

NEDP Transitions to Postsecondary Education and Careers



Presenters:

Jim Harrison, CASAS

Melissa Dayton, CASAS

- NEDP and Transitions
 - Key Components of a Transition System
- Introduction to the National External Diploma Program
- Program Description
 - History and Statistics, Need for NEDP
 - Program Design and Transition Elements
 - Advisor's Role
 - Individualized Competency
- NEDP Redesign to Support Transitions
 - Goals
 - Components



- Vision of a System
- Public Relations/Communication
- Interagency Coordination
- Service Models
- Training and Technical Assistance
- Policies
- Data Systems and Evaluation

* *J. Alamprese, Abt Associates, 2010*

- **Vision of a System**—Long-term Goal for a State Transition System
- **Public Relations/Communication**—Messaging and Ongoing Communication with Stakeholders
- **Interagency Coordination**—ABE & Public, Private Agencies; ABE & Local Service Providers
- **Service Models** —Academic Instruction, Occupational Training, Advising & Support Services

* *J. Alamprese, Abt Associates, 2010*

- **Training & Technical Assistance**—Support for the Implementation of Service Models
- **Policies**—Interagency Coordination, Academic, Support Services, Fiscal, Financial Support, Data Systems
- **Data Systems & Evaluation**—Assessment, Tracking, Data Collection & Analysis, Formative Evaluation of Systemic Change Activities

* *J. Alamprese, Abt Associates, 2010*

- **Target Population of Learners:** Skill level of learners to serve
- **Assessment:** Diagnostic assessments to use to identify learners' specific skill needs
- **Instruction:** Instructional approaches & accelerated content to teach to facilitate learners' enrollment in credit-level postsecondary courses
- **Advising/Counseling:** Types of services that learners should receive to ensure their completion of GED and enrollment in postsecondary courses
- **Staff:** Types of activities staff need to perform to assist learners' transition

* *J. Alamprese, Abt Associates, 2010*

- Many of the essential transition components are built into the design of the current program
- Existing components will be explored during the explanation of the NEDP
- Other components are being integrated into the redesign of the new web-based NEDP system and will be presented later in the presentation

- 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

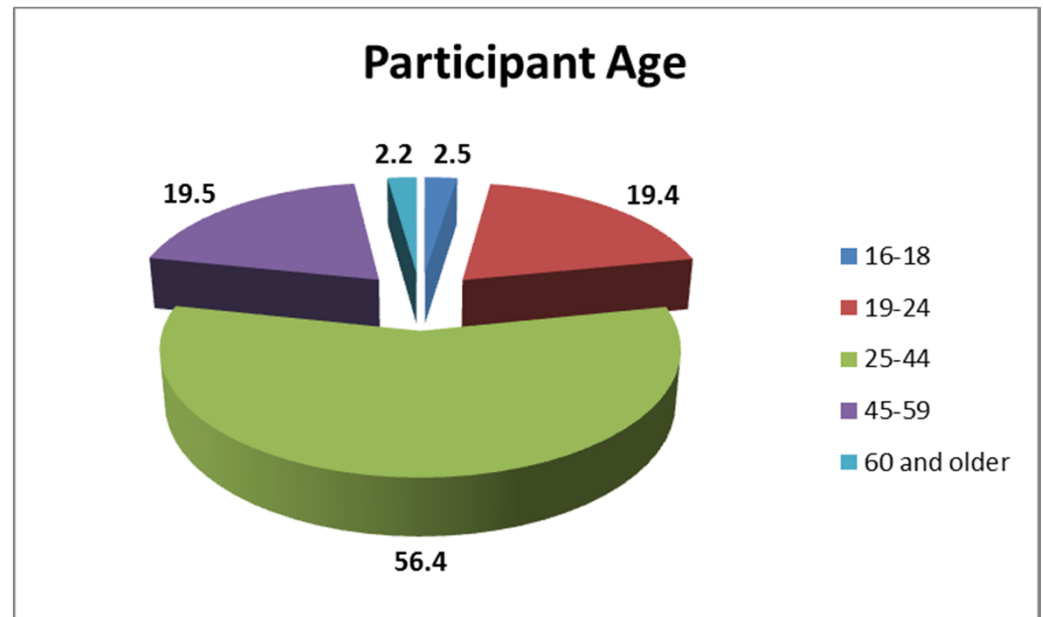
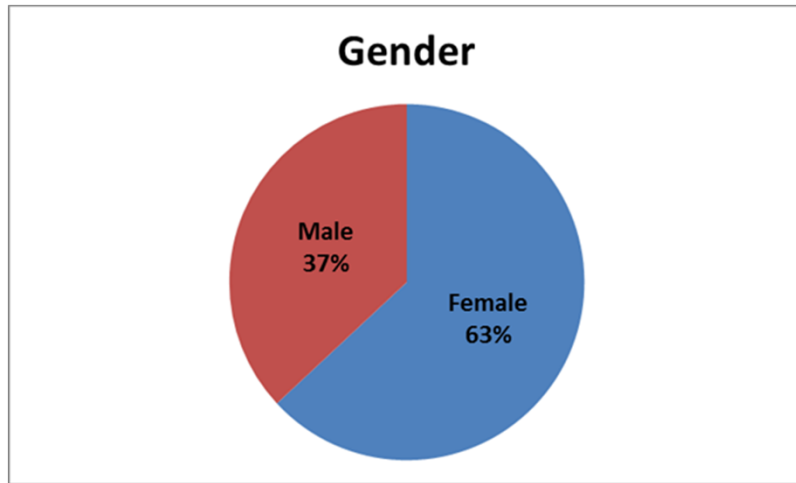
2006: CASAS acquired NEDP with support from New York, Maryland, and Connecticut

- Successful 36-year history
- NEDP implemented at 74 sites in 7 states
- 2006 – 2011 participation:
 - Served an average of 4,471 clients each year
 - 8,709 total graduates



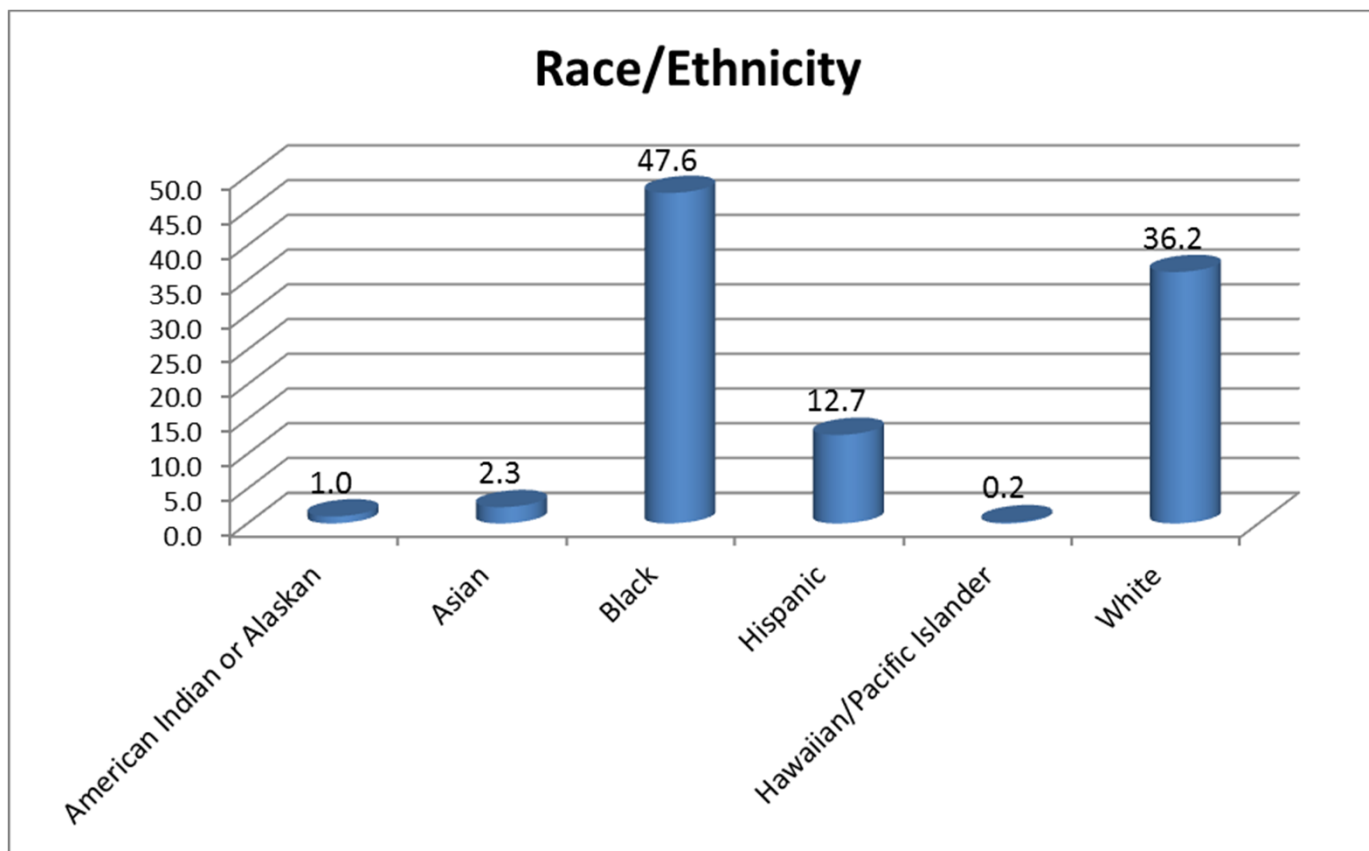
Program Year	Total Served
2006-2007	4,546
2007-2008	4,149
2008-2009	4,406
2009-2010	4,561
2010-2011	4,695

Client Demographics (2010-2011)



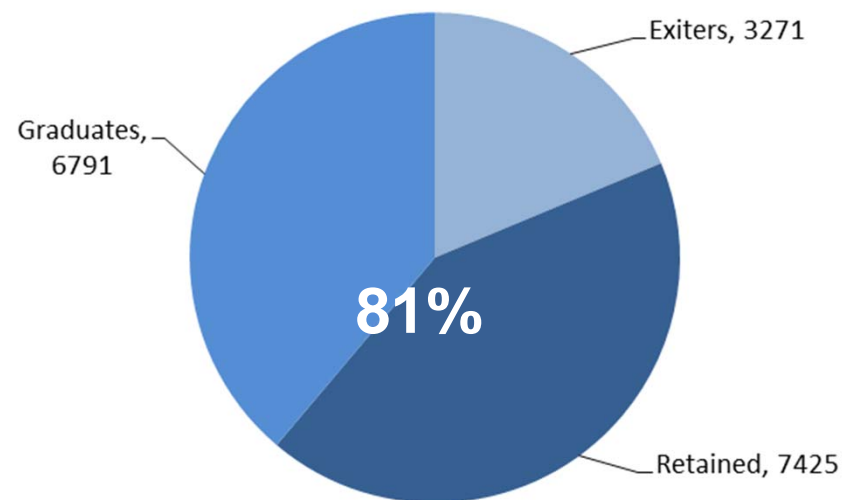
Attracting Underserved Populations

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



2006 – 2010

81% Graduation/Retention Rate *

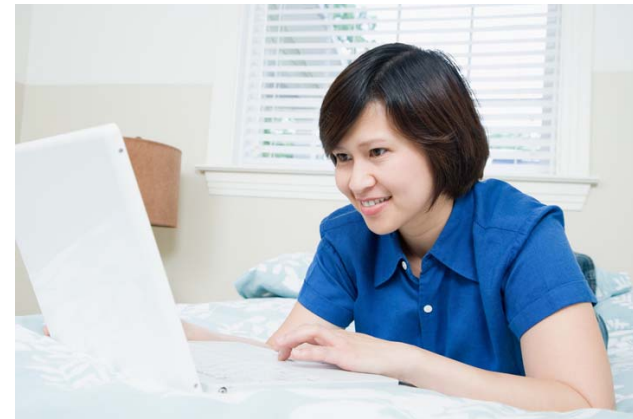


* *Gopalakrishnan 2008*

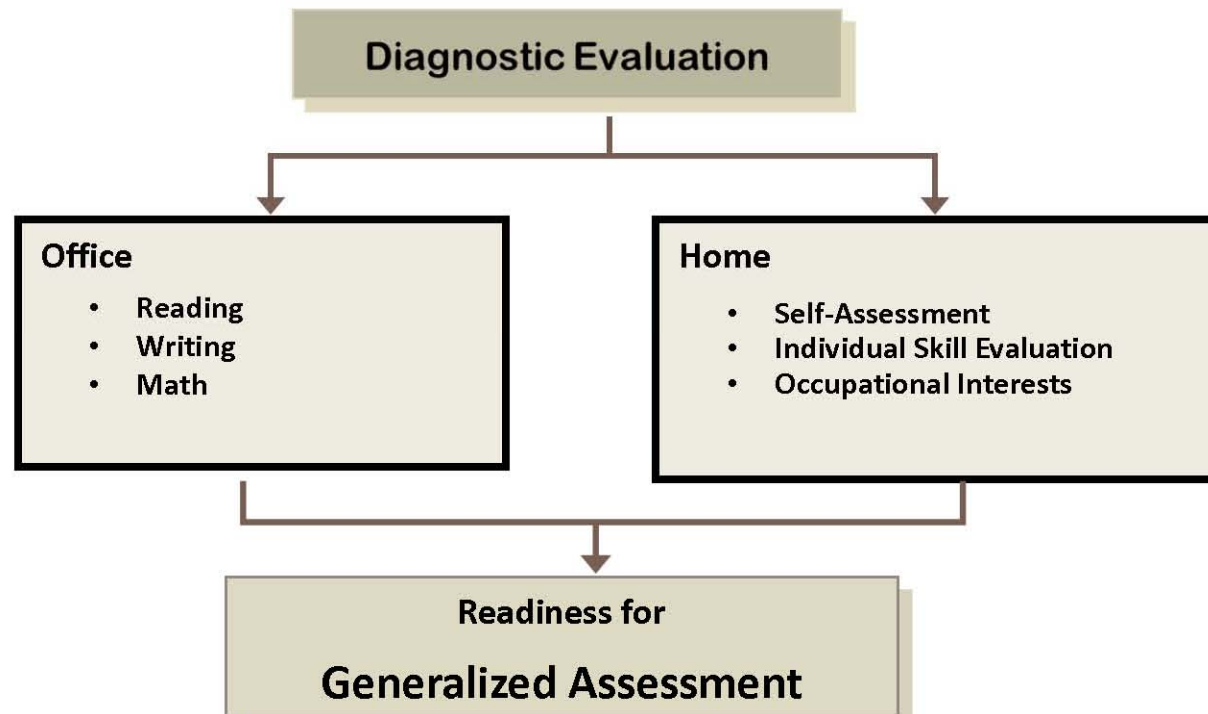
- Performance-based
- Life and work skills focus
- Self-paced, flexible, and not timed
- Appropriate for ESL and special needs learners
- Uses a competency-based approach
- Encourages learner self-sufficiency and active engagement
- Offers a locally or state-awarded traditional high school diploma

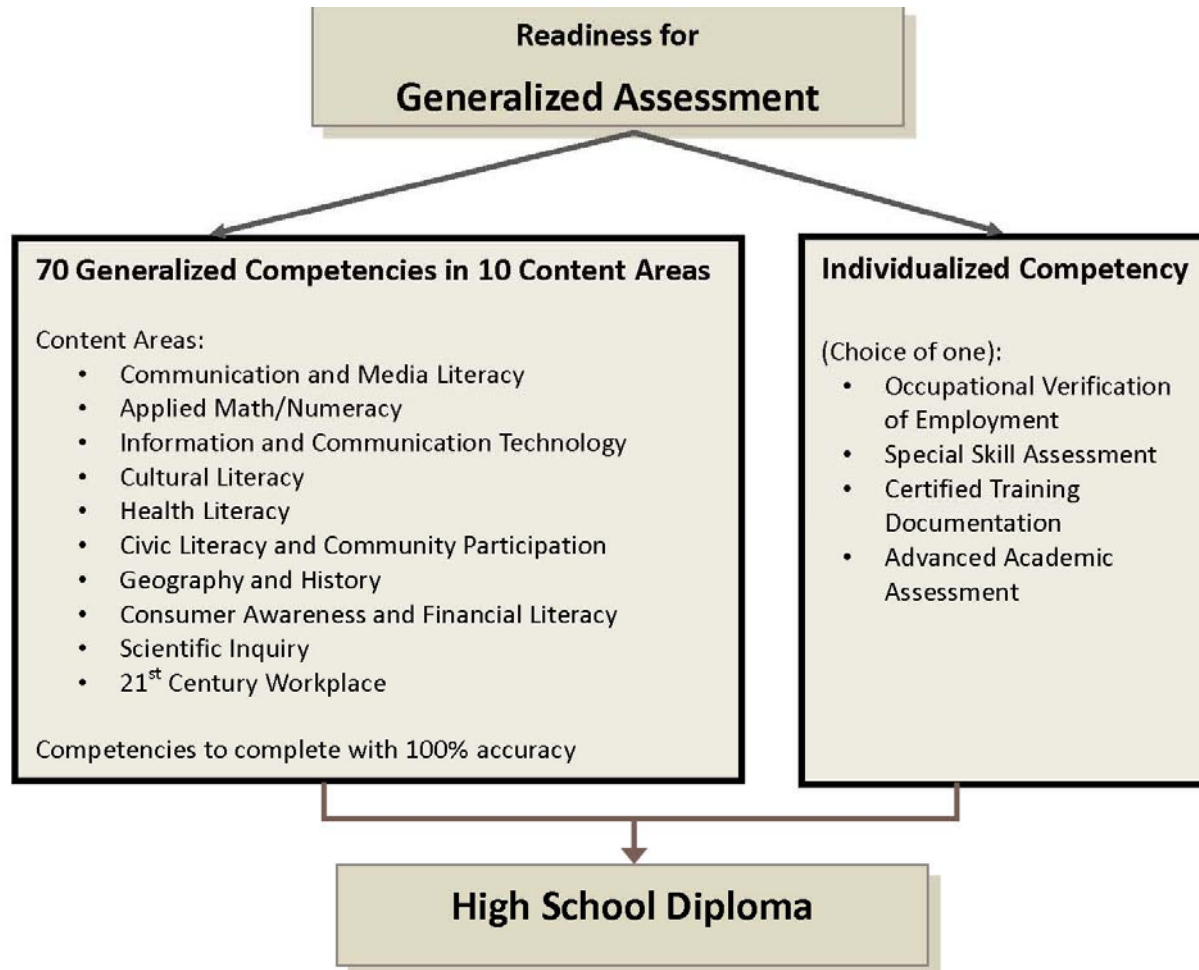
What Do Graduates Like about NEDP?

- “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 5 extensive applied performance tasks
 - 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 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

“Closed” Diagnostics

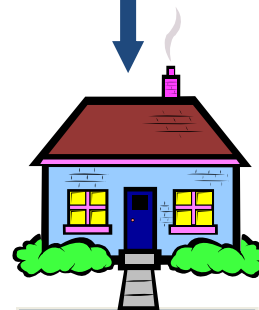
- Reading
- Math
- Writing



NEDP Site

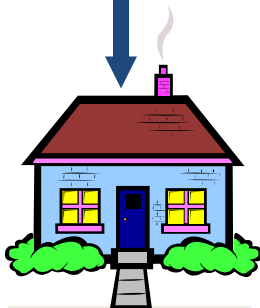
“Open” Diagnostics

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



Home

Take-Home
Activities



Home

In-Office
Check/Interviews

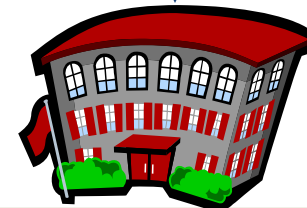
10
Competency
Areas



NEDP Site

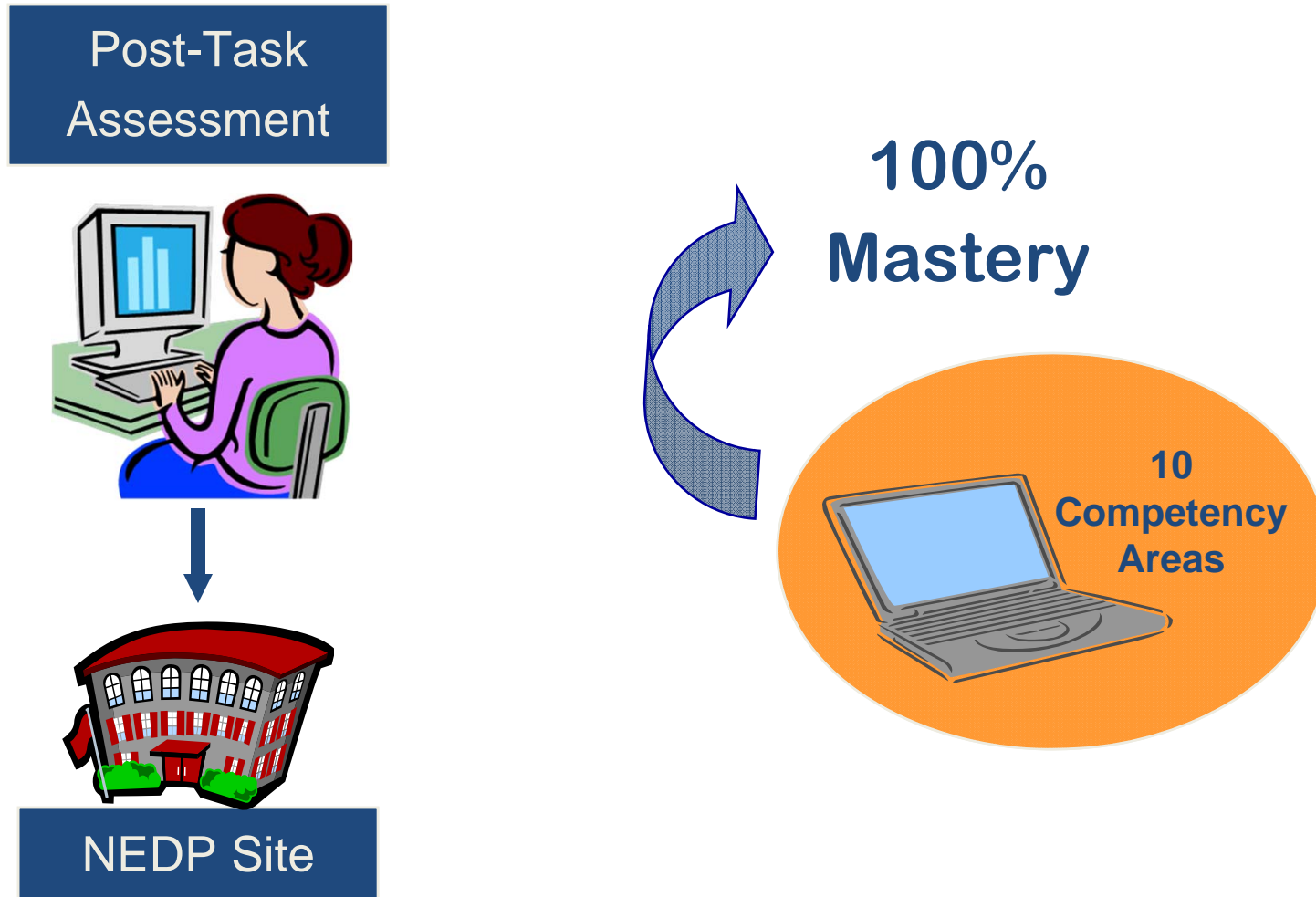
Candidate
Progress Reports

10
Competency
Areas



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

- State-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO)
- Intended to provide clear guideposts for what students at each grade level nationally should know
- Standards developed for the following subject areas
 - English Language Arts – Reading, Writing, Speaking and Listening, Language
 - Literacy in History/Social Studies, Science, and Technical Subjects
 - Mathematics

- Delineate the “knowledge and skills that define the path to readiness for college, careers, and informed citizenship”
- Developed for Reading, writing, Speaking & Listening, and mathematics
- Provide anchors for the CCSS

- These standards were developed by using the most effective models from states and countries around the world
- They provide 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.

- 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

- CASAS Reading, Listening, and Math Content Standards have been aligned to Common Core State Standards
- National External Diploma Program (NEDP) competencies and performance indicators have been aligned with the College and Career Readiness standards
- Update on CASAS Basic Skills Content Standards
 - Final: Reading, Math, and Listening
 - Preliminary: Speaking and Writing
- Access Content Standards on the CASAS Website
- Revised Test Coding
 - New student and class reports in TOPSpro
 - Competency and content standards for all test series underway
 - Available in TOPSpro

- Redesigned program expands critical thinking skills
- Norman Webb Depth of Knowledge Levels
 - Level 1: Recall of information, such as a fact, definition, term, or performance of a simple process or procedure
 - Level 2: Skill/concepts; includes the engagement of some mental processing beyond recalling or reproducing a response
 - Level 3: Strategic Thinking; requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning
 - Level 4: Extended thinking; requires high cognitive demand and is very complex.

Nebraska Department of Education

- List animals that survive by eating other animals.
- Locate or recall facts explicitly found in text
- Describe physical features of places
- Determine the perimeter or area of rectangles given a drawing or labels
- Identify elements of music using musical terminology
- Identify basic rules for participating in simple games and activities

University of Nebraska, *Webb's Depth of Knowledge*, 2008.

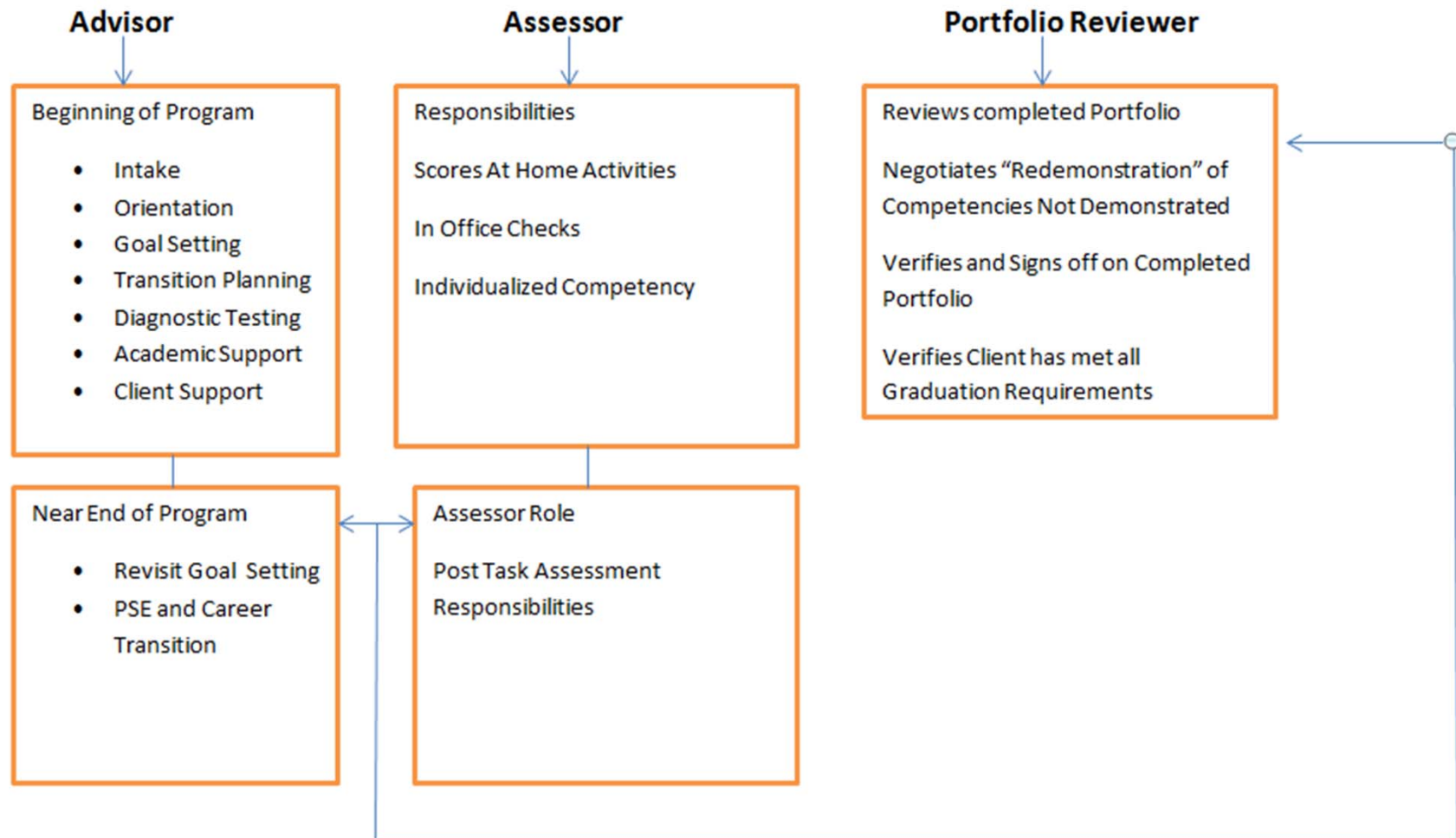
- Compare desert and tropical environments
- Identify and summarize the major events, problem, solution, conflicts in literary text
- Explain the cause-effect of historical events
- Predict a logical outcome based on information in a reading selection
- Explain how good work habits are important at home, school, and on the job.
- Classify plane and three dimensional figures
- Describe various styles of music

University of Nebraska, *Webb's Depth of Knowledge*, 2008.

- Compare consumer actions and analyze how these actions impact the environment
- Analyze or evaluate the effectiveness of literary elements (e.g. characterization, setting, point of view, conflict and resolution, plot structures)
- Solve a multiple-step problem, providing support with a mathematical explanation that justifies the answer
- Explain, generalize or connect ideas, using supporting evidence from a text or source

University of Nebraska, *Webb's Depth of Knowledge*, 2008.

Vision of NEDP Transition System

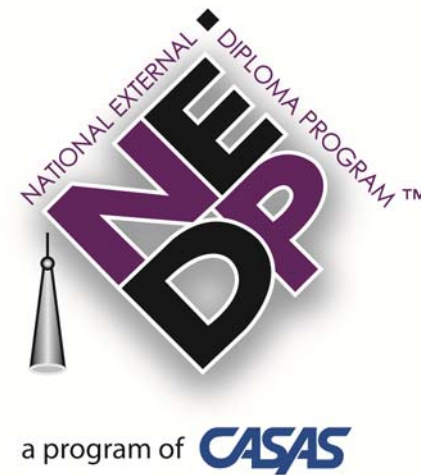


1. Maintain an action plan of transition activities
2. Assist client in assembling electronic portfolio of secondary level accomplishments
3. Facilitate college visits for client
4. Assist with college selection
5. Assist with effective studying techniques, time management, test preparation and test-taking strategies
6. Assist with scholarships or financial aid
7. Assist with preparation for college placement tests
8. Maintain ongoing relationships with area colleges

- Maintain an action plan of transition activities
- Assist client in identifying workforce transition goals
- Assist with identifying workforce entry or career advancement opportunities
 - Facilitate One-Stop visits
 - Assist in identifying sources of job or internship opportunities
 - Assist in identifying employment benefits such as tuition reimbursement, eligibility for technical training
- Maintain ongoing relationship with One-Stop system
- Promote concept of Workforce Skills Certification through One-Stop system
- Develop cross-referral system with One-Stops

- 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

- Jim Harrison
Director, National External Diploma Program
jharrison@casas.org
- Melissa Dayton
Coordinator
mdayton@casas.org



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