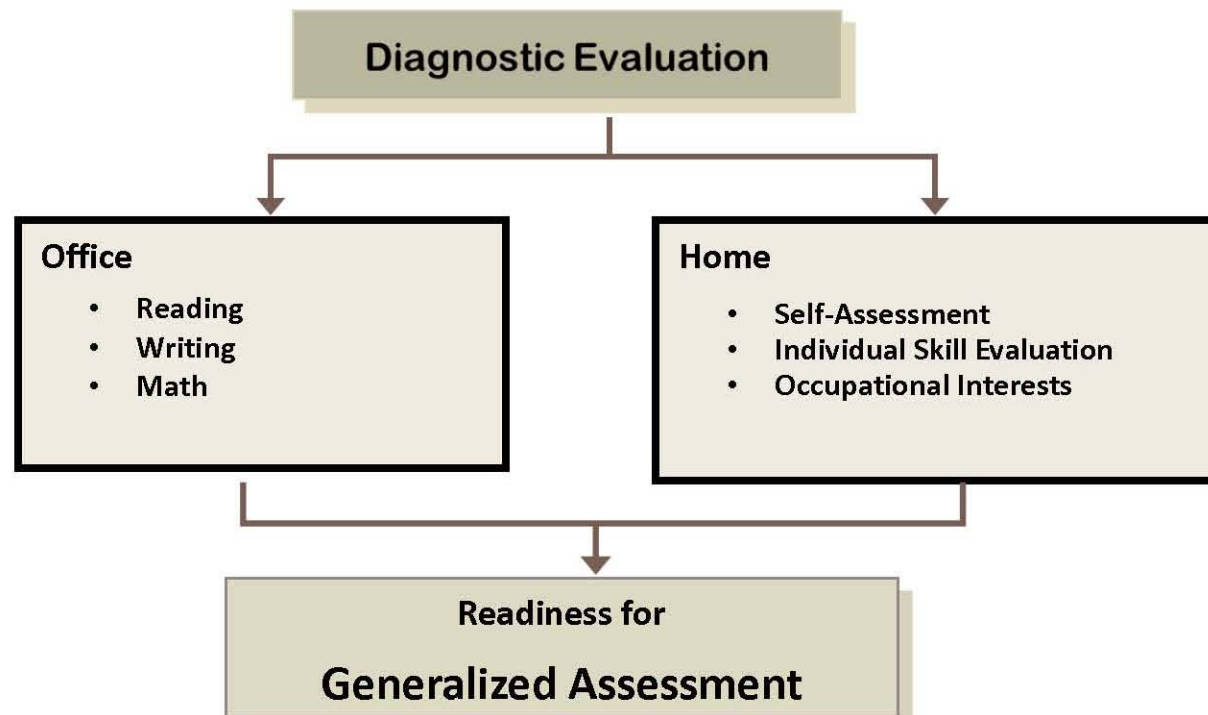
What Do Graduates Like about NEDP?

- Hands-on” approach
- Relevance to tasks in everyday life
- Active participation and self directed learning
- Advisor and Assessor relationships
- Flexibility to work at own pace
- Program structure of clear phases and weekly appointments
- Multiple opportunities to demonstrate competencies
- Regular feedback and progress reports
- Encouragement of self-confidence and self-worth

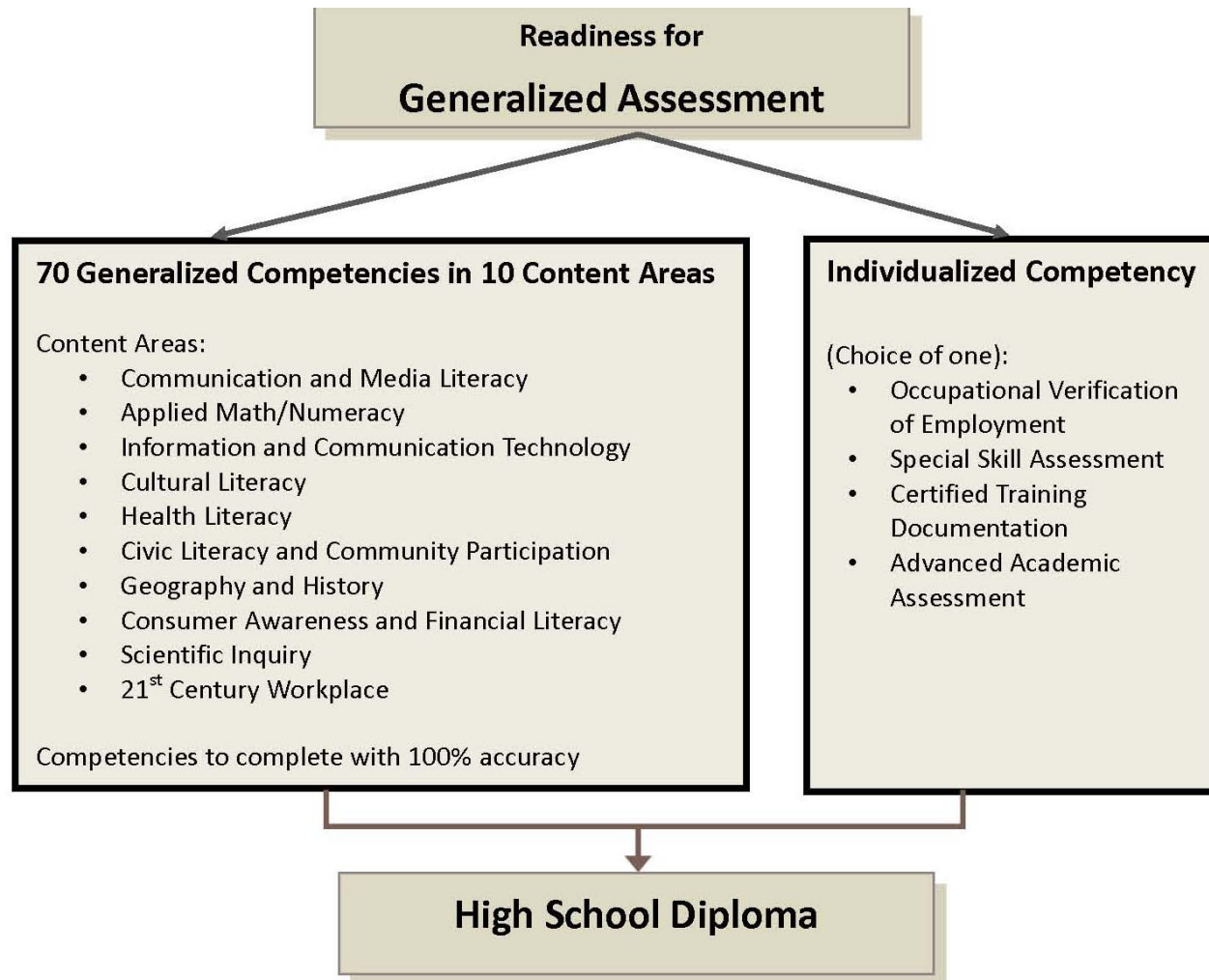


- **Diagnostics**
 - Math, reading, and writing assessments
 - Self-assessment of career interests and skills
- **Generalized Assessment**
 - Competencies embedded in five applied performance task areas
 - Individualized Competency: Job Experience, Occupational Verification, Specialized Skill, Advanced Academic, Workforce Skills Certification
- **Post-Task Assessment**
 - Opportunity to demonstrate items previously not demonstrated with 100% accuracy
- **Portfolio Review**
- **Graduation**

- **NEDP Advisor**
 - Administers Diagnostics
 - Interprets Diagnostic results
 - Provides feedback and advises on self-directed learning plan
- **NEDP Assessor**
 - Administers Generalized Assessment Tasks
 - Scores Tasks and provides client feedback
 - Conducts Post-Task Assessment
- **Portfolio Reviewer**
 - Conducts independent review of completed portfolio, including Generalized Competencies and Individualized Competency

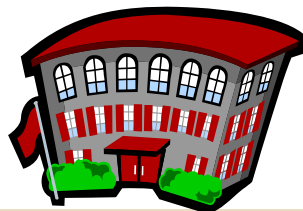


Diagnostic screening increases client success



“Closed” Diagnostics

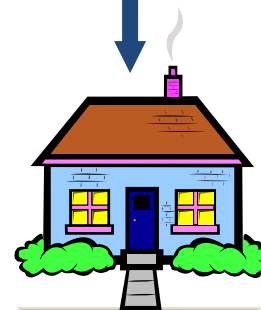
- Reading
- Math
- Writing



NEDP Site

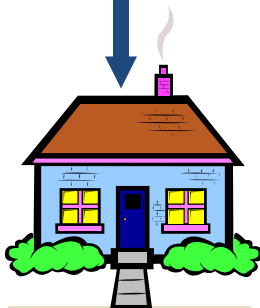
“Open” Diagnostics

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



Home

Take-Home
Activities



Home

In-Office
Check/Interviews



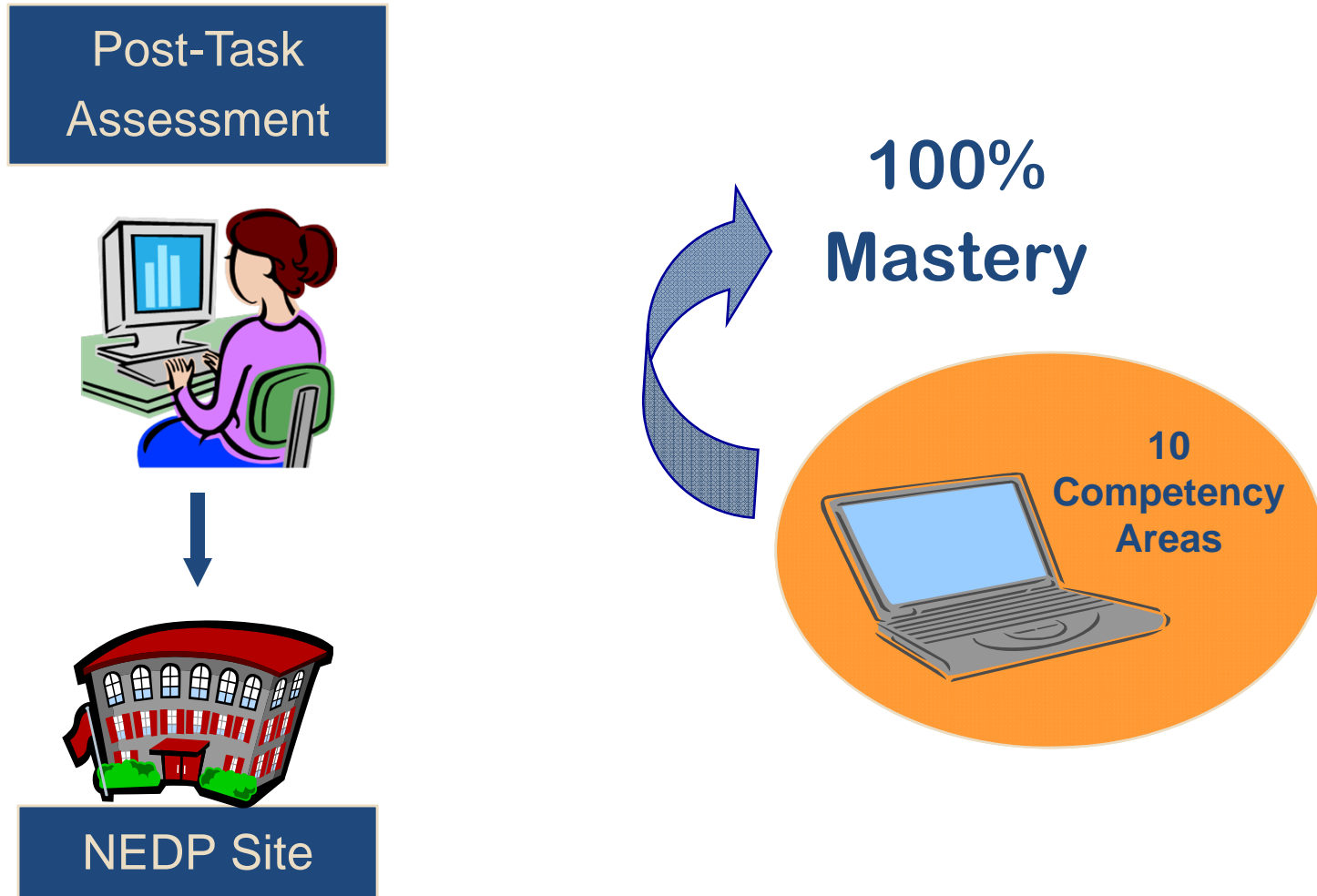
NEDP Site

Candidate
Progress Reports



NEDP Site

NEDP Post-Task Assessment (PTA)



Completing NEDP Requirements



Portfolio Review

Individualized Competency
Demonstrated





- Create a seamless transition to post-secondary education and careers (major thrust of WIA reauthorization)
- Integrate technology into all aspects of NEDP program design and delivery
- Increase rigor of program through alignment with CCSSO/NGA Common Core (and College and Career Readiness) State Standards and other national standards initiatives
- Update and refine high quality performance assessments
- Expand access to new and existing markets and client populations

- College/Career Readiness
 - To ensure readiness for college-level credit-bearing courses and for careers through increased program rigor
 - To align NEDP to CCSSO and NGA Common Core State Standards
- Higher Order Thinking Skills (see next slide)
 - To ensure material is challenging and infused with higher order thinking skills demonstrated through practical, relevant venues
- Technology Skills
 - To ensure mastery of essential technology tools that are indispensable to everyday life and workplace productivity in the 21st century
- Relevancy
 - Uses standardized performance assessments to assess learners' ability to function in a real life context

- Redesigned program expands critical thinking skills
- Assessments aligned with Webb Depth of Knowledge Levels
 - Level 1: Recall
 - Level 2: Skill/Concepts
 - Level 3: Strategic Thinking
 - Level 4: Extended Thinking

- 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



Welcome to **NEDP** Assessment

User name:

Password:

Continue

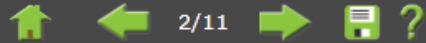


Civic Literacy and Community Participation

Competency	Status	Demonstrated
▶ 1. Community Services	Not Demonstrated	0 / 13 / 28
▶ 2. Evaluating Community Services	Not Started	0 / 0 / 8
▶ 3. Lifelong Learning	Not Started	0 / 0 / 10
▶ 4. Traditional and Online Learning	Not Started	0 / 0 / 3
▶ 5. The US Bill of Rights	Not Started	0 / 0 / 1
▶ 6. The Legal System	Not Started	0 / 0 / 3
▶ 7. Community Participation	Not Started	0 / 0 / 5
▶ 8. The Election Process	Not Started	0 / 0 / 7
▶ 9. Civic Participation	Not Started	0 / 0 / 5
Reflection	Completed	

Submit Civic Literacy and Community Participation

- Functions as Competency Table of Contents
- Client can move among items and revise work before submitting Competency



Assessor: Admin [Log Out](#)
Examinee: Melissa C Dayton [Change](#)



NEDP Assessment

Task A

Health Literacy – Home Hazards

Introduction

Activity A

Activity B

Feedback

Purpose: *Describe methods for reducing home hazards; describe proper use and maintenance of safety supplies.*

Introduction

Many think of home as a place that is comfortable and safe. Yet accidents and injuries can and do happen. Some home hazards are hidden, some are more obvious. Making a home safe requires becoming aware of these hazards and taking steps to eliminate them. Making a home safe also means protecting those who are most vulnerable to such hazards—children, the elderly, and those with disabilities. The first step to reducing home hazards is a thorough and methodical inspection of one's home. It is also important to be prepared to deal with an accident, should one occur.

In **Activity A**, you will be asked to inspect your home, identify hazardous conditions and indicate ways to eliminate or reduce these hazards.

In **Activity B**, you will demonstrate your knowledge about fire extinguishers and first-aid kits.

Navigation icons: Home, Back, 2/11, Forward, Save, Help. Assessor: Admin Log Out. Examinee: Melissa C Dayton Change. NEDP Assessment

Task A

Health Literacy – Home Hazards

Introduction Activity A Activity B Feedback

- R2 Anatomy of a First Aid Kit
- R3 Home Fire Extinguishers

Refer to Resource R2, *Anatomy of a First Aid Kit*, questions below.

First Aid Kits

1. [Question text]

1)	
2)	
3)	
4)	

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Task A

Health Literacy – Home Hazards

Introduction Activity A Activity B Feedback

2. [Question text]

1)	
2)	

Fire Extinguishers

3. [Question text]

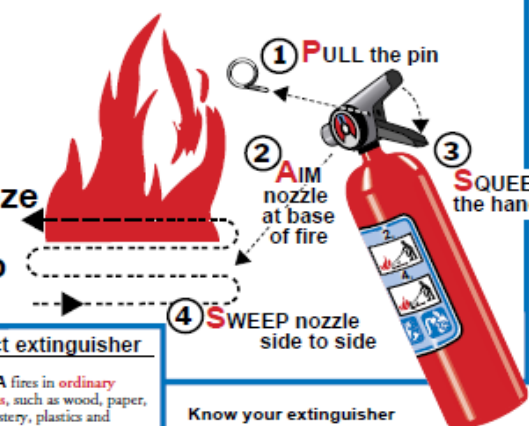
1)	
2)	
3)	
4)	

4. [Question text]

1)	
2)	
3)	
4)	

To operate an extinguisher: (Check your own extinguisher's label for detailed instructions.)

Pull
Aim
Squeeze
Sweep



Don't fight a fire unless:


- **you call the fire department first.**
An extinguisher is no substitute for the fire department.
- **the fire is small and not spreading.**
A fire can double in size every two or three minutes.
- **you can get out fast** if you can't control the fire. Don't get trapped. Make sure the fire is not between you and your exit.
- **you have the right extinguisher** for what's burning. **READ THE LABEL!** Know what types of extinguisher you have before there is a fire.
- **your extinguisher works.**
Inspect extinguishers once a month for signs of damage, corrosion, tampering and leaks. A partially discharged extinguisher is an empty one.
- **you know how to use your extinguisher.**
It's too late to read the instructions when the fire is burning. Attend an extinguisher training class at your local fire station.

REMEMBER: Smoke detectors are your first line of defense against fires. They can warn you of a fire while it's still small enough to put out with an extinguisher and, most importantly, they can provide extra time for you and your family to escape.


DEVELOP AND PRACTICE a home fire escape plan.

NEVER GO BACK into a burning building for any reason.


Use the correct extinguisher



For **Class A** fires in **ordinary combustibles**, such as wood, paper, cloth, upholstery, plastics and similar materials: use a water or dry chemical extinguisher with either of these symbols on the label.



For **Class B** fires fueled by **flammable liquids** and gases, such as kitchen greases, paint, oil, kerosene and gasoline: use a dry chemical or carbon dioxide extinguisher with either of these symbols on the label. **NEVER USE WATER.**



For **Class C** fires involving live **electrical equipment** or wires: use a dry chemical or carbon dioxide extinguisher with either of these symbols on the label. If possible, turn off the electricity first. Once the power is off, the fire becomes class A or B. **NEVER USE WATER.**

Know your extinguisher

Before you invest in one or more extinguishers, consider where you need them. Where are fires most likely to start? What type of fire would be most likely? Not all extinguishers work on all types of fires.

Discuss your needs with your local fire department. They can help you choose the best type of extinguisher for your home. Make sure you select an extinguisher which can be easily handled by all family members.

Keep extinguishers in a handy location. The best location in most situations is just inside a door or entrance, out of the reach of children. Avoid locating an extinguisher right next to where a fire could develop. Smoke, heat or flames from a fire may keep you from reaching the extinguisher. Be sure that everyone in the family knows where extinguishers are located and how to use them.

Purchase extinguishers listed by a nationally accepted testing laboratory, such as Underwriter's Laboratories (UL) or Factory Mutual (FM). Extinguishers rated ABC are effective on most types of fire.

Home Fire Extinguishers

NYS Department of State
Office of Fire Prevention and Control

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 Examinee: Melissa C Dayton [Change](#)
NEDP Assessment

Task A

Health Literacy – Home Hazards

Introduction
Activity A
Activity B
Feedback

2. When you check the fire and air registers, what is one thing you should do?

1)	
2)	

Fire Extinguishers

3. What are the four necessary steps to using a fire extinguisher?

1)	
2)	
3)	
4)	

4. What substance should not be used in a case of cooking grease fire unless that

3. Steps to using a fire extinguisher

Required:
Four acceptable steps, in order.

Acceptable responses:
Response must include the four following steps, in the order shown:

- Pull the pin
- Aim nozzle at base of fire
- Squeeze the handle
- Sweep nozzle from side to side

D ND You gave:

 incorrect

 incomplete answers

- Soft launching by competency area
 - Health Literacy began last fall
 - Financial Literacy and Civic Literacy are underway
 - Remaining competency areas will roll out this summer and fall
- Soft launching across NEDP sites
 - Each competency area will be tested at a limited number of sites
 - Sites will test just one competency area at a time
- Soft launch requirements
 - Total “n” of 100, across all sites, for each item
 - Site access to one or more computers with Internet connection
 - Client demographics, collected through NEDP Online
 - Client and Assessor feedback, collected through NEDP Online

- Provide evidence of diploma-granting authority
- Submit letter from the state BOE or other appropriate state agency authorizing an NEDP adoption
- Agree to award traditional high school diploma to successful candidates
- Participate in modular implementation webinars
- Train at least 3 staff as advisors/assessors (college degree required)
- Ensure facilities provide for client confidentiality
- Submit annual Site Agreement and pay annual site fee

- Jim Harrison
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 - Return the evaluation to your presenter.

- Visit the Resource & Technology Exhibits
 - Golden Foyer
 - Tuesday & Wednesday, 8:00 am - 5:00 pm

- Attend the Poster Session
 - Golden Ballroom
 - Thursday, 8:00 - 9:15 am