

National External Diploma Program 2012 Symposium



Presented by the CASAS NEDP Team:

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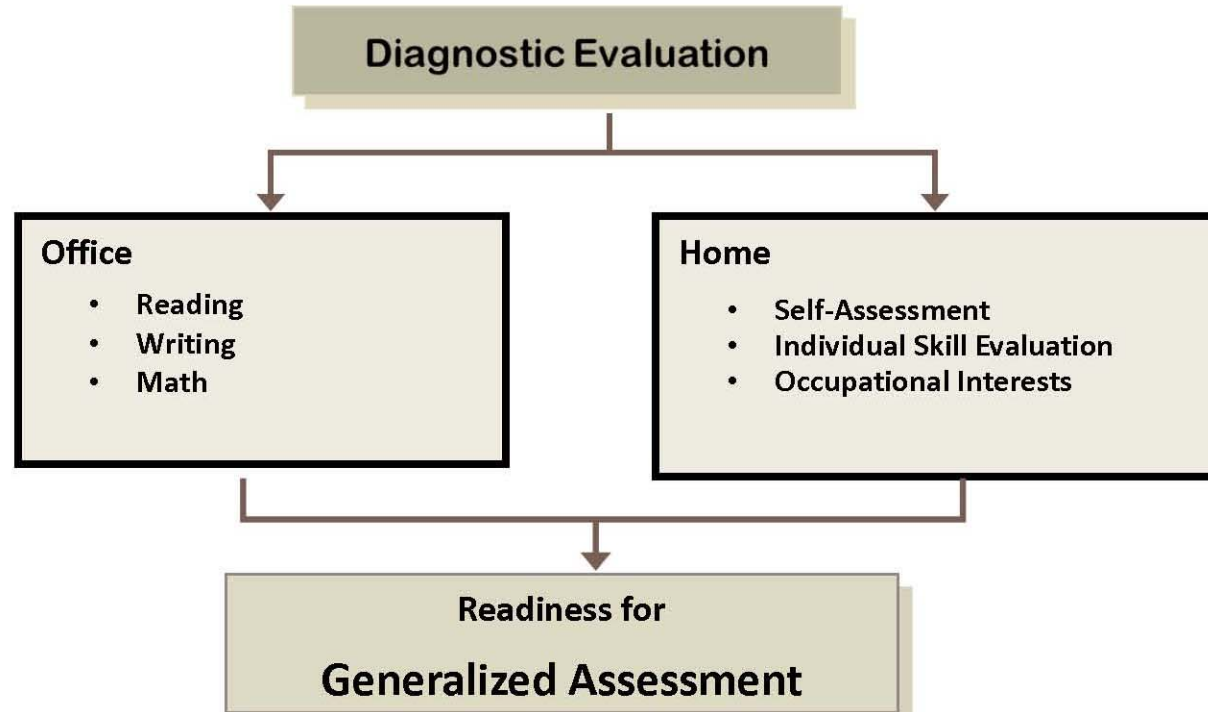
Celanire Flagg

Linda Taylor

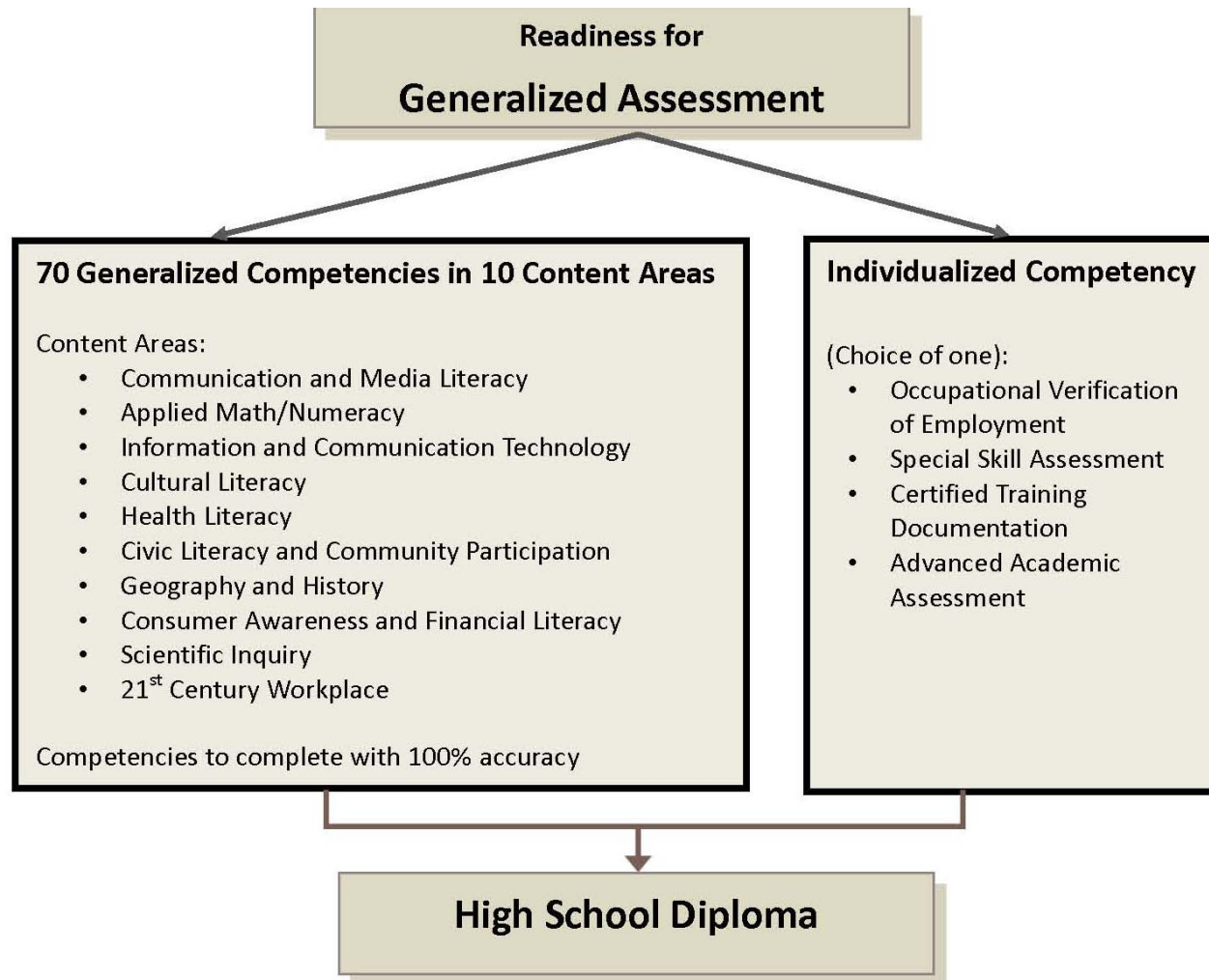
- Overview of NEDP Program
- FY2011 Statistical Data
- Overview of NEDP Redesign
- Alignment with CCSSO/NGA Common Core State Standards – White Paper
- Overview of Web-based Design
- Evaluation Design
- CASAS Written Prompt Training
- Workforce Skills Certification System
- Webinar Training Plans for the New NEDP
- Plans for Redesigning the Individualized Competency

- **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

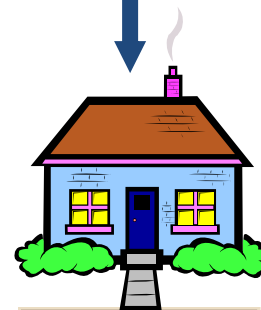
- Reading
- Math
- Writing



NEDP Site

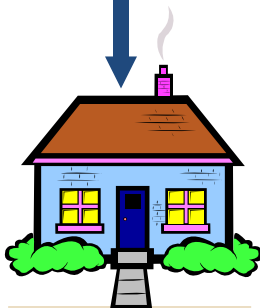
“Open” Diagnostics

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



Home

Take-Home
Activities



Home

In-Office
Check/Interviews

10
Competency
Areas



NEDP Site

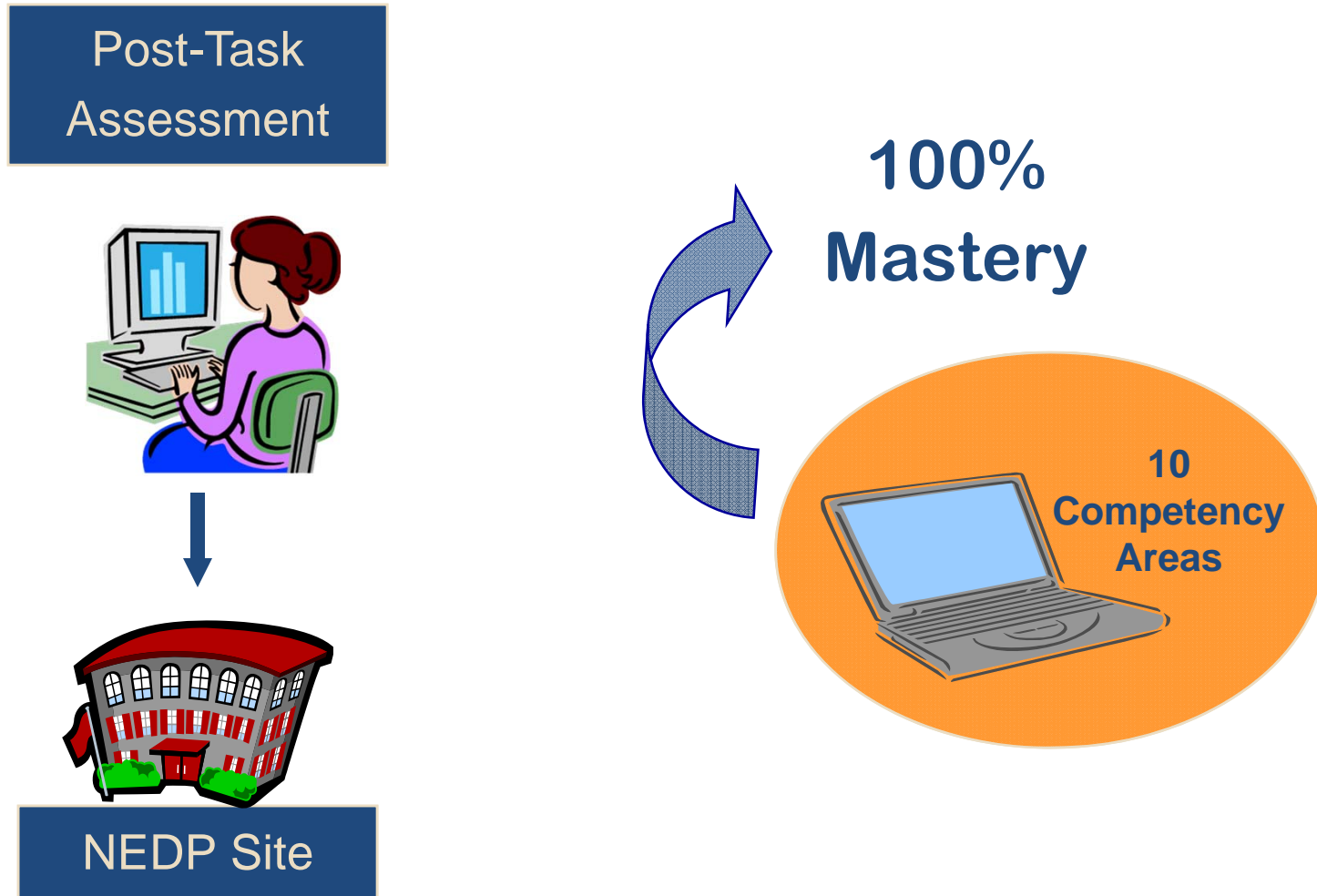
Candidate
Progress Reports

10
Competency
Areas



NEDP Site

NEDP Post-Task Assessment (PTA)



Completing NEDP Requirements



Portfolio Review

Individualized Competency
Demonstrated





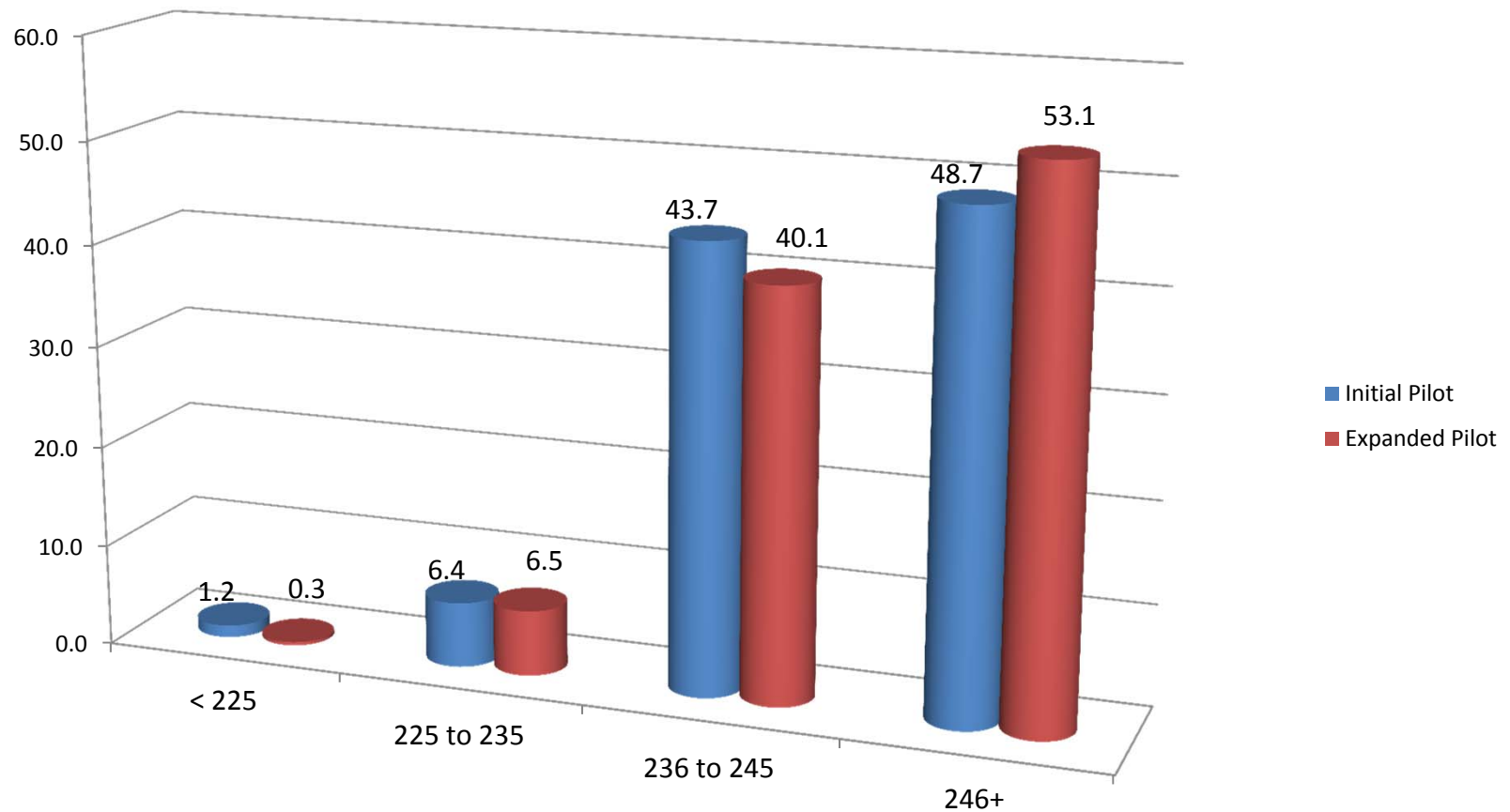
- NEDP implemented at 74 sites in 7 states
- 2006 – 2011 participation:
 - Served an average of 4,471 clients each year
 - 81% Graduation/Retention Rate

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

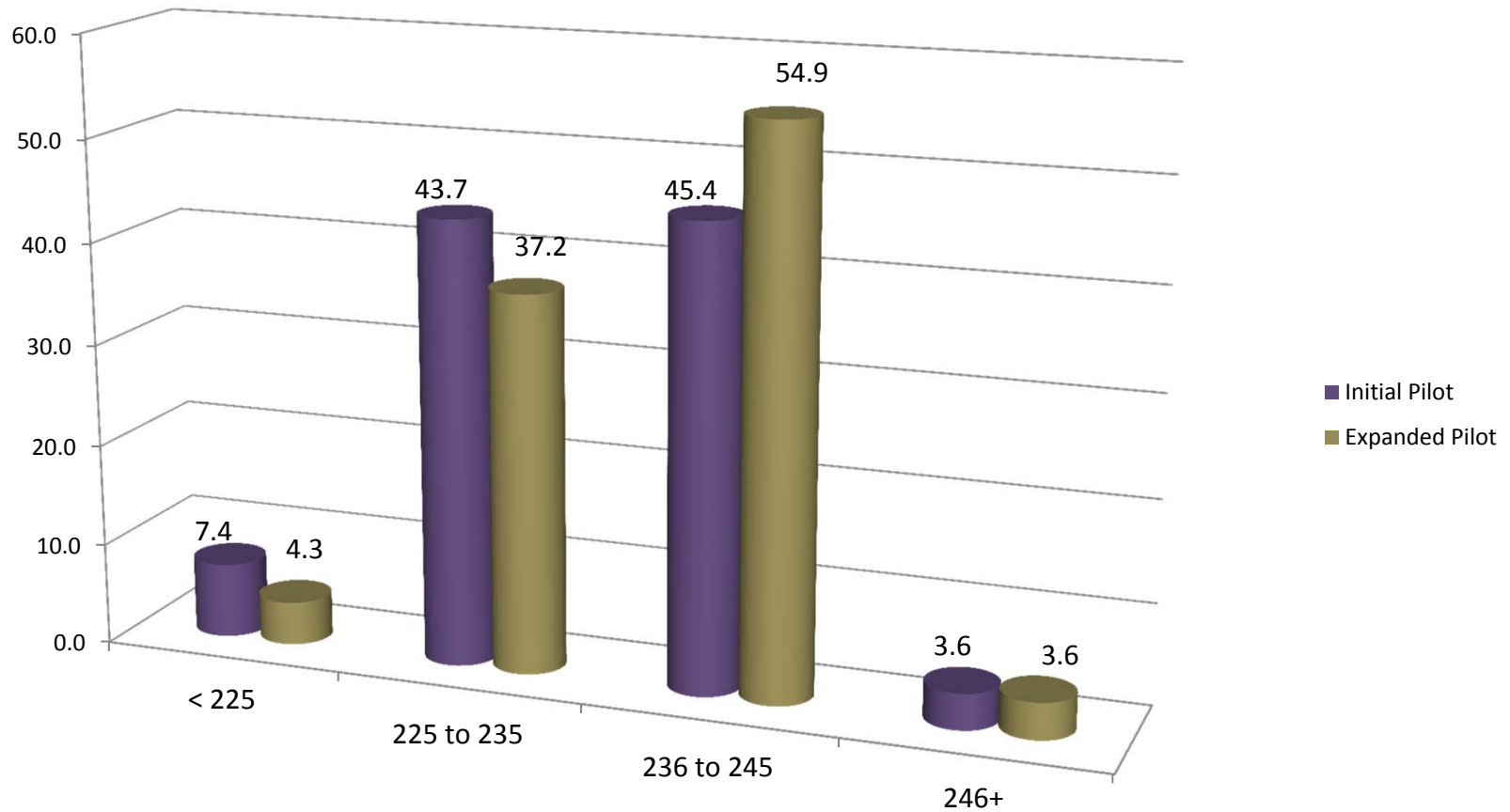
- **Race/Ethnicity:** approximately 48% of clients are African American/Black, a typically underserved population in other high school diploma programs; White (36.2%), Hispanic (12.7%), Other(3.5%)
- **Gender:** Female: 63%, Male 37%
- **Age Distribution:** 16-18 yrs. (2.5%), 19-24 yrs. (19.4%), 25-44 yrs. (56.4%), 45-59 yrs. (19.5%), 60+ yrs. (2.2%)
- **Employment Status:** Employed (56.2%), Unemployed (38.8%), Not seeking work/retired (5.0%)
- **Years of Prior Education*;** 10+ (69.2%), 7-9 (29.4%), <7 (1.4%)

*Maryland not included

Reading Scale Score Distribution



Math Scale Score Distribution



- 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
- Infuse challenging higher order thinking skills into performance assessments
- Update and refine high quality performance assessments
- Expand access to new and existing markets and client populations

- 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.
 - White paper documenting alignment of language arts competencies

- Single access point for NEDP staff and clients
- Security protocols protect test security, client confidentiality
- Integrated system facilitates assessment, feedback reports, and data management
- Can be accessed from anywhere



Welcome to **NEDP** Assessment

User name:

Password:

Continue



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



NEDP Assessment

Health Literacy

1. Home Hazards	Not Started
2. Disaster Preparedness	Started
3. Health Threats	Not Started
4. Nutrition Labels	Not Started
5. Physical Fitness	Not Started
6. Environmental Health	Not Started
7. Meal Planning	Not Started
8. Food Safety	Not Started
9. Patient Safety and Advocacy	Not Started
10. Healthcare Services	Not Started

- Functions as Competency Table of Contents
- Client can move among items and revise work before submitting Competency
- (Current design is draft, for illustrative purposes only)



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

1)	
2)	
3)	
4)	

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Task A

Health Literacy – Home Hazards

Introduction Activity A Activity B Feedback

2.

1)	
2)	

Fire Extinguishers

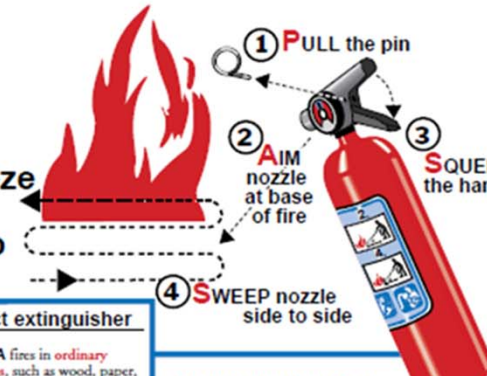
3.

1)	
2)	
3)	
4)	

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

A	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.
B	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.
C	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

CASAS National Summer Institute 2012

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Navigation icons: Home, Previous, 2/11, Next, Save, Help. Assessor: Admin Log Out; Examiner: Melissa C Dayton Change; NEDP Assessment logo.

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

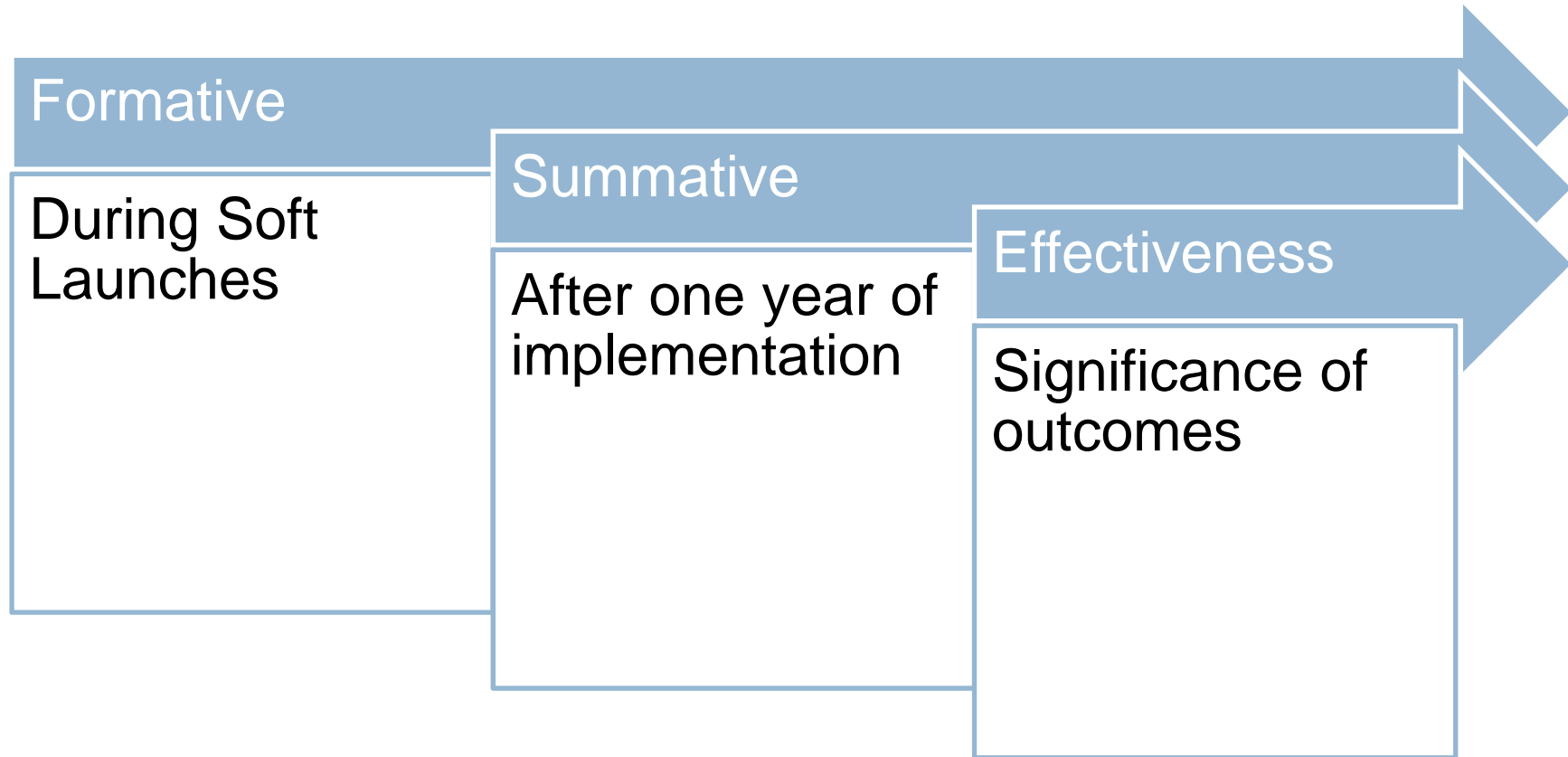
3. Steps to using a fire extinguisher

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



Formative Evaluation: Asked During Development

- Identify successful / unsuccessful assessment items
- Identify problem areas within items / take corrective action
- Determine value and adequacy of resources and tutorials

Summative Evaluation: End of Soft Launches

- Validate assessment items: quantitative and qualitative analysis
- Assess ease of navigation of web-based delivery
- Verify existing diagnostic cut scores

- **NEDP Program Effects**
 - Clients progress and succeed in a timely manner?
 - Program adheres to Common Core State Standards?
 - Rigor compares favorably or surpasses other high school diploma programs?
 - Client readiness for transition to postsecondary settings?

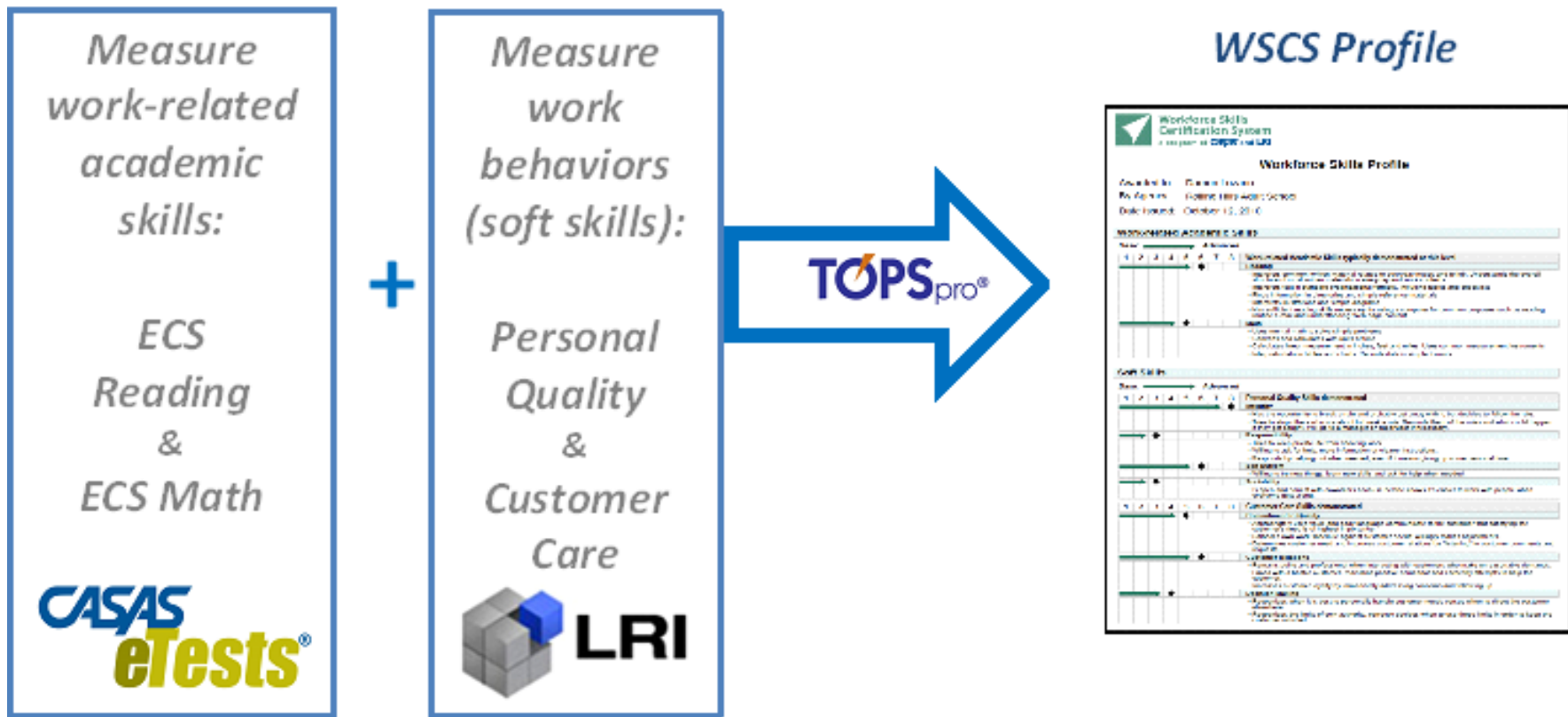
- Existing NEDP writing assessment is limited to composing a single, short paragraph and primarily focuses on the mechanics of writing
- The new CASAS Written Prompt reflects the most current research on the evaluation of writing.
- The CASAS written prompt concentrates more on how well ideas are organized and conveyed, with less emphasis on writing mechanics.
- Training to resume in the fall 2012
- Self-training modules have been developed
- Agencies to be phased in and completed prior to January 2013

- The Written Prompt Task is a new writing assessment in the CASAS Functional Writing Assessment series.
- The task is to write an extended response generated by a written essay topic.
- Test takes approximately 45 minutes to one hour
- Holistically scored on a scale of 1 – 5
- Diagnostic feedback is provided
- Designed to be computer-delivered

- The NEDP Workforce Skills Certification System (WSCS) pilot project is resuming
- A “stackable” credential providing a workforce readiness certificate in addition to the high school diploma
- List of demonstrated academic and soft skills competencies printed on the back of the certificate allows an employer to match the client’s skills with job openings
- WSCS option is particularly valuable for those with a limited or sporadic work history
- WSCS will provide an additional alternative to satisfy the Individualized Competency requirement
- Contact Melissa Dayton (mdayton@casas.org) for more information

- Provide an optional component of the Individualized Assessment
- Assist the transition of NEDP clients into the workforce
- Establish the protocol for implementation of WSCS for NEDP clients
- Determine the viability of WSCS to satisfy the Individualized Competency requirement

Identify work readiness skills



Award Workforce Skills Certificate

**Certify
work-related
academic
skills**

Note: To be eligible for the WSCS certificate, learner scores on WSCS Form 551 in Reading a 246 or above, in Math 240 or above, and passes Critical Thinking and Problem Solving sections



**Certify
work
behaviors
(soft skills):**

Note: To be eligible for the WSCS certificate learner scores 6 or above overall



WSCS Certificate



- Webinar based training, delivered by CASAS
 - Series of shorter modules, rather than full-day sessions
 - Train-the-trainer model will enable states to conduct training in the future
 - Face-to-face training can continue in states that do their own training
- Specific modules for specific audiences
 - Agencies that are new to NEDP
 - New staff at existing agencies
 - Existing agencies without soft launch experience
 - Agencies with soft launch experience
- Training will begin Fall 2012
- Ideas or suggestions?

- ICDI (Occupational Skills Section) needs to be revisited
- Current employment requirements
- Former employment guidelines
 - Job termination
 - Advancement
 - Retirement
- Training Program requirements
- Academic Requirements

- Vocational/Specialized Checklist to be discontinued
- WSCS to be incorporated
- Home Management Checklist to be revised
- Preparation for Retirement Checklist to be developed

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- We value your feedback!
 - Please fill out the evaluation form.
 - 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