

The National External Diploma Program: A Solution for All WIOA Titles

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Introduction

Adult education has long been recognized as a local and regional economic driver. It fosters academic and career pathways which lead to higher wages, sustainable income, and stronger generational support for education. Given the technology available today, adults can study and advance both in traditional classroom settings, and through distance learning programs. However, not all adults are suited to the traditional environment of classroom learning and high stakes tests.

Filling multiple roles in our daily lives, adult learners parent, work, engage in family and community activities, and juggle the demands of an increasingly busy life. Education alternatives, such as distance learning, have eased the ability to engage in the education pipeline, yet high stakes testing remains the norm, a norm that is not suited for everyone. The National External Diploma Program (NEDP), established in 1975, fills a vital need for adults seeking completion of a high school diploma, while building on the expertise, experience, and skills they have acquired through life.

WIOA

WIOA has created an opportunity for service providers, across all Titles, to work together in ways never before possible. Through this collaboration and cooperation, agencies can have a greater impact on communities than ever before. The U.S. Department of Education notes, "Because the negative effects of low skills ripple through society and the economy in so many ways, raising skills can pay substantial dividends for individuals and families, business and industry, and communities at large."¹ Employability skills are no longer relegated to the adult education classroom, industry specific skills training is no longer the sole obligation of community colleges or career and technology education (CTE) programs. Job placement no longer rests solely on the shoulders of the workforce system.

The authorization of WIOA requires several actions to be taken by states and local agencies. Specifically, the legislation:

- Requires States to Strategically Align Workforce Development Programs: WIOA ensures that employment and training services provided by the core programs are coordinated and complementary so that job seekers acquire skills and credentials that meet employers' needs.
 - Every state will develop and submit a four-year strategy - in the form of a single unified strategic plan for core programs - for preparing an educated and skilled workforce and meeting the workforce needs of employers.
 - States can include other key partners in their plans such as Temporary Assistance for Needy Families (TANF) and Perkins career and technical education programs.

¹U.S. Department of Education, Office of Career, Technical, and Adult Education. (2015, February). *Making Skills Everyone's Business: A Call to Transform Adult Learning in the United States*. Washington, D.C.: Author.

- Promotes Accountability and Transparency: WIOA ensures that Federal investments in employment and training programs are evidence-based and data-driven, and accountable to participants and tax-payers.
 - Core programs are required to report on common performance indicators that provide key employment information, such as how many workers entered and retained employment, their median wages, whether they attained a credentials, and their measurable skill gains.
 - Core programs must measure the effectiveness of services to employers for the first time.
 - DOL and DoED, with input from stakeholders, will establish a common performance accountability system for the core programs.
 - Negotiated levels of performance for the common indicators will be adjusted based on a statistical model that takes into account economic conditions and participant characteristics.
 - Performance reports for states, local areas, and eligible training providers will be publicly available.
 - Programs will be evaluated by independent third parties at least every four years.

- Fosters Regional Collaboration: WIOA promotes alignment of workforce development programs with regional economic development strategies to meet the needs of local and regional employers.
 - States will identify regions within their state.
 - Local areas in regions will have coordinated planning and service delivery strategies.

- Improves the American Job Center (AJC) System: WIOA increases the quality and accessibility of services that job seekers and employers receive at their local AJCs.
 - States will establish criteria to certify AJCs at least every three years to ensure continuous improvement, access to services (including virtual access), and integrated service delivery for job seekers and employers.
 - Key partners and services will be available at AJCs through the co-location of the Wagner-Peyser Employment Service and the addition of the TANF program as a mandatory partner.
 - The workforce system will have a common identifier so workers that need employment or training services and employers that need qualified workers can easily find their local AJC.
 - The Secretary of Labor, with input from a new advisory council, other Federal agencies, and states will develop and implement plans to improve the national workforce and labor market information system and help job seekers make informed career choices.
 - States and local areas are encouraged to improve customer service and program management by integrating intake, case management, and reporting systems.
 - AJC partner programs will dedicate funding for infrastructure and other shared costs.

- Improves Services to Employers and Promotes Work-Based Training: WIOA contributes to economic growth and business expansion by ensuring the workforce system is job-driven, matching employers with skilled individuals.
 - State and local boards will promote the use of industry and sector partnerships to address the workforce needs of multiple employers within an industry.
 - State and local boards are responsible for activities to meet the workforce needs of local and regional employers.
 - Local areas can use funds for demonstrated effective strategies that meet employers' workforce needs, including incumbent worker training, Registered Apprenticeship, transitional jobs, on-the-job training, and customized training.
 - Employers are incentivized to meet their workforce needs and offer opportunities for workers to learn with increased reimbursement rates for on-the-job and customized training.

- Provides Access to High Quality training: WIOA helps job seekers acquire industry-recognized credentials for in-demand jobs.
 - Training that leads to industry recognized post-secondary credentials is emphasized.
 - States and local areas will use career pathways to provide education and employment and training assistance to accelerate job seekers' educational and career advancement.
 - Local areas have additional procurement vehicles for training to increase customer choice and quality, including individual training accounts, pay for performance contracts, and direct contracts with higher education.

- Enhances Workforce Services for the Unemployed and Other Job Seekers: WIOA ensures that unemployed and other job seekers have access to high-quality workforce services.
 - WIA service categories of core and intensive services are collapsed into "career services" and there is no required sequence of services, enabling job seekers to access training immediately.
 - Local areas have flexibility to serve job seekers with greatest need by transferring up to 100 percent of funds between the Adult and Dislocated Worker programs.
 - Job seekers who are basic skills deficient, in addition to those who are low-income individuals, have a priority for services from the Adult program.
 - Unemployment insurance claimants can receive eligibility assessments and referrals to an array of training and education resources through the Wagner-Peyser Employment Service program.

- Improves Services to Individuals with Disabilities: WIOA increases individuals with disabilities' access to high quality workforce services and prepares them for competitive integrated employment.
 - AJCs will provide physical and programmatic accessibility to employment and training services for individuals with disabilities.
 - Youth with disabilities will receive extensive pre-employment transition services so they can successfully obtain competitive integrated employment.

- State vocational rehabilitation agencies will set aside at least 15 percent of their funding to provide transition services to youth with disabilities.
 - A committee will advise the Secretary of Labor on strategies to increase competitive integrated employment for individuals with disabilities.
 - VR state grant programs will engage employers to improve participant employment outcomes.
- **Makes Key Investments in Serving Disconnected Youth and Other Vulnerable Populations:** WIOA prepares vulnerable youth and other job seekers for successful employment through increasing the use of proven service models services.
- Local areas must increase the percentage of youth formula funds used to serve out-of-school youth to 75 percent from 30 percent under current law, although some are allocating 100%.
 - Local areas must spend at least 20 percent of youth formula funds on work experience activities such as summer jobs, pre-apprenticeship, on-the-job training, and internships so that youth can be prepared for employment.
 - YouthBuild participants can get training in growing fields in addition to construction, expanding career opportunities for these youth.
 - Key programs serving Native Americans and Migrant and Seasonal Farmworkers remain AJC partners, ensuring that these program participants can access receive employment and training services from AJCs.
- **Enhances the Job Corps Program:** WIOA increases the performance outcomes and quality of Job Corps.
- Job Corps will report on the Youth program's common performance measures to increase alignment between the programs.
 - Job Corps will establish community networks with employers, labor organizations, and State and local boards to improve services to and outcomes for participants.
 - DOL will use competition to increase performance and quality so Job Corps is serving students well.
- **Streamlines and Strengthens the Strategic Roles of Workforce Development Boards:** WIOA makes state and local boards more agile and well-positioned to meet local and regional employers' workforce needs.
- State and local boards must coordinate and align workforce programs to provide coordinated, complementary, and consistent services to job seekers and employers.
 - Business continues to contribute to strategic development and other activities by maintaining a leadership role on the boards and forming the majority of workforce board members.
 - State and local boards are more strategic and flexible as board membership is streamlined.²

² <https://www.doleta.gov/WIOA/Overview.cfm>

High School Equivalency: Not for Everyone

For more than 70 years, adults seeking a high school diploma have relied on the GED Tests to demonstrate proficiency at the high school level. In 2014, the TASC and HiSET Assessments were added to the options available to adult learners in many states. However, high stakes assessments are not for everyone. Barriers often prevent adult learners from successfully navigating high stakes assessments.

The barriers adults can face when reentering the educational arena can be external, internal, educational, or a combination of them all. External barriers, sometimes called situational barriers, include the lack of transportation, work schedules, the cost of education, and child care. Each of these on their own can be a road block to achieving a high school diploma or certification, but often these barriers collude to prevent a candidate from mastering the test setting. Other external barriers are institutional in nature and tend to revolve around the lack of access to wrap-around services from the education provider. Examples of these include an understanding of financial aid, access to tutoring services, academic schedules not meeting work or family needs, and inflexible hours of operation for all related services.³

Internal barriers, also known as dispositional barriers, come from the learner. They may include low motivation, poor self-esteem, and the fear of educational failure or repeated educational failure. These barriers are often the result of previous “road bumps” in the education process. These factors often cause adult learners to be dependent on others, such as employers, spouses, friends and children, to support their educational efforts.⁴

The final barrier is educational. Adult learners may not have the metacognitive understanding of their own educational skills and abilities to best guide what support is needed in order to learn effectively. This may happen when students are not adequately prepared with foundational reading and writing skills, or are non-native English speakers.

It should be noted, however, that adult learners bring a unique and valuable set of skills and attitudes with them to educational endeavors. As Malcolm Knowles identified in his pioneering research into adult learning theory, adult learners:

- are autonomous and self-directed; they need to be free to direct themselves;
- have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities and previous education;
- are relevancy-oriented; they must see a reason for learning something;
- are more problem-centered than subject-centered in learning; and
- are motivated to learn by internal factors rather than external ones.⁵

Regardless of the barrier, environments can be created to positively influence the success of the adult learner. According to research by Marina Falasca (2011), this can be achieved by:

- involving learners in mutual planning of methods and curricular directions;

³ www.reference.com/education/barriers-adult-education-2761294a34a28a3e

⁴ www.reference.com/education/barriers-adult-education-2761294a34a28a3e

⁵ <http://files.eric.ed.gov/fulltext/EJ954482.pdf>

- involving participants in diagnosing their own learning needs;
- encouraging learners to formulate their own learning objectives;
- encouraging learners to identify resources and to devise strategies for using such resources to accomplish their objectives;
- helping learners to carry out their learning plans; and
- involving learners in evaluating their learning.⁶

Adult learners are well equipped to manage their educational success, if the correct program is offered at the appropriate time.

Integrated Education and Training

To fully understand the role NEDP can play under WIOA, it is important to understand the language of the legislation. Integrated Education and Training (IET) is critical to the laws success, and is defined as, “. . . a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.” (Final WIOA regulations at 34 CFR §463.35)

Adult Education is defined as, “...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training.” (Final WIOA regulations at 34 CFR §463.30)

Workforce Preparation, according to WIOA is, “Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” (Final WIOA regulations at 34 CFR §463.34)

Lastly, according to WIOA, Workforce Training, “may include (i) occupational skill training...; (ii) on-the-job training; (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...: (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs...; (ix) job readiness training provided in combination with services...(i) through (viii); (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.” (WIOA Section 134(c) (3) (D), P.L. 113-128)

⁶ <http://files.eric.ed.gov/fulltext/EJ954482.pdf>

NEDP

NEDP is a competency-based, high school diploma program aligned to the College and Career Readiness Standards and the IET requirements of WIOA. NEDP allows clients to use the skills gained from life and work experience to demonstrate reading, writing and math skills at the high school level. This web-based program for adults and out-of-school youth offers flexibility to earn their diploma even if they are employed full time, enrolled in job training, or have other commitments.

The NEDP contextualized learning program design encourages co-enrollment with WIOA partners in career pathway approaches. NEDP participants earn a high school diploma through documentation of educational attainment and through the College and Career Competency that prepares the client to enter the workforce, upgrade skills, advance to a better job, or move from one field of work to another. For youth or individuals with limited work experience, the College and Career Competency verifies that an NEDP graduate has the work readiness, situational judgment, problem solving and critical thinking skills to be successful in an entry level job.

Models of Implementation: Peninsula *Worklink*

Peninsula Worklink, a program of the Peninsula Council for Workforce Development and other partner agencies, offers a comprehensive range of services to address the workforce needs of both job seekers and businesses. Services provided through *Peninsula Worklink* are funded through the U.S. Department of Labor so there's never a charge, although eligibility may apply for certain services. Its vast network of resources and workforce experts makes it a truly valuable and comprehensive resource for residents and businesses.

Peninsula Worklink provides area residents and businesses with a "One-Stop" career resource center that serves as an integrated full service clearinghouse designed specifically to address the mutual needs of both job seekers and businesses. The *Worklink* mission is to address the competitive workforce needs of these two customer groups through the provision of individually tailored career and training solutions.

The NEDP program first launched in the Commonwealth of Virginia for the 1980-81 school year, and was brought to the Peninsula region in 1991. Hampton Roads NEDP is offered through the cities served by the Peninsula Region 21 Adult Education Partners, which include Newport News, Hampton, Williamsburg-James City County, York County and Poquoson. NEDP is also offered to residents of other areas such as Norfolk, Virginia Beach, Portsmouth, Suffolk, Smithfield, Gloucester, and Richmond. There is also space provided at One-Stop/AJC locations for partners who need to meet clients and for GED partners to hold workshops during the school year. The Hampton Roads NEDP program serves anywhere from 35 – 50 clients per year.

The NEDP program in the Peninsula region is managed by adult education service providers and co-funded by WIOA Titles I and II. The NEDP program is funded through multiple sources of revenue. Some of the funding comes from WIOA Title II while a portion of the necessary funding comes from tuition paid by the NEDP clients. Additional funding is received through

GAE (General Adult Education) funds, which are part of the state matching grants for the federal Adult Education and Family Literacy Act (AEFLA).

The NEDP program brings together adult education service providers with *Peninsula Worklink*, and is currently working on developing a partnership with Opportunity Inc. in Norfolk. All agencies mutually refer candidates to each other, and all participating agencies are authorized to pay the local tuition fee of \$800 for approved clients.

NEDP staff work from various locations across the Peninsula Region: Newport News, Hampton or Williamsburg. NEDP staff are paid through either Hampton or Newport News Schools depending on where their client lives. Salaries are paid from tuition. The flexibility of having NEDP Advisors, Assessors, and Reviewers located across the region allows for greater access to the program.

The agencies who partner on the implementation of NEDP are committed to meeting regularly, face-to-face, engage in a regional business services provision, and co-case manage as needed. In terms of the daily operations of the NEDP program, Career Planners maintain constant contact with Adult Education sites while clients are enrolled in the NEDP to ensure successful completion. Career Planners also attend graduations and, if requested, provide supportive services approved under WIOA.

Getting the word out is key for the success of any program. This is especially true for a program as unique as NEDP. The service providers in Virginia advertise on the Hampton and Newport News schools' websites. They also deliver presentations at the Title I funded programs, human service provider locations, *Peninsula Worklink* and to other agencies interested in learning about the NEDP program.

Many of the clients enrolled in the NEDP program are referred from the GED programs in the area. Additionally, word of mouth is one of the biggest sources of prospective participants. The Newport News Shipyard is very familiar with the NEDP and regularly refers employees and union members to the program. All the adult education programs in the region refer students. Participants are accepted from throughout the region.

Outreach is also conducted through the Plugged In Virginia program (www.pluggedinva.com), which provides adult learners with resources and programs that will prepare them for careers in various industries.

Coordination is also conducted at the regional level. WIOA Career Planners brief all WIOA participants about NEDP and other program offerings, while partners share information as needed and/or as appropriate. Updates are always provided at the Workforce Development Board meetings. Additionally, the adult education service providers facilitate monthly briefing at the One-Stop, which includes a WIOA Orientation and a discussion about initial assessments with Career Planners.

Outreach and coordination is also focused on Community Based Organizations (CBOs). Staff regularly work with counterparts at both *Literacy for Life* and *Peninsula Reads* to share information and cross refer clients. Additionally, regular communication and outreach takes place with all the local social service and human service agencies, the Department for Aging and Rehabilitative Services (DARS), the Department for the Blind and Vision Impaired (DBVI), the Department of Behavioral Health and Developmental Services (DBHDS), Virginia Employment Commission, Rapid Response, and AARP/SESEP. [See Appendix A]

Aside from NEDP, adult education students have other options available to complete their high school diploma in the Peninsula Region. If a student is within two credits of graduating, they can enroll in diploma completion programs. The GED is also an option.

Given the workforce focus of NEDP, employer engagement is a key component to the success of the Peninsula program. One of the largest employer partners is Newport News Shipbuilding (Huntington Ingalls) where both companies and unions refer potential candidates to the NEDP program staff. Work is now underway to engage other employers such as Canon as well as additional unions operating in the area.

NEDP has been a great success in the Peninsula region. Clients routinely express that being able to work/study from home and the ability to set their own pace are key factors for remaining in the program. The fact that none of the NEDP components are timed reduces any previous test anxiety and allows them to apply real-life, work situations rather than studying for and taking an academic test. These factors reduce stress for clients, as the NEDP program eases anxiety for older clients who have been out of the classroom for what is often many years. The online nature of NEDP also allows clients to work individually on their goals, but receive one-on-one interaction with their assessor on a routine basis. Lastly, all clients are given the opportunity to participate in a graduation ceremony while wearing a cap and gown, an experience that is a milestone success for these adult learners.

Conclusion

As the country looks ahead to the 21st century, the need for workplace skills and competencies is vital. Recognizing a person's ability to do a job, based on the skills and abilities they have mastered over a lifetime of work and experience, is critical. NEDP is the only competency-based high school diploma program in the United States. Although developed almost 40 years ago, the core of the program almost envisioned the implementation of WIOA through a model that promotes Integrated Education and Training. The updating of NEDP to align with the Career and College Readiness Standards has created a program that meets the needs of not only adult education students, but also employers and workforce professionals who recognize the importance of adult education as an economic driver in our local communities.

According to Wanda Boulden, Senior Career Planner at *Peninsula Worklink*, "The NEDP program is an excellent and effective alternative to the GED. Customers who complete this program are more motivated to enter other training and education programs."



NEDP and WIOA

Margaret Kirkpatrick
NEDP Director

Mitch Rosin
NEDP National Consultant

NEDP Overview Agenda

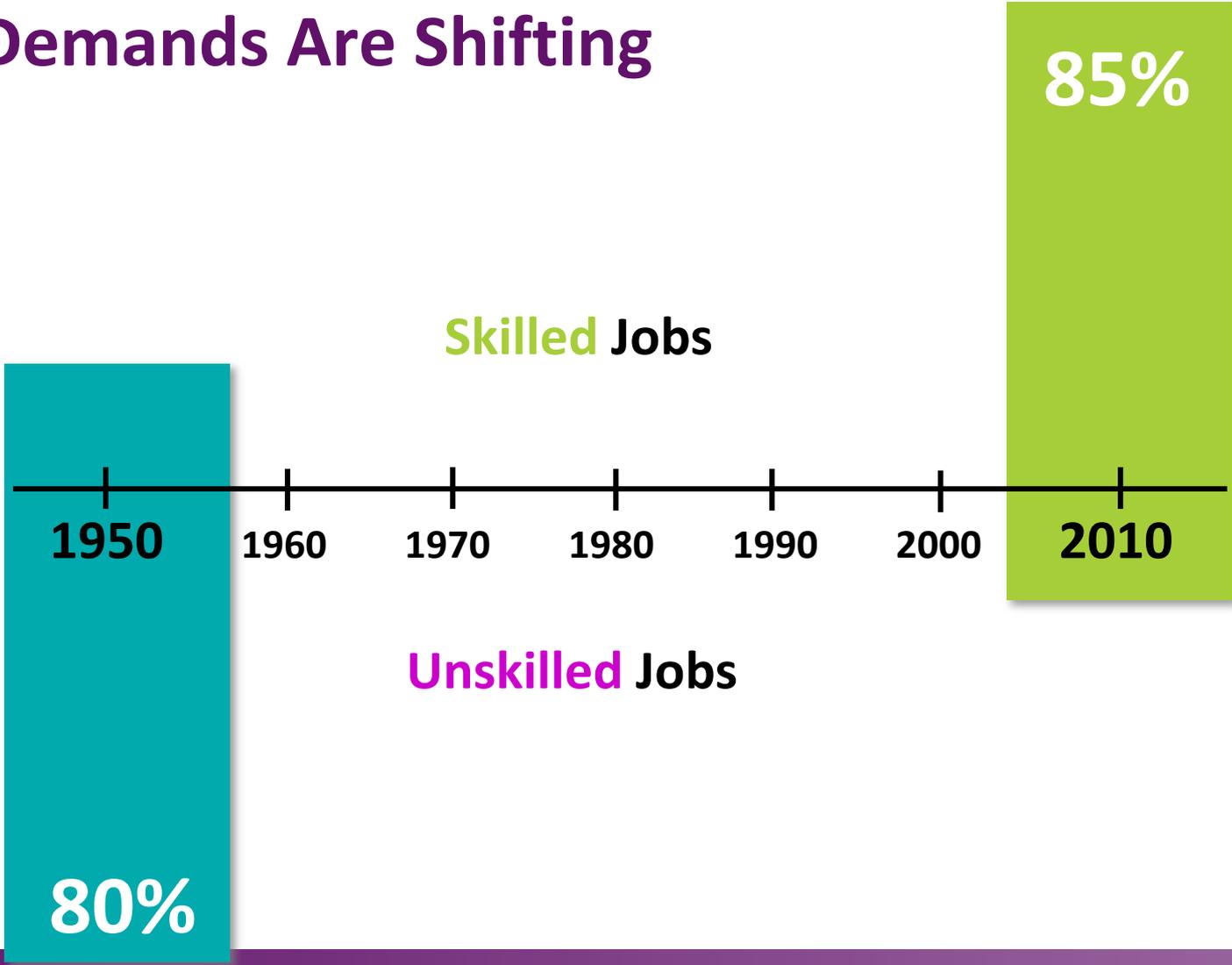


- Why NEDP?
- What is NEDP?
- Who does NEDP serve?
- What does NEDP look like?
- How does NEDP fit into WIOA?
- What are the benefits of NEDP?
- How can I get more information?

Why NEDP?



Job Demands Are Shifting

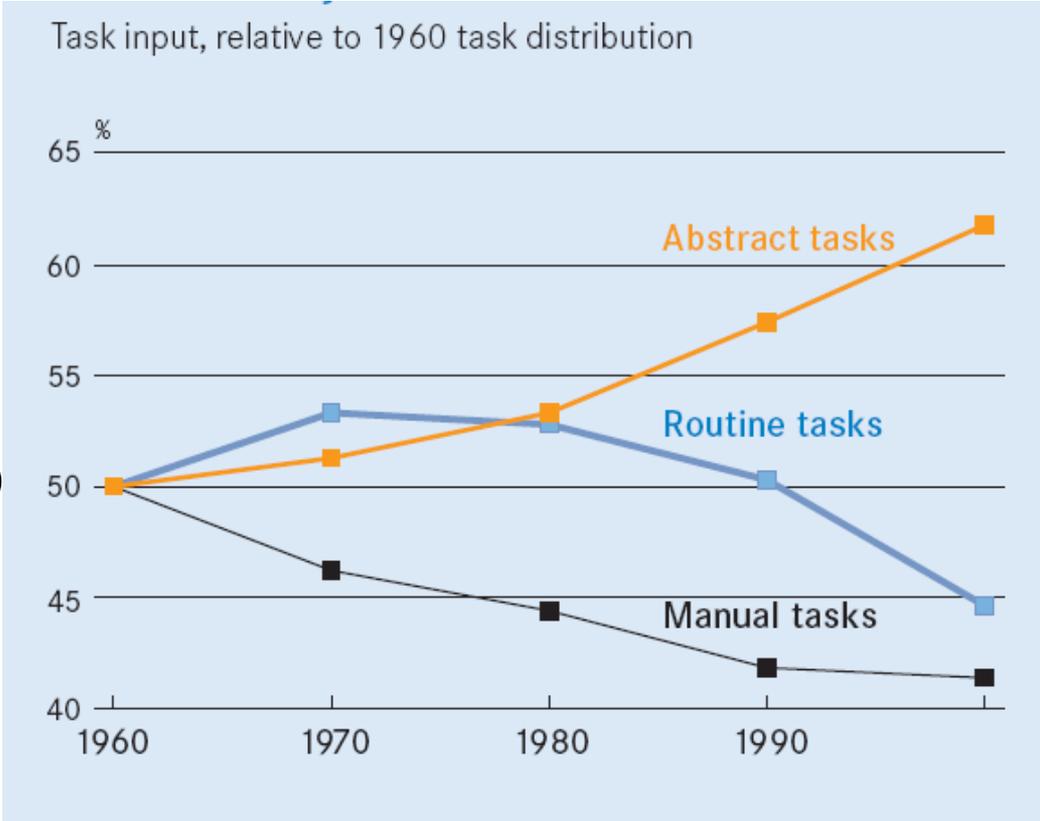


National External Diploma Program (NEDP)

Trends in Global Job Task Content

Key Shifts Underway

- Boomers are retiring, leaving manager gaps
- Service jobs now dominate (60% today up from 36% in 1960) and make up 85% of income



National External Diploma Program (NEDP)



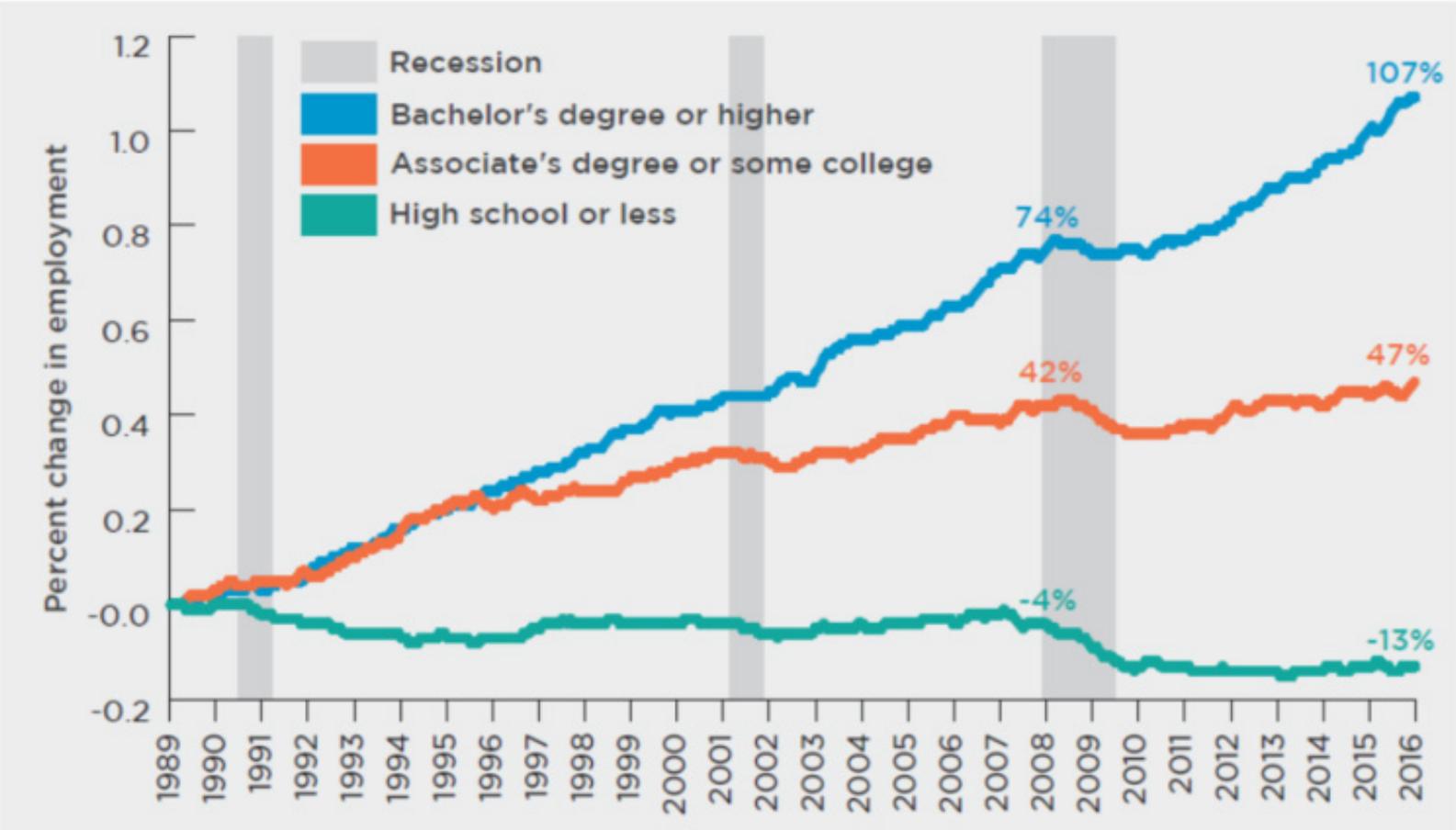
1.2 Million High School Dropouts Each Year...

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 6,800 students	3 6,800 students	4 6,800 students	5 6,800 students	6 6,800 students	7
8	9 6,800 students	10 6,800 students	11 6,800 students	12 6,800 students	13 6,800 students	14
15	16 6,800 students	17 6,800 students	18 6,800 students	19 6,800 students	20 6,800 students	21
22	23 6,800 students	24 6,800 students	25 6,800 students	26 6,800 students	27 6,800 students	28

National External Diploma Program (NEDP)



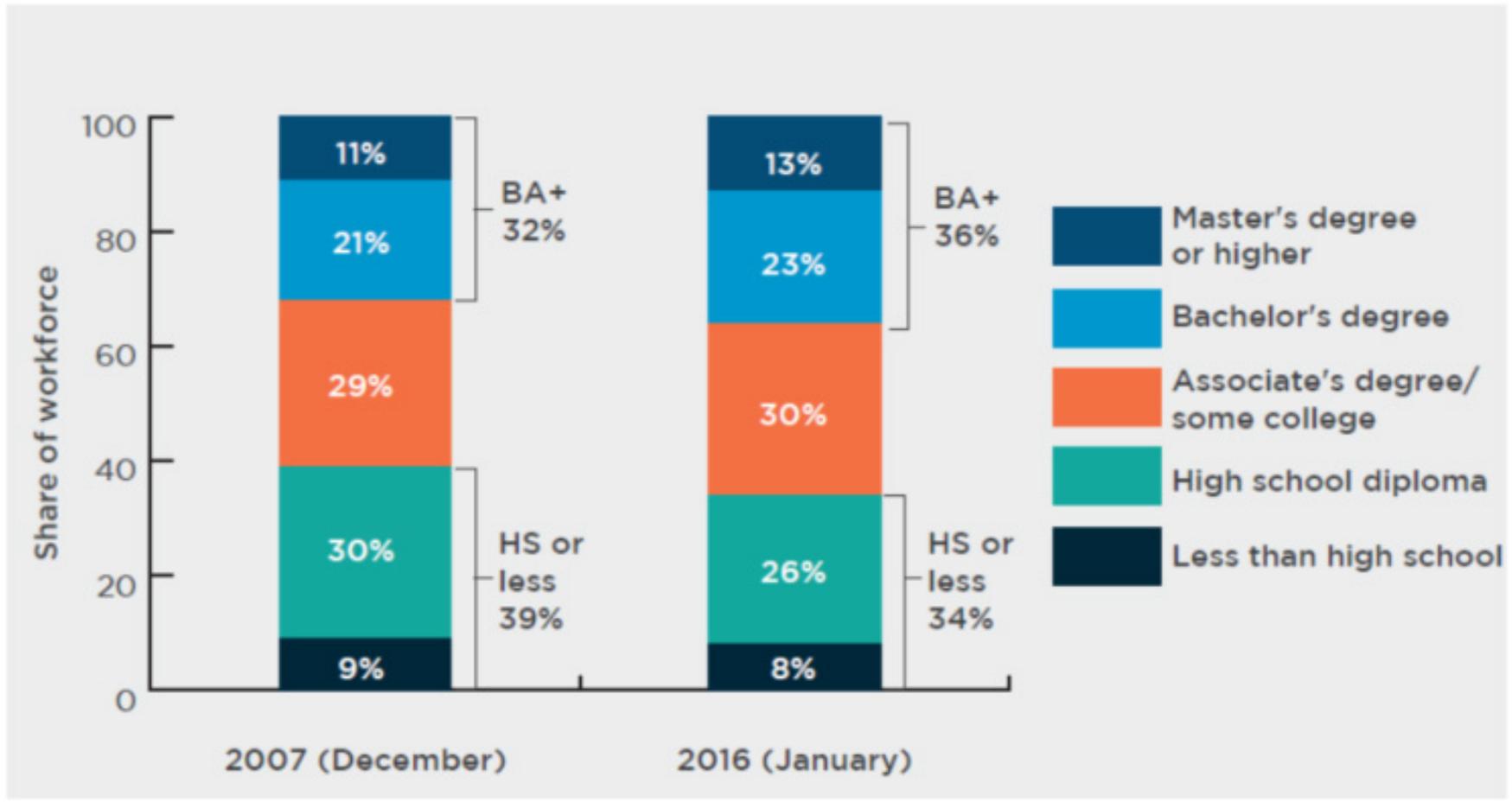
The number of workers with a Bachelor's degree or higher has more than doubled (107%) since 1989.



National External Diploma Program (NEDP)



Workers with a Bachelor's degree or higher now make up a larger share of the workforce (36%) than workers with a high school diploma or less (34%).



What is NEDP?



National External Diploma Program (NEDP)



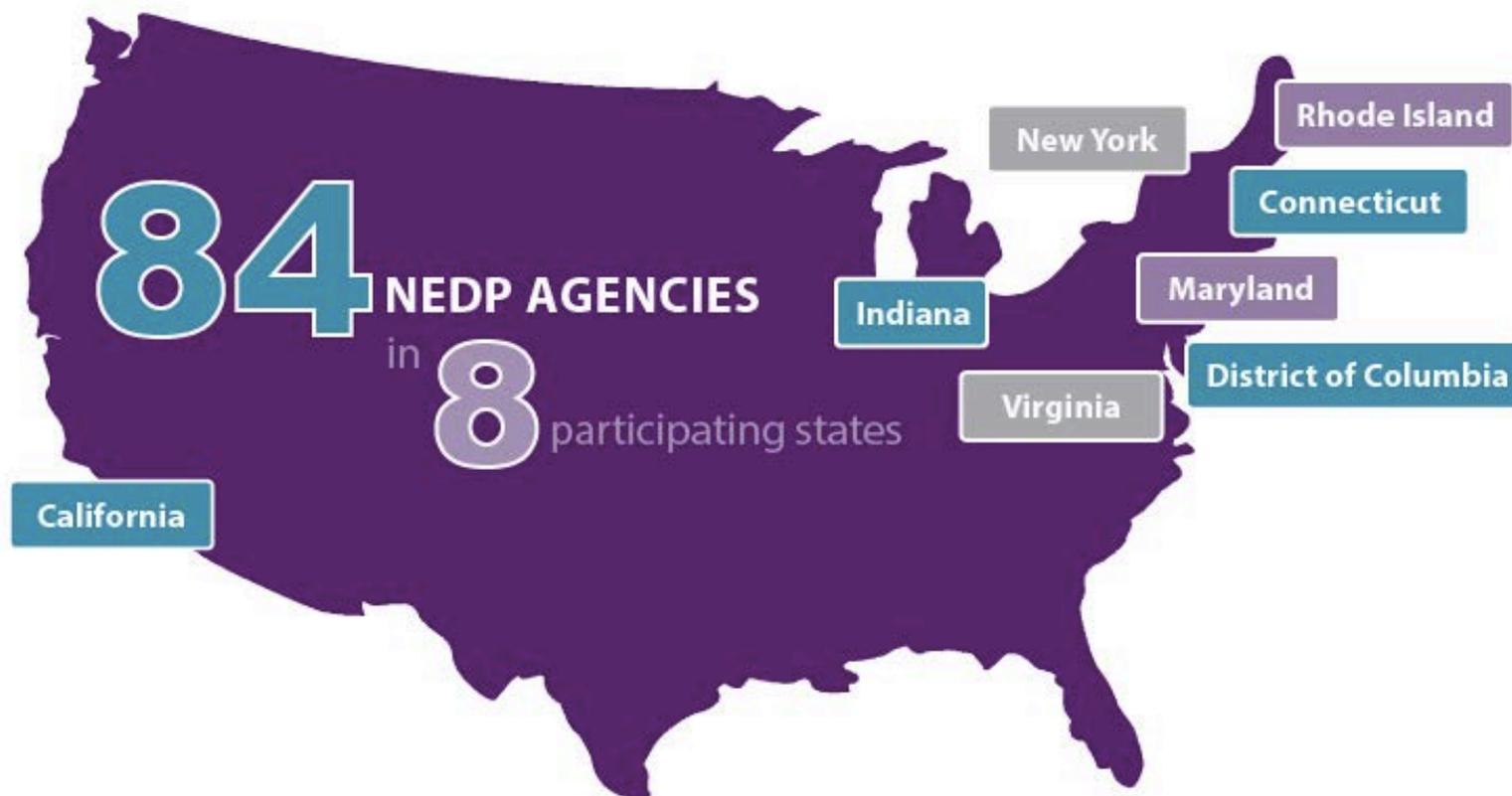
- Is competency-based, applied performance assessment system
- Serves participating adults and out-of-school youth
- Is a series of simulations that parallel job and life situations.

- 1972 Ford Foundation/Syracuse Research Corporation Study Results
- 1) Adult education class schedules were not compatible with adult responsibilities
 - 2) Content did not relate to real life experiences
 - 3) Multiple choice, paper/pencil tests were too limiting
- 1975 NEDP debuted in Syracuse, New York
- 1979 NEDP validated by the US Dept. of Education for national dissemination
- 2006 CASAS acquired NEDP with support from New York, Maryland and Connecticut



NEDP Locations

- NEDP is implemented in 84 agencies nationally
- Implemented in 7 states and the District of Columbia



Key Characteristics of NEDP

- Focused on life and work skills
- Self-paced and flexible
- Appropriate for ESL and special needs learners
- Learner self-efficacy and active engagement
- Locally or state-awarded high school diploma



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

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

NEDP Components

Academic, HS Competency

- Focuses on application and demonstration of knowledge and skills
- Clients acquire a high school diploma

College and Career Competency

- Clients demonstrate progress in preparation for transition to postsecondary education, training and work

Who does NEDP serve?



Adults and out of school youth

- evaluated against a criterion of excellence
- take responsibility for acquiring instruction by using existing resources,
- achieve mastery of all required competencies, plus an occupational, or specialized skill.



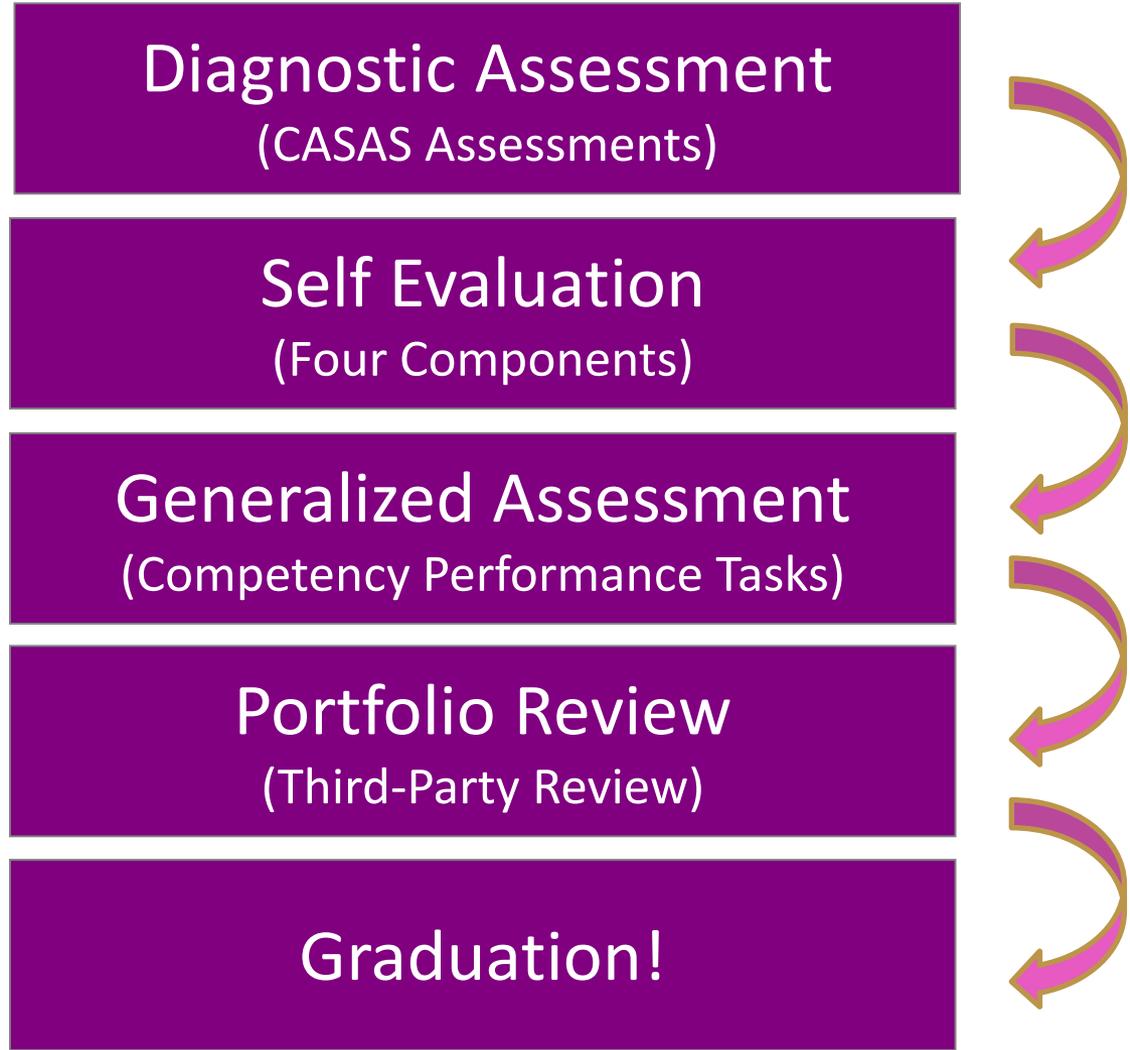
What does NEDP look like?

- Process and flow
- Web-based program
- Competency Areas
- CCRS and DOK integrated





NEDP Process and Flow



NEDP Diagnostic Phase

Closed Diagnostics

- Reading
- Writing
- Math



Completed at NEDP Site

Open Diagnostics

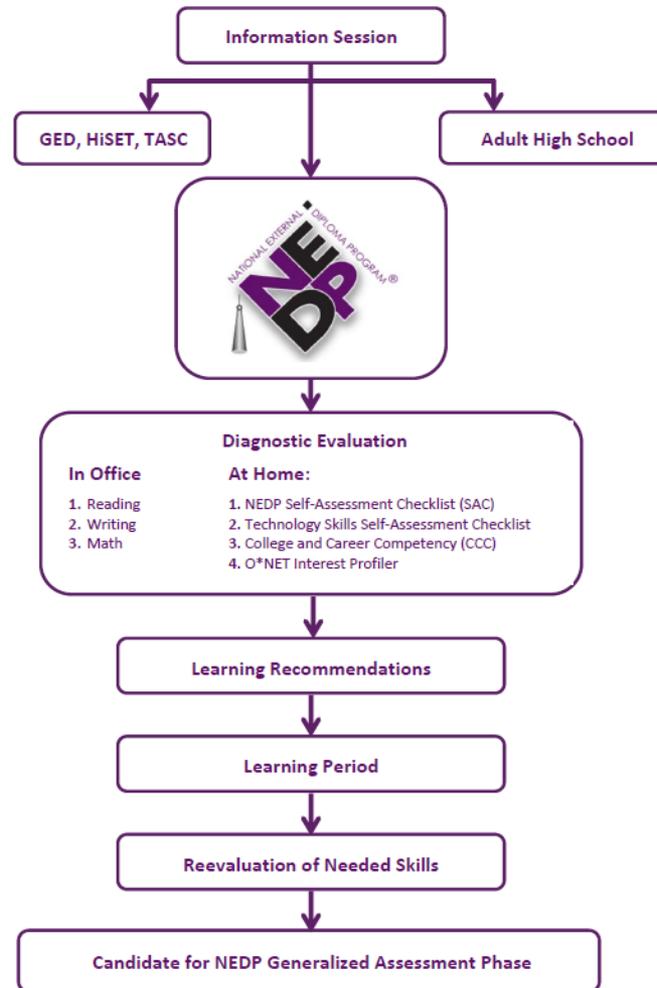
- Self-Assessment Checklist
- Technology Skills Self-Assessment Checklist
- Individualized Diagnostic Competencies Instrument
- O*NET Occupational Interest Profiler



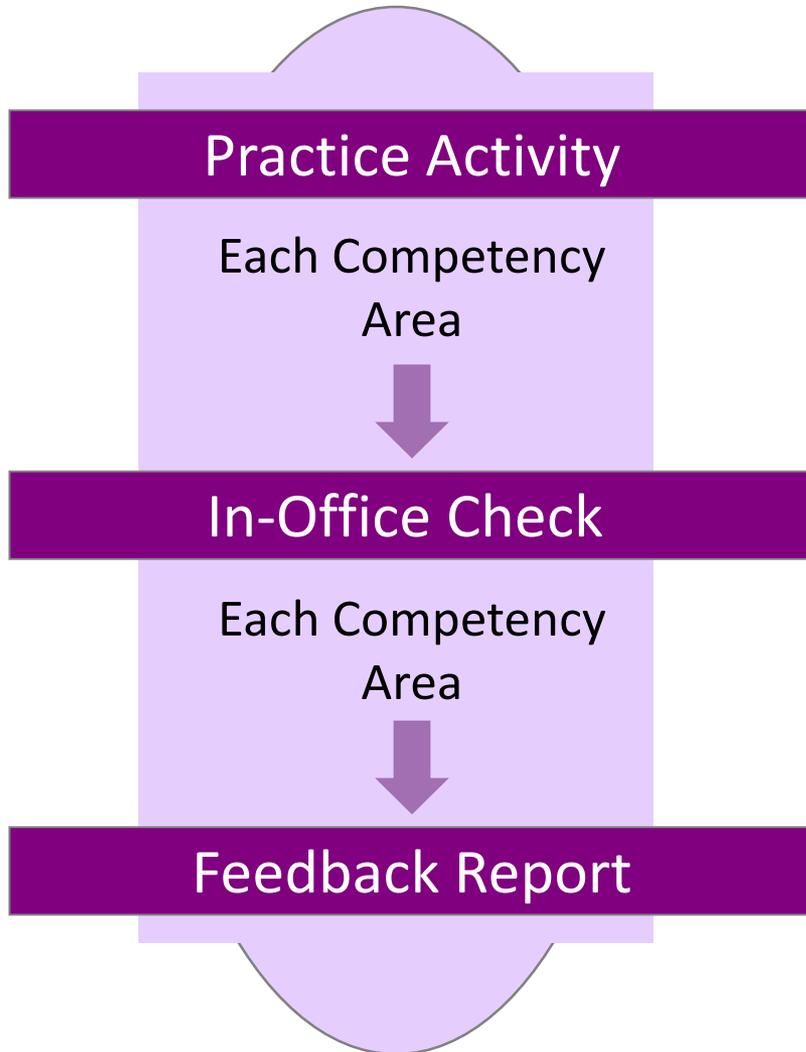
May be completed at home



NEDP Diagnostic Phase



NEDP Generalized Assessment



Home



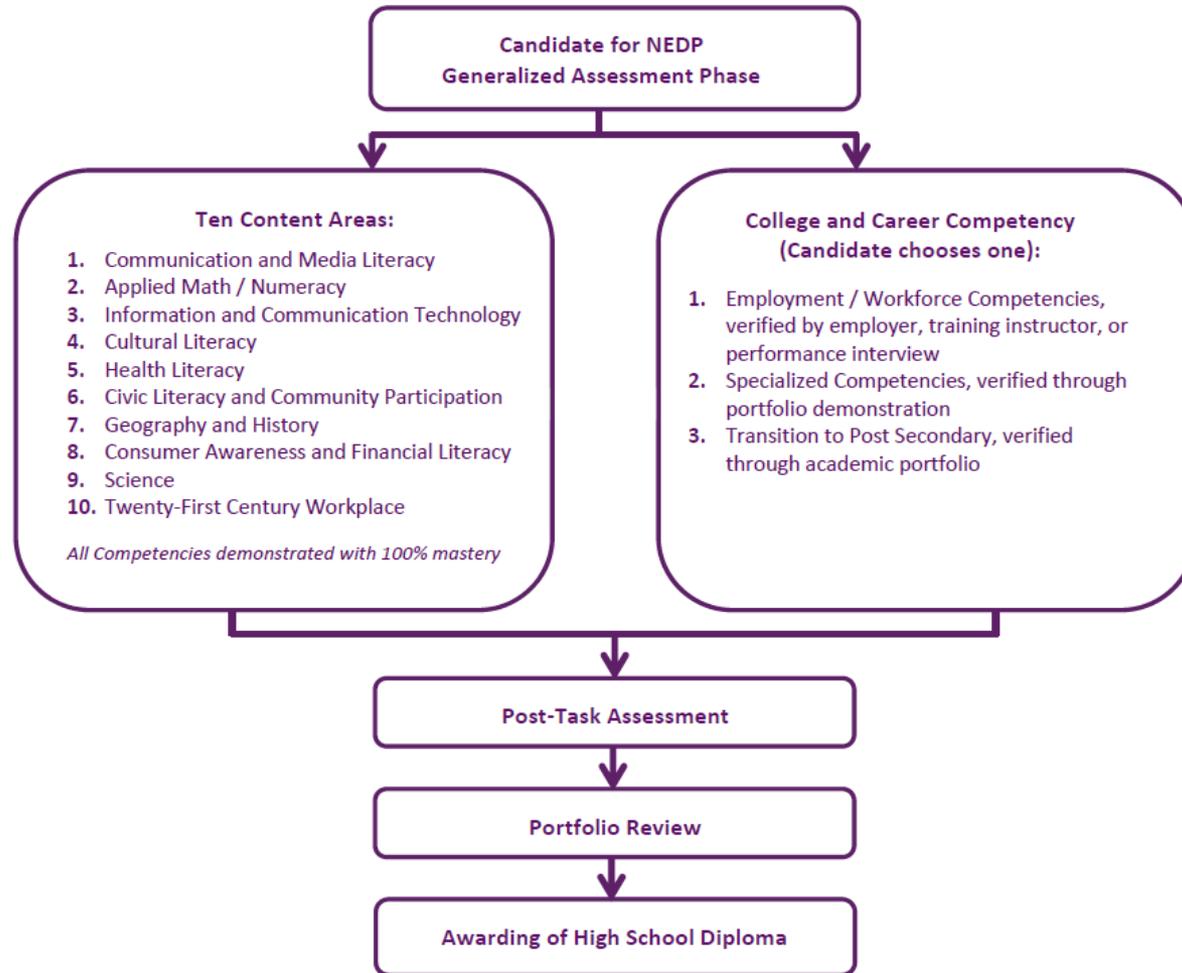
NEDP Site



NEDP Site



NEDP Generalized Assessment



NEDP Portfolio Review

- Upon completion of work, a third-party reviewer verifies that all the competencies have been demonstrated to 100% mastery
- Candidate either moves on to graduation or is required to resubmit areas requiring additional attention

Web-based NEDP

■ Client Interface

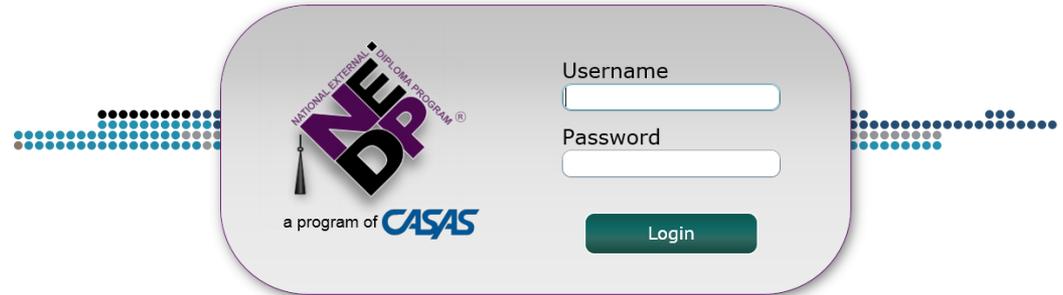
- Activities
- Online resources

■ 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: Local Geography



a program of CASAS

1*: 12/15/2014 - 07/21/2015 ▾

◀ 45/50 ▶

Geography and History

Local Geography

- Overview
- Activity A
- Activity B
- In-Office Check
- IOC Notes
- Tutorials

Resources

- R1 [Netstate.com](#)
- R2 [Google Maps](#)
- R3 [Understanding Plagiarism and Citation Guidelines](#)

Instructions In **Activity A** you selected and researched a geographic feature affecting economic activity in your state, surrounding state or region. Now you will use PowerPoint software to create a presentation on the information you researched. You will use this PowerPoint document to support a two-minute oral presentation at your next **In-Office Check**.

Below is the information you researched in Activity A.

1. a. Geographic Feature: _____ b. Economic Area Affected: _____



CCSS and CCR Standards

- The Common Core State Standards (CCSS) were developed using the most effective models from states and countries around the world
- CCSS provides 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
- The College and Career Readiness (CCR) Standards provide anchors for the CCSS and the basis for Adult Education Standards



NEDP Competency Content Areas

- NEDP competencies emphasize 21st Century skills required for the successful transition to postsecondary education and/or the workforce:
 1. Communication and Media Literacy
 2. Applied Math/Numeracy
 3. Information and Communication Technology
 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

NEDP Generalized Assessment

- **Communication and Media Literacy** (reading, writing, listening, and speaking)
- **Applied Math/Numeracy** (number sense, data, geometry/measurement, algebra)
- **Information and Communication Technology** (including word processing, spreadsheets, email, and internet)
- Foundational competencies are interspersed throughout the program.



Depth of Knowledge

- NEDP expands critical thinking skills
- NEDP performance tasks are aligned with Norman Webb’s Depth of Knowledge (DOK) Levels

Level	DOK	Example of an Activity
1.	Recall	<ul style="list-style-type: none"> • Vocabulary Quiz. • Locate or recall facts explicitly found in text. • Determine the area and perimeter of a rectangle.
2.	Skill/ Concepts	<ul style="list-style-type: none"> • Explain how good work habits are important at home school and on the job. • Compare desert and tropical environments.
3.	Strategic Thinking	<ul style="list-style-type: none"> • Compare consumer actions and analyze how these actions impact the environment. • Propose and evaluate solutions for an economic problem.
4.	Extended Thinking	<ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources. • Use this analysis to draft a reasoned report.

Source: Nebraska Department of Education. <http://www.slideserve.com/allison/webb-s-depth-of-knowledge-dok-nebraska-department-of-education-august-2008>

NEDP Sample Item 3: Occupations, 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.

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>

Sample Item: Local Geography (DOK 2)

Competency Area

- Geography and History

Competency

- **43.** Demonstrate an understanding of local, national and global geography

Performance Indicator

- **43.1** Identify two geographic features of the state where you live that have affected the economy and the lives of the people of the state, region, or the area of the state where you live. Explain the relationship between the geography and the economy.

NEDP Sample Item 1: Local Geography, cont.

Competency 43: Demonstrate an understanding of local, national and global geography.

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p>ICT 26.4 Use presentation software to create a presentation on a selected topic to:</p> <ul style="list-style-type: none"> a) select a slide template appropriate to the topic and audience; b) create a clear outline with a logical progression of ideas; c) insert one or more graphic elements; d) format information clearly; and e) support an oral presentation. 	<p>43.1 Identify two geographic features of the state where you live that have affected the economy and the lives of the people of the state, region, or the area of the state where you live. Explain the relationship between the geography and the economy.</p>	<p>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

How does NEDP fit into WIOA?



*The purpose of WIOA is to better **align the workforce system with education and economic development** in an effort to create a **collective response** to economic and labor market challenges on the national, state, and local levels.*

NEDP Provides Workforce Preparation Activities in Alignment with WIOA



- Is designed to help clients acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills
- Includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment

NEDP Provides Workforce Preparation Activities in Alignment with WIOA



- Allows clients to obtain a HS diploma while meeting other WIOA performance measures.
- Provides a stackable credential that verifies to employers that the client has the foundational, cognitive, and occupational-specific skills needed for work readiness.
- Offers an ideal option for WIOA partners looking to develop an integrated education and training (IET) program.

NEDP Provides Workforce Preparation Activities in Alignment with WIOA



WIOA: Integrated Education and Training (IET)

- ✓ Career pathways include education offered concurrently with and in the same context as general workforce preparation and training for a specific occupation.
- ✓ WIOA Title II requires adult education providers to offer “integrated education and training” (IET) either themselves or in partnership with other programs.
- ✓ Adult educators should seek out appropriate partners to ensure that their IET programs can meet the needs of local participants.
- ✓ In particular, these partners may include one-stop centers and postsecondary Career and Technical Education programs.
- ✓ In addition, adult educators should draw on employer input via sector partnerships to ensure that integrated education and training programs are aligned with local employers’ skill needs.

NEDP Provides Workforce Preparation Activities in Alignment with WIOA



WIOA: Employer Engagement

- ✓ Local workforce boards must engage employers in order to ensure that workforce investment activities meet the needs of employers and in order to facilitate effective employer utilization of the local workforce development system.
- ✓ WIOA emphasizes the creation and use of industry sector partnerships to serve these and other purposes.
- ✓ Adult educators should determine how their specific expertise in preparing individuals to enter the workforce, and educating incumbent workers, can best inform sector partnership activities.

NEDP Provides Workforce Preparation Activities in Alignment with WIOA



WIOA: Performance Measures

- ✓ WIOA includes common performance measures for the core programs in WIOA, and four of the measures apply to training providers that serve students under WIOA Title I.
- ✓ Adult educators should contribute their expertise to discussions with state and federal partners to ensure that common performance measures take into account the activities and outcomes of adult education programs. Particularly on considerations involved in calculating the “measurable skills gain” indicator.
- ✓ The Departments of Labor and Education will develop a template for training provider reports that will provide performance and other valuable information for students and potential students.
- ✓ Adult educators can take advantage of the common measures and consumer scorecards in order to provide consistent information to policymakers and the public about program performance.

National External Diploma Program (NEDP)



How WIOA Performance Data Works

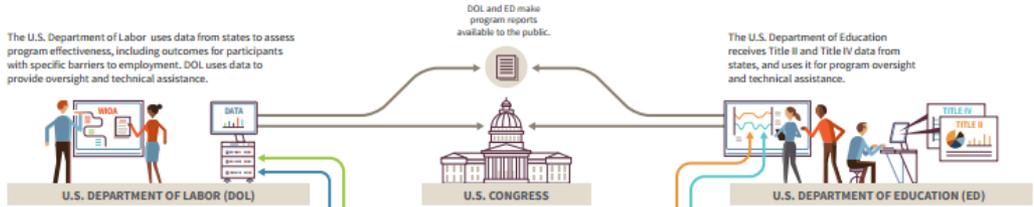
There are four titles of the Workforce Innovation and Opportunity Act (WIOA), each authorizing different programs. All programs collect similar types of data and use the same core performance metrics. However, depending on the program, different entities are involved in the data collection and reporting. Here's a look at how the data travels:

The Four Titles of WIOA Each Authorize Different Programs:

<p>TITLE I Helps jobseekers with career counseling, job search assistance, and job training.</p> 	<p>TITLE II Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.</p> 	<p>TITLE III Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.</p> 	<p>TITLE IV Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.</p> 
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FEDERAL LEVEL

Federal agencies review data on program performance to support federal funding and oversight.

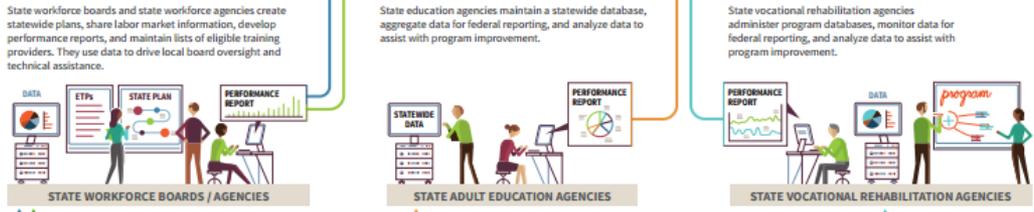


STATE LEVEL

State agencies review data to monitor program performance and identify service providers that need technical assistance.

State agencies also collaborate with each other to link data to measure education progression and employment outcomes. Matching participant data with wage records shows what portion of participants get jobs and their average earnings, but this type of data linkage remains a challenge in some states.

Data is sent to federal agencies, some in aggregate form, and some at the individual level.



LOCAL LEVEL

Individual data on program participants is collected by organizations providing WIOA program services. It is used for local planning and sent to the state for review.

For Titles I and III, data from service providers may flow through the local workforce board or go directly to the state level, depending on the state and type of data.



Who Uses the Data?

- POLICYMAKERS**
 - Allocate resources to most effective programs
 - Adjust program design to improve results
- PROGRAM MANAGERS/ JOB COUNSELORS/ EDUCATORS**
 - Replicate success; identify areas for improvement
 - Ensure quality services for target populations
 - Customize services for individual needs
- BUSINESSES**
 - Build confidence in program accountability
 - Enhance willingness to partner with WIOA
- STUDENTS AND WORKERS**
 - Choose training providers with record of success
 - Select careers supported by employment outcome information

Which Data Is Collected?

- Demographics
- Program eligibility
- Services received
- Employment and earnings outcomes
- Postsecondary educational attainment
- Skills gains
- Program costs

Visit workforcedqc.org for more information.

WIOA: Career Pathways

- ✓ WIOA requires states and local areas to develop career pathways that align with the skill needs of industries.
- ✓ Career pathways align and integrate education (including Adult Basic Education and English for Speakers of Other Languages), job training, counseling and support services to create accelerated pathways that enable low-skilled adults and youth to obtain a secondary school diploma (or recognized equivalent) and a postsecondary education credential, leading to employment in in-demand occupations.
- ✓ Adult educators should be closely involved in the development of career pathways in their state, both to facilitate strong institutional connections among career pathways stakeholders in the workforce and education fields, and to ensure that pathways provide meaningful access for individuals who are still acquiring basic skills.

WIOA: Career Pathways

WIOA defines the term “career pathway” as a combination of rigorous and high-quality education, training, and other services that

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to earn a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

NEDP: A Solution for All WIOA Titles



The National External Diploma Program: A Solution for All WIOA Titles

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NEDP Provides Workforce Preparation Activities in Alignment with WIOA



- Adult Education's role in **foundational skill building** during an adult's progress through a training and employment path
- **Co-enrollment** in education and skills training
- Leads to **a high school diploma** and **transition to postsecondary education and training or employment**

A Diploma is not enough!

What about College and Career Readiness?



The Fed's Seven Guiding Principles

- Engage Employers
- Smart Choices via LMI
- Measurement Matters
- Provide Stepping Stones / Career Pathways
- Earn and Learn (OJT, Apprenticeships)
- Open Doors / Access for Everyone (Ex-Offenders, At-Risk Youth, Adults with Disabilities)
- Regional Strategies

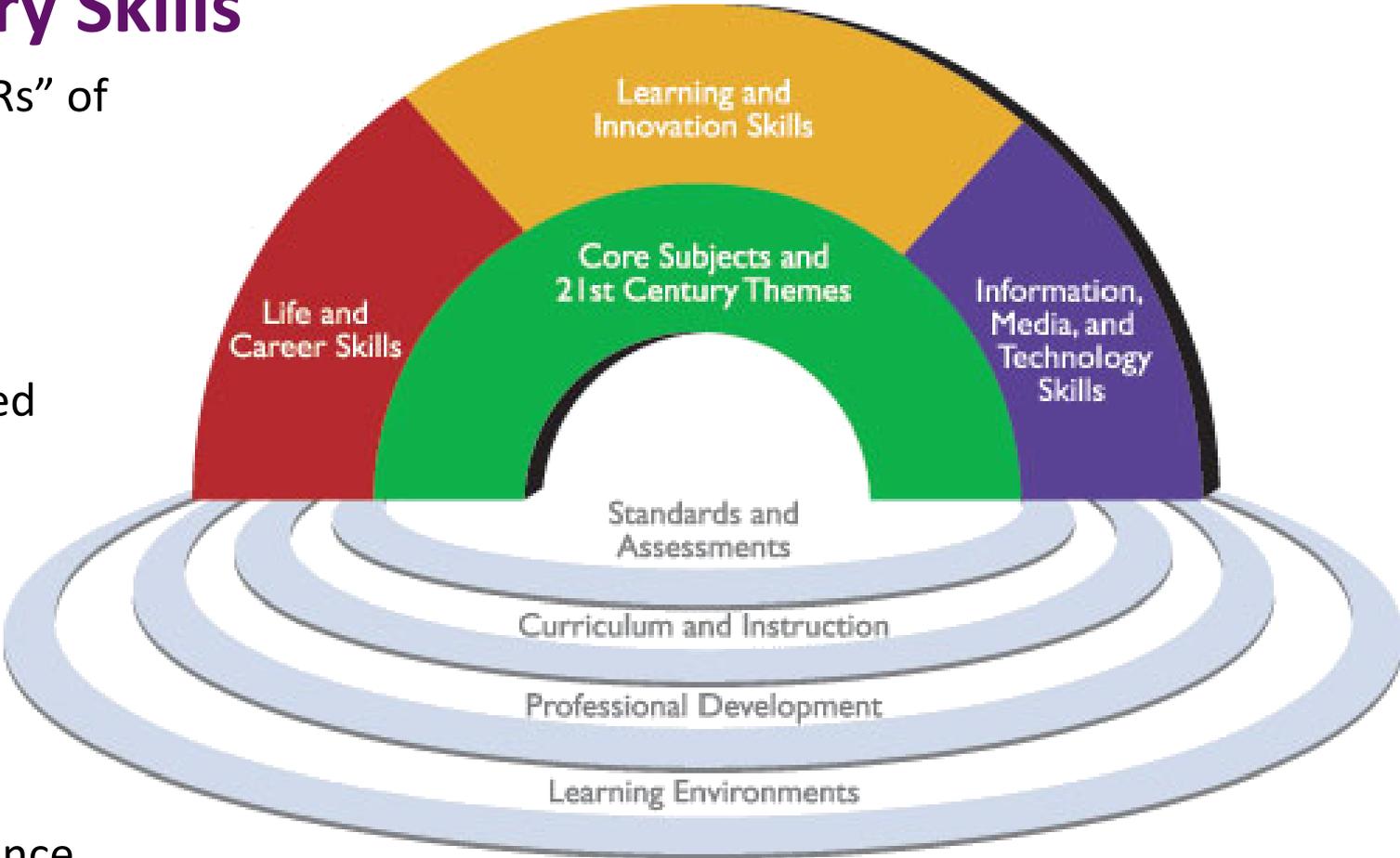
National External Diploma Program (NEDP)

21st Century Skills

The traditional “3Rs” of
 Reading
 Writing
 Arithmetic

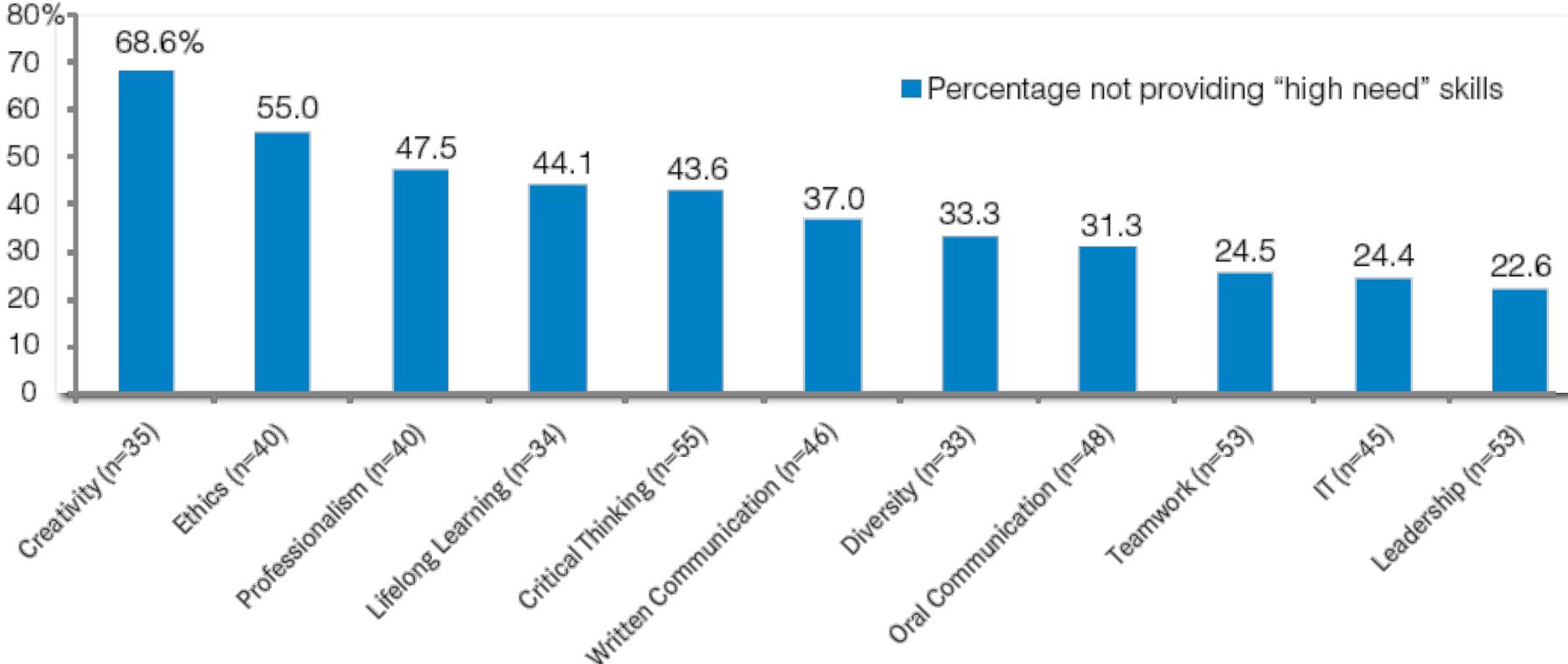
Have been replaced
 with the “7Cs”

- Creativity
- Collaboration
- Communication
- Critical Thinking
- Computing
- Career Self-Reliance
- Cross-Cultural Understanding

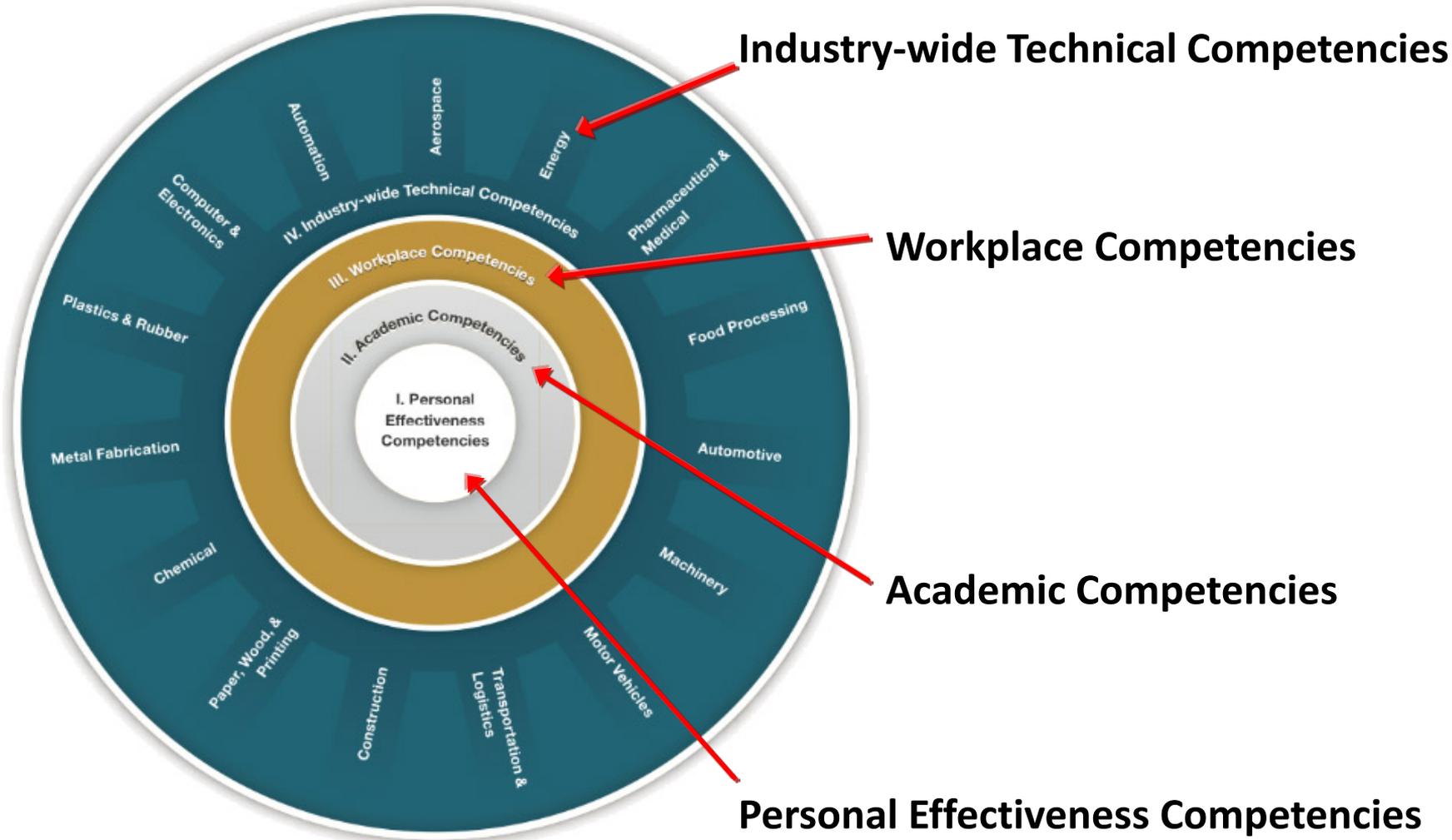


High Need “Soft-Skill” Gaps

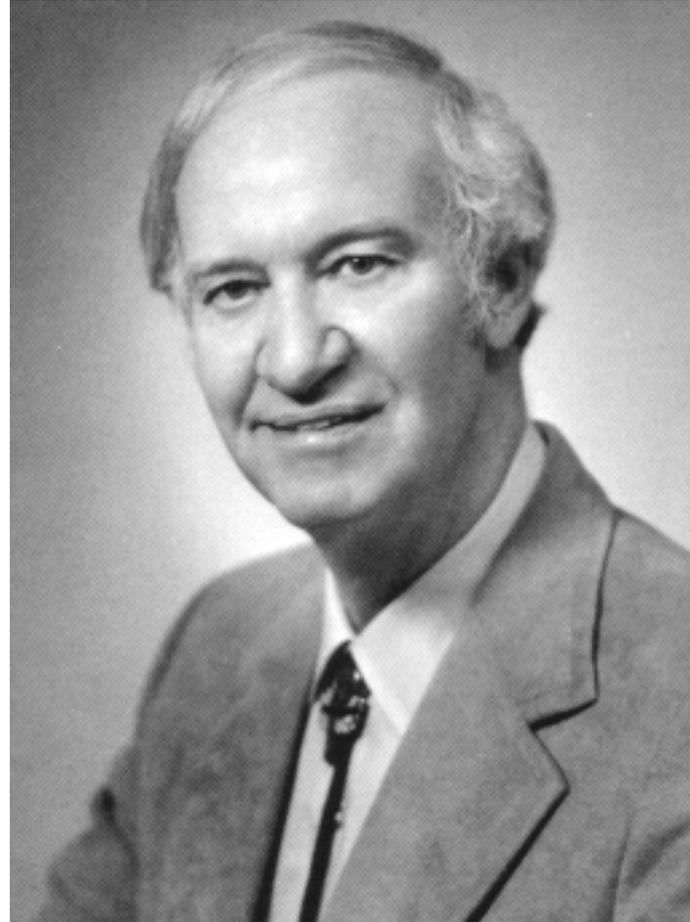
Gap of training in applied skills: those defining skill as “high need” yet not offering training



National External Diploma Program (NEDP)



National External Diploma Program (NEDP)



National External Diploma Program (NEDP)

Knowles' 5 Assumptions Of Adult Learners

Self-Concept	Adult Learner Experience	Readiness to Learn	Orientation to Learning	Motivation to Learn
<ul style="list-style-type: none"> As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being 	<ul style="list-style-type: none"> As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning 	<ul style="list-style-type: none"> As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles 	<ul style="list-style-type: none"> As a person matures his/her time perspectives changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness 	<ul style="list-style-type: none"> As a person matures the motivation to learn is internal

Assumption #1: Self-Concept (Involve Adult Learners)

Create learning experiences that offer minimum instruction and maximum autonomy.

Assumption #2: Adult Learner Experience

Include a wide range of instructional design models and theories to appeal to varied experience levels and backgrounds.

Assumption #3: Readiness to Learn (Relevance and Impact)

Utilize social media and online collaboration tools to tie learning to social development.

Assumption #4: Orientation to Learning (Problem Centered)

Emphasize how the subject matter is going to solve problems that an adult learner regularly encounters.

Assumption #5: Motivation to Learn

There must be a valid reason behind every eLearning course, module or educational activity.

Principle of Andragogy #1

Adults must have a hand in the design and development of their learning experience.

Principle of Andragogy #2

Experience should be at the root of all eLearning tasks and activities.

Principle of Andragogy #3

Real life applications and benefits must be tied to the eLearning course.

Principle of Andragogy #4

Give adult learners the opportunity to absorb information, rather than memorizing it.

What are the benefits of NEDP?



What Do Graduates Like about NEDP?

- Relevance to tasks to everyday life and client goals (gain/retain employment, enter postsecondary education, and/or training)
- Active participation and self directed learning
- Hands-on approach
- Advisor and Assessor relationships
- Flexibility to work at own pace



Benefits

- Provides nationally recognized diploma option for adults, especially English language learners and special learning needs
- Aligns to CCR Standards
- Allows clients to fulfill adult responsibilities while working on high school diploma
- Offers a program relevant to adult needs



Benefits of NEDP in WIOA Career Pathways



- Flexible schedules
- Contextualized activities
- Utilizes web-based technologies to further develop digital literacy skills
- Can be offered at partner agency
- Accelerates the acquisition of skills by allowing concurrent work or job training activities
- No interruption of educational goals if client gets a job

General Requirements to Establish NEDP Site



- Notify State Department of Education of interest.
- Provide evidence of diploma-granting authority.
- Have a minimum of 3 staff per local agency complete the NEDP Implementation Training to become NEDP Advisors/Assessors.
 - Minimum requirements for Advisors/Assessors include a four-year college degree and any state certification requirements.

National External Diploma Program



Thank you for coming!

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