

The National External Diploma Program® (NEDP)

Innovative, Rigorous, and Exciting!



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Session Agenda

- Intro Activity
- NEDP Overview
- Program Design
- Connection with DLLR/Workforce Exchange
- Online Demonstration
- Your Questions



Learning Activity

Identifying Barriers to Participation

With your partner(s):

1. Think of three (3) barriers that adults face to participating in adult education.
2. Write one (1) barrier per card.

What Do Graduates Like about NEDP?



- Flexibility to work at own pace/regular appointments
- One-on-one relationships with Advisor/Assessor
- Active participation and self-directed learning
- Relevance to tasks to everyday life and client goals
- Program structure of clear phases
- Multiple opportunities to demonstrate competencies
- Regular feedback and progress reports
- Hands-on activities
- Builds self-confidence



Introduction to NEDP



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

Introduction to NEDP (cont.)



- 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.

Characteristics of NEDP



- Performance-based
- Uses a competency-based approach
- Focused on life and work skills
- Self-paced and flexible
- Appropriate for ESL and special needs learners
- Encourages learner self-efficacy and active engagement
- Offers a locally or state-awarded high school diploma

NEDP Activities Link to DLLR Objectives

- NEDP dovetails with the performance measures set for MD Workforce Exchange/WIA/One-Stop Job Center
- The skills practiced in the NEDP prepare clients by reinforcing the essential skills.
 - Maintaining self motivation
 - Keeping scheduled appointments
 - Reinforcing time management skills
 - Sitting up and maintaining eye contact to achieve active participation in personal interactions
 - Getting along with others to achieve goals

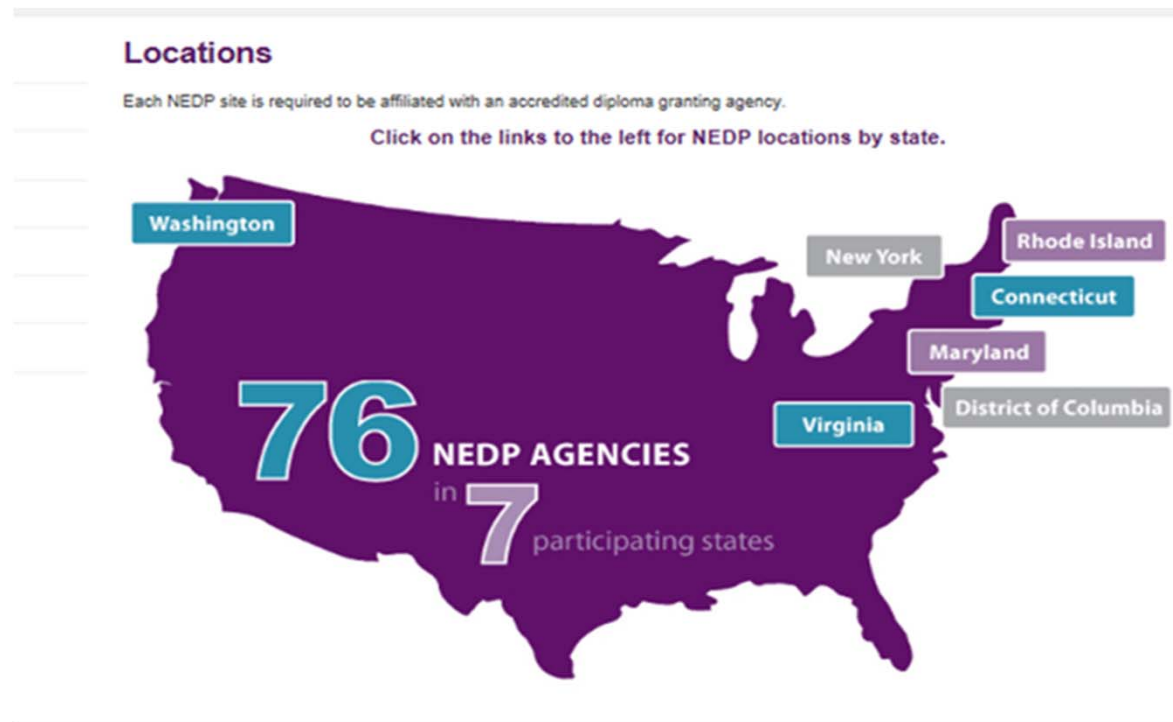
NEDP Activities Link to DLLR Objectives (cont.)



- DLLR goal- placement in employment or training
 - NEDP activities that help facilitate this:
 - Using O*Net
 - Investigating job and career requirements
 - Researching educational/training programs
 - Creating a resume
 - Writing a cover letter
 - Practicing interviewing skills
 - Using technology skills

NEDP Locations

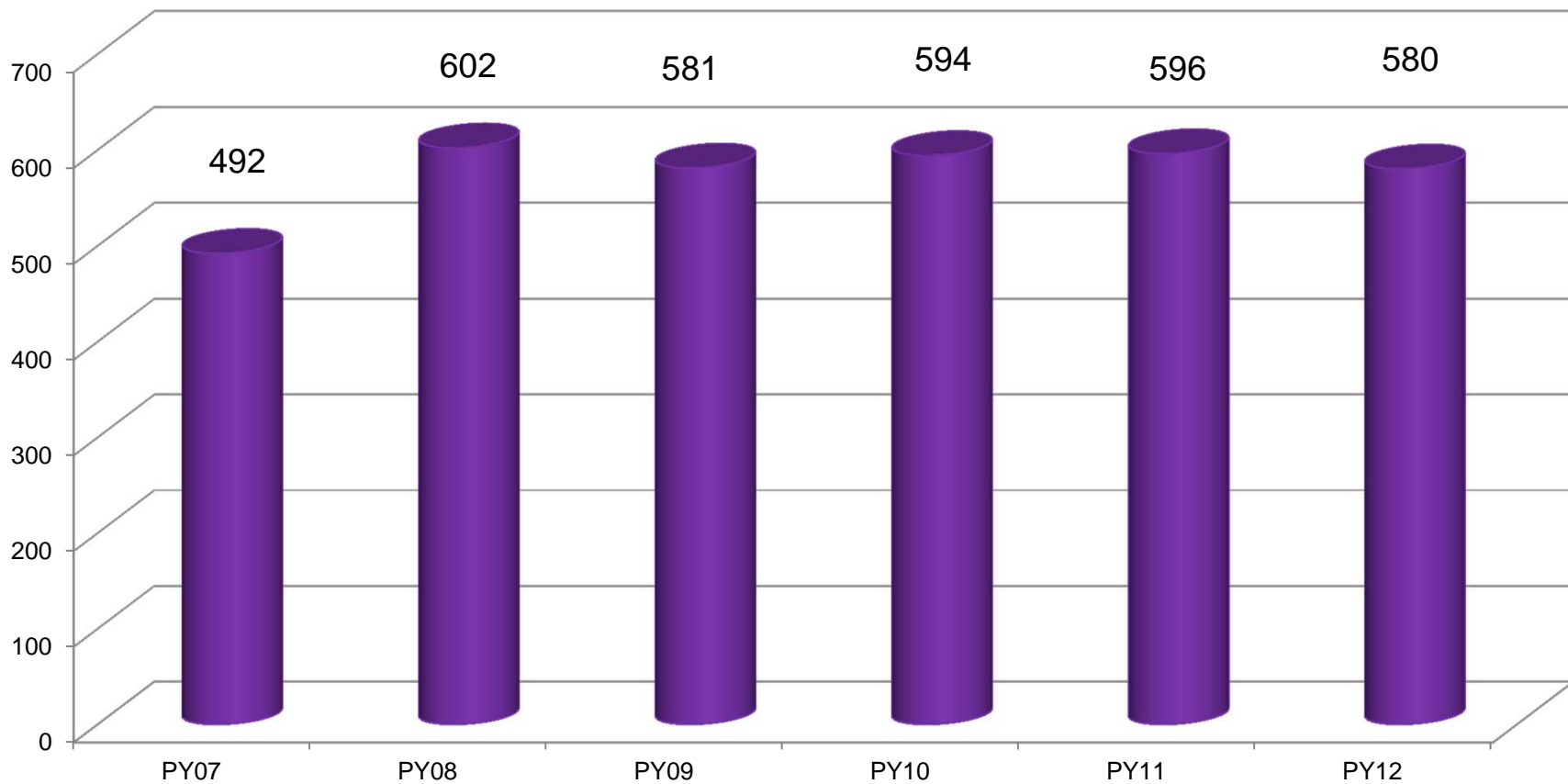
- NEDP is implemented in 76 agencies nationally.
- Implemented in 6 states and the District of Columbia.
- Maryland has agencies operating sites in 17 counties.



NEDP Graduates in Maryland



NEDP Graduates in Maryland by Program Year



NEDP Staff Roles



NEDP Advisor

- Administers Diagnostics
- Interprets diagnostic results with client
- Provides feedback/advises on self-directed learning plan

NEDP Assessor

- Administers Generalized Assessment competency areas
- Evaluates performance tasks and provides client feedback
- Conducts Post-Task Assessment

NEDP Portfolio Reviewer

- Conducts independent review of completed portfolio, including Generalized Competencies and Individualized Competency

NEDP Diagnostic Phase

Closed Diagnostics

- Reading
- Writing
- Math



Completed at NEDP Site

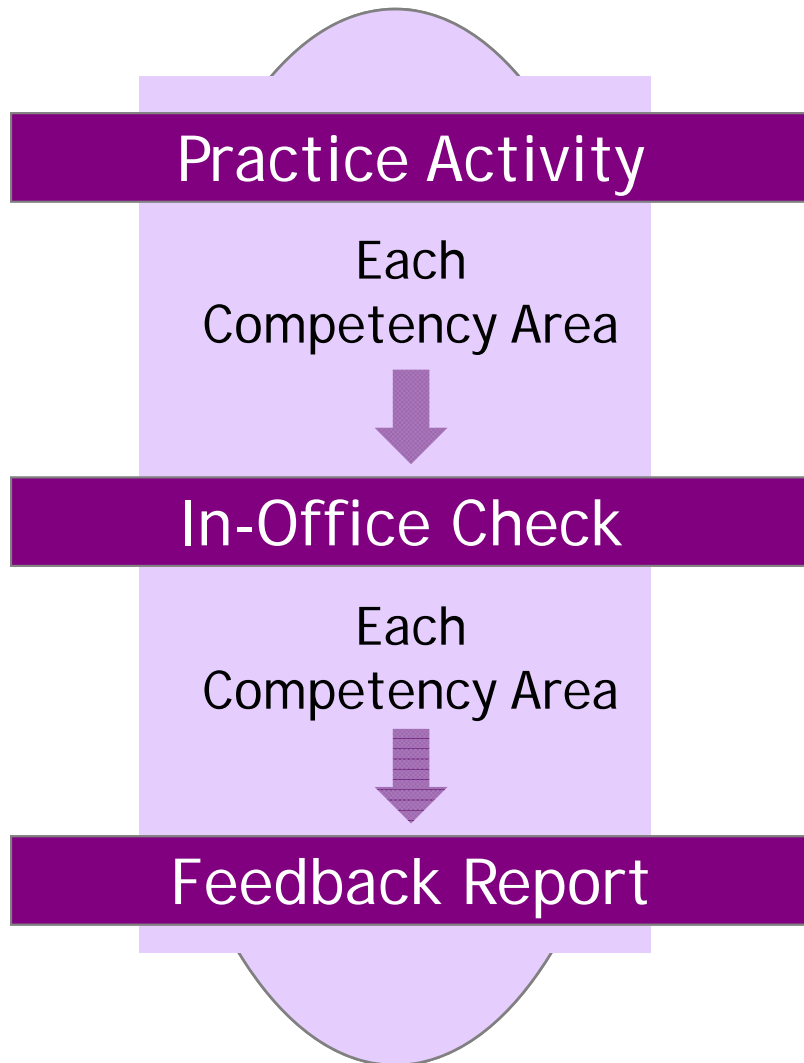
Open Diagnostics

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



May be completed at home

NEDP Generalized Assessment



Home

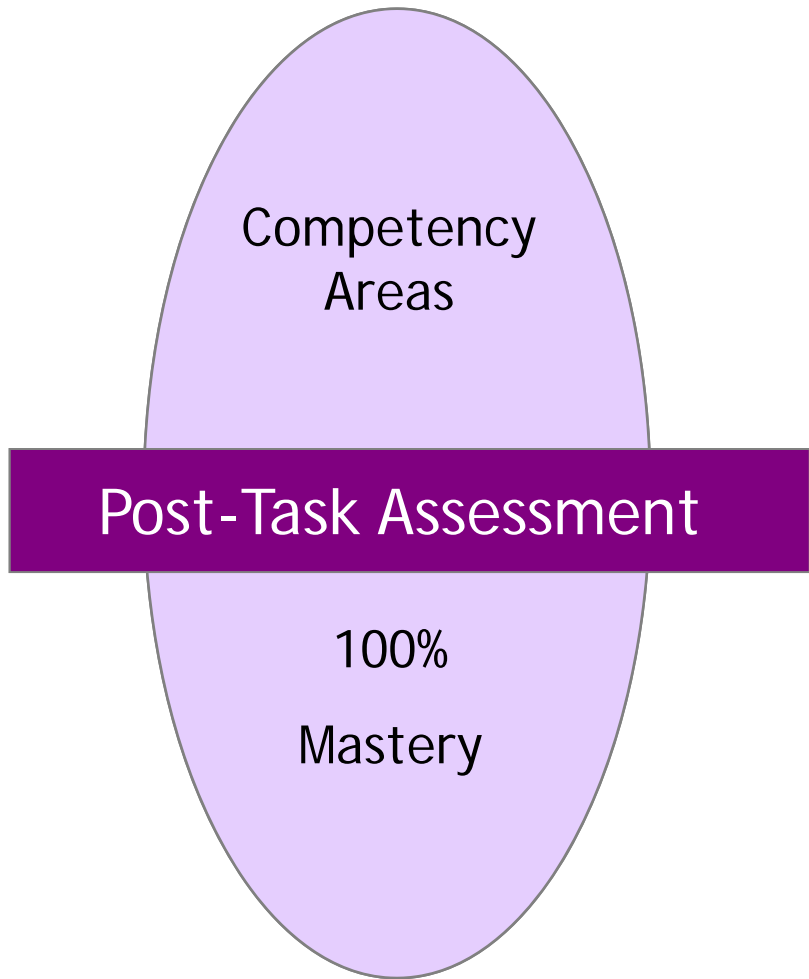


NEDP Site



NEDP Site

NEDP Post-Task Assessment (PTA)



NEDP Site

Completing NEDP Requirements

Individualized Competency



Portfolio Review



Graduation



NEDP Competencies



- NEDP competencies emphasize life and work skills required for the successful transition to postsecondary education and/or the workforce:
 1. Information and Communication Technology
 2. Applied Math/Numeracy
 3. Communication and Media Literacy
 4. Cultural Literacy (Literature and Film)
 5. Health Literacy
 6. Civic Literacy and Community Participation
 7. Geography and History
 8. Consumer Awareness and Financial Literacy
 9. Science
 10. Twenty-First Century Workplace

Applicability of NEDP Skills



- NEDP skills are applied in performance tasks in life and work contexts.

Foundation Skills	Work Readiness Skills	Self-efficacy Skills
Reading Writing Listening Speaking Mathematics Information and Communication Technology Media Literacy	Career development Resume development Job search Interpersonal skills Organizational Awareness	Learning to learn Problem solving Critical analysis Personal responsibility Self-awareness Self-direction

- Foundation and self-efficacy skills are applicable to college and careers.

Adult Basic Education (ABE) Considerations



Frequently Asked Questions

- How many competency areas are in the NEDP?
 - 10 competency areas requiring mastery in 3 foundation areas and 7 specific content/context areas.
 - Clients will complete 7 competency areas.
- What skills do I need to teach?
 - Skills outlined in the Common Core.
- How do I help students transition?
 - Utilize instruction and activities aligned with College and Career Readiness Standards.

CCR Standards for Adult Education



- The College and Career Readiness (CCR) Standards consist of “broad-based knowledge and skills that graduates can put to good use regardless of their specific educational or career objectives.”
College and Career Readiness Toolkit | Mills 2013 | nd.gov/cte
- The CCR Standards for Adult Education address the need to “identify a manageable set of the CCSS most indispensable for college and career readiness and important to adult students.”
College and Career Readiness Standards for Adult Education | Pimentel 2013 | lincs.ed.gov/publications
- Updated NEDP-CCR alignment will inform ongoing development and enhancements

CCR Reading – Theme and Details



4. THE RESULTS: COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY READING STANDARDS

15

A	B	C	D	E
<p>CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</p>				
<p>Identify the main topic and retell key details of a text. (RI.1.2)</p>	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2)</p>	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2)</p>	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RI/RL.6.2)</p> <ul style="list-style-type: none"> • <i>Application:</i> determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (RST.6-8.2) 	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)</p> <p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)</p>

Problem Solving in Technology-Rich Environments



Participant needs knowledge of the structure of a technology-rich environment:

- How to use command names;
- Drop-down menus;
- Naming protocols for files and folders;
- Links in a web page;
- Ability to interact with digital information (understand electronic images, graphics and numerical data); and
- Locate, evaluate and judge the validity, accuracy and appropriateness of online information.

Source: "Problem Solving in Technology-Rich Environments" | [OTAN Online Connection](#) / Winter 2014 / otan.us

Web-based NEDP



■ Client Interface

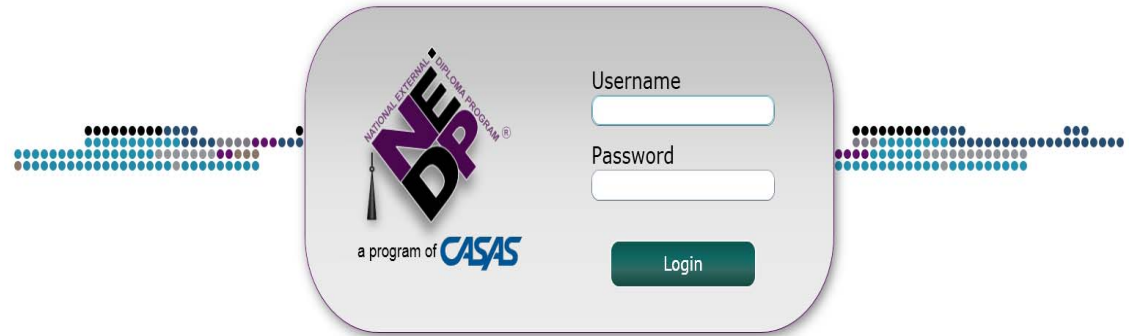
- Activities
- Online resources

■ 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



Sample Item: Occupation, Skills and Education (DOK 2)



Competency Area

- 21st Century Workplace

Competency

- 61. Identify occupations and the skills and education required for specific jobs

Performance Indicator

- 61.1 Compare and contrast two or more similar employment opportunities and summarize the following information:
 - a) salary and benefits;
 - b) the education level;
 - c) experience required;
 - d) hours of employment;
 - e) transportation options for getting to each job.
- 61.2 Describe for each: specific skills/abilities; personal skills; and job outlook.

NEDP Demonstration

A login form for the NEDP system is centered on the page. It is contained within a light gray rounded rectangle. On the left side of the form, the NEDP logo is displayed, including the text 'NATIONAL EXTERNAL DIPLOMA PROGRAM' and 'a program of CASAS'. To the right of the logo are two input fields: 'Username' and 'Password'. Below these fields is a green 'Login' button. The form is flanked by decorative horizontal lines of colored dots (blue, teal, and black) that taper off to the left and right.

Sample Item: Occupations, Skills and Education, cont.



Competency 60: Locate information on employment opportunities including online searches, job ads, and career center offerings

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p>ICT 26.6 Demonstrate the ability to use the Internet by:</p> <ul style="list-style-type: none"> a) opening a Web browser to access a supplied Web site; b) researching an issue for a purpose; c) locating and documenting multiple resources; d) obtaining information in the form of a downloadable document, e) submitting information online. 	<p>61.1 Compare and contrast two or more similar employment opportunities and summarize the following information :</p> <ul style="list-style-type: none"> a) salary and benefits; b) the education level; c) experience required; d) hours of employment; e) transportation options for getting to each job. <p>61.2 Describe for each:</p> <ul style="list-style-type: none"> a) specific skills/abilities b) personal skills c) job outlook. 	<p>CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

Questions?

- What is one thing that you learned today that can help you in your job?
- What else would you like to learn about the NEDP?

What Graduates Say About NEDP



*“The program was a big challenge for me, but I was determined to get my high school diploma. I could work at my own pace and, **with the completion of each task, I had confidence that I could be successful with the next one.**”*

—NEDP Client

*“I have learned a lot with the 21st Century Workplace. **I feel like I’m more prepared now to go out there to look for jobs.** I know how to handle an interview and keep a job and continue to further my education, even after I find the job I’m looking for.”*

—NEDP Client

What Graduates Say About NEDP (con't)



- *“This material is something that I can really use. It makes sense to spend time working on these activities. I wrote a resume and I can use it to apply for jobs.”*

—NEDP Client

- *“Hey! This is better than I thought! It’s school, but not boring. . I don’t feel like I am wasting time working on stuff I can’t use.”*

—NEDP Client

NEDP Contact Information

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