



# National External Diploma Program<sup>®</sup> (NEDP): A High School Completion Option

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# Agenda



- NEDP Overview and History
- Supporting Research
- Diagnostics and Individualized Competency
- Generalized Assessment
- Portfolio Review
- NEDP Program Preview
- NEDP and WIOA
- NEDP Implementation

# What is the NEDP?



## The National External Diploma Program (NEDP)

- competency-based
- applied performance assessment system
- participants demonstrate their abilities
- series of performance tasks
- parallel job and life situations

# NEDP: Brief History



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

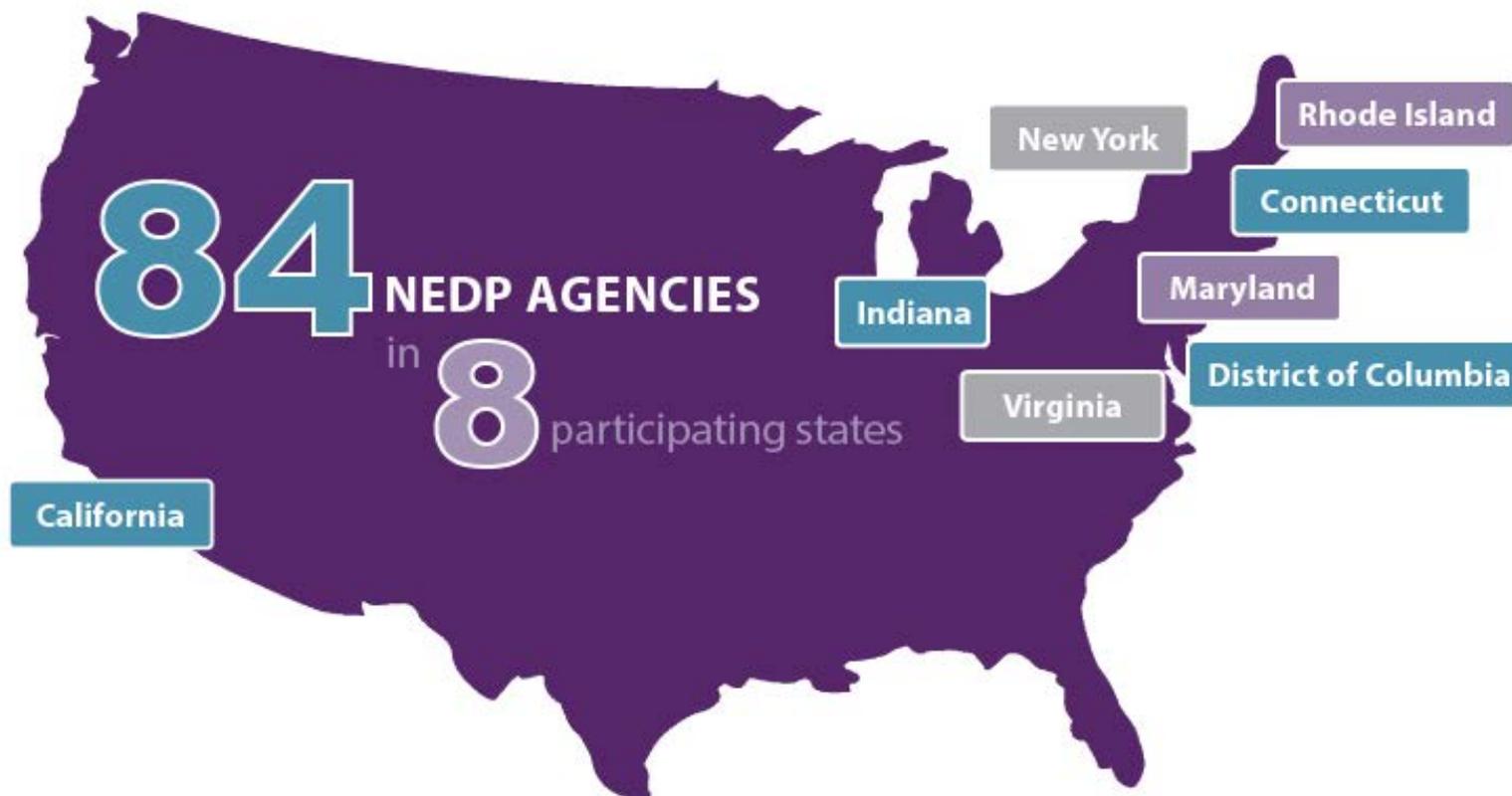
1975 NEDP debuted in Syracuse, New York

1979 NEDP validated by the US Dept. of Education for  
national dissemination

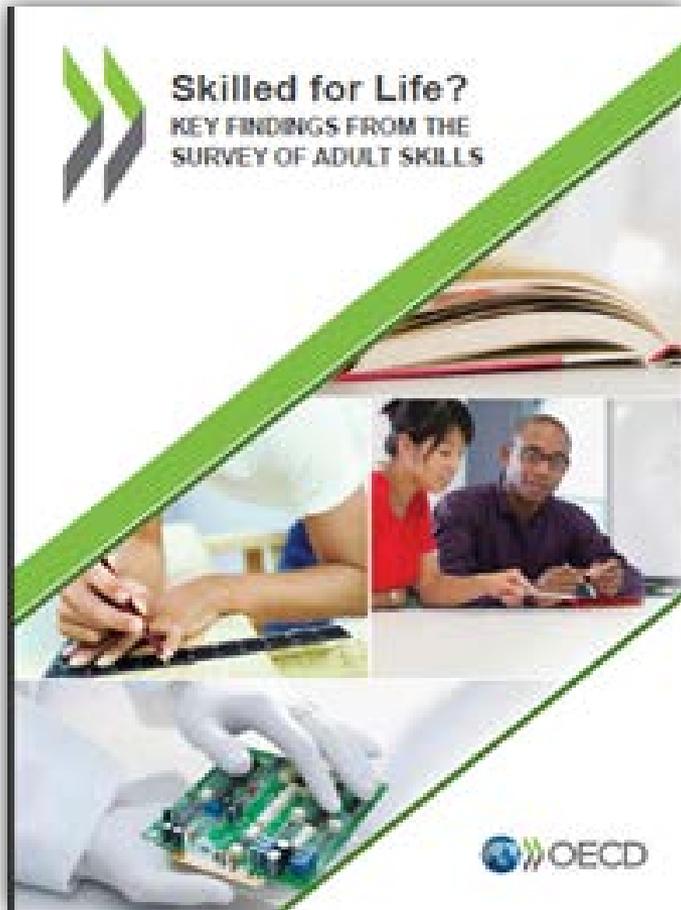
2006 CASAS acquired NEDP with support from New York,  
Maryland and Connecticut

# NEDP Locations

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



# Supporting Research



Much of learning takes place outside formal education.

- Learning occurs in a range of settings, including within the family, at the workplace and through self-directed individual activity.

Problem solving in technology-rich environments defined.

- The ability to use digital technology, communication tools and networks to acquire and evaluate information, communicate with others and perform practical tasks.

*Skilled for Life? Key Findings from the Survey of Adult Skills* | Organization for Economic Cooperation and Development 2013 /oecd.org

# NEDP: Assessed Skills



Foundation Skills	21 <sup>st</sup> Century Skills	Self-Efficacy Skills
Reading Writing Mathematics Information and Communication Technology Listening / Speaking Media Literacy Geography and History Science	21 <sup>st</sup> Century Workplace Cultural Literacy Civic Literacy and Community Participation Health Literacy Financial Literacy and Consumer Awareness	Self-Assessment Learning to Learn Critical Thinking and Problem Solving Self-Direction Goal Setting and Time Management Working Independently

Especially appropriate for English Language Learners and special needs learners

# NEDP: Client Outcomes



- Acquire skills needed to demonstrate mastery of competencies
- Are evaluated against a criterion of mastery instead of comparison to others
- Earn a Diploma
- Demonstrate incremental progress rather than relying on an all-or-nothing exam
- Have the flexibility to work and/or obtain workforce training (IET – Integrated Education and Training)

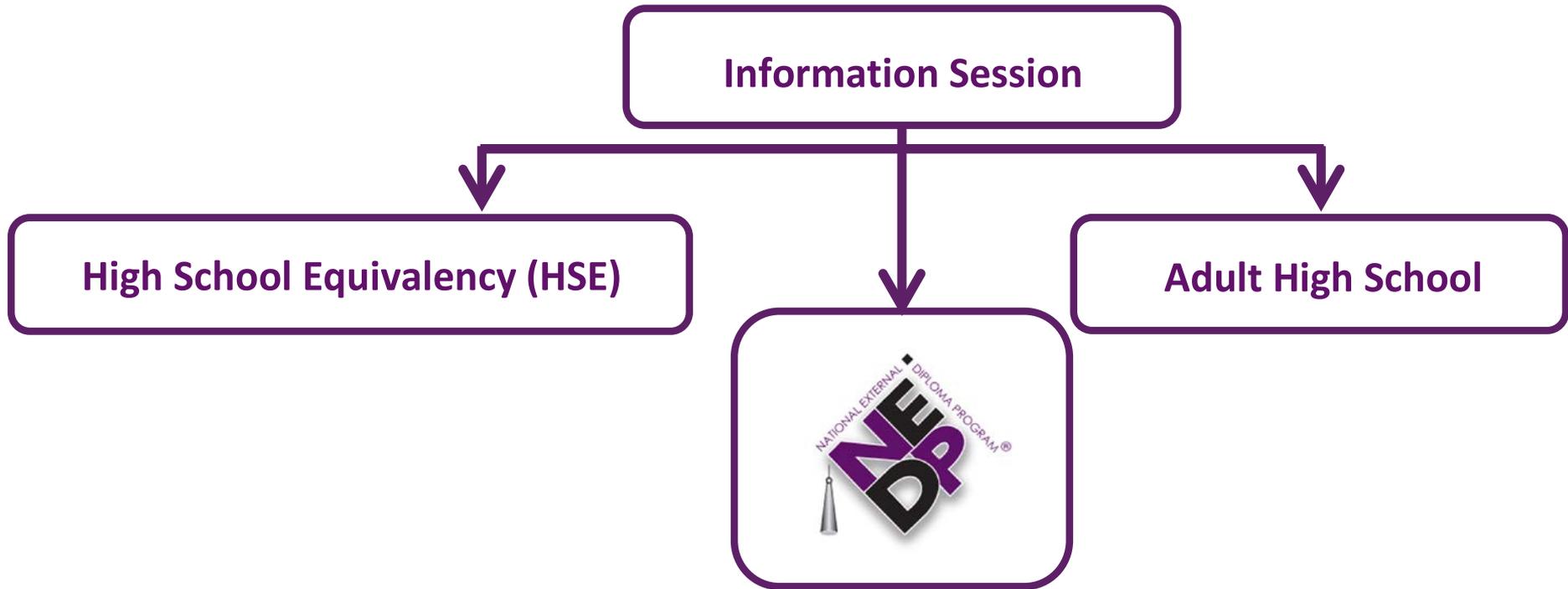
# What Do Graduates Like about NEDP?

- Relevance of tasks to everyday life and candidate 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



# NEDP Requirements: Diagnostic Assessment

# NEDP: Intake Process



## Proctored Diagnostics

- CASAS Reading
- CASAS Writing
- CASAS Math



Completed at NEDP Site

## Non-Proctored Diagnostics

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



May be completed at home

# Proctored Diagnostic Phase



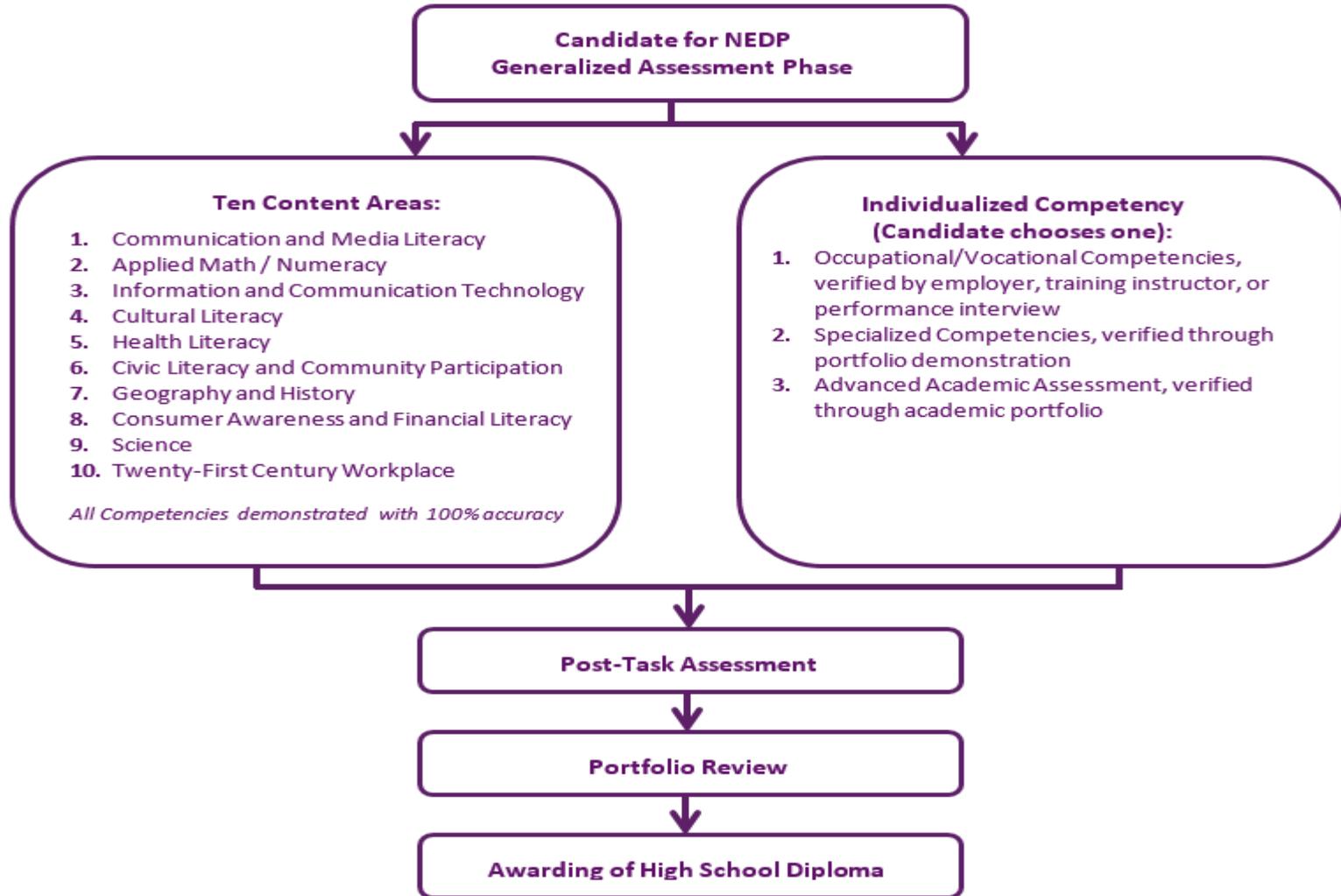
- CASAS assesses academics in the areas of
  - Reading
  - Math
  - Writing
- CASAS is a standardized assessment for Youth and Adults, nationally approved by the U.S. Department of Education
- CASAS is approved for use by WIOA funded entities
- Clients must prove that they are able to perform high school level work to proceed to graduation.

# Non-Proctored Diagnostic Phase

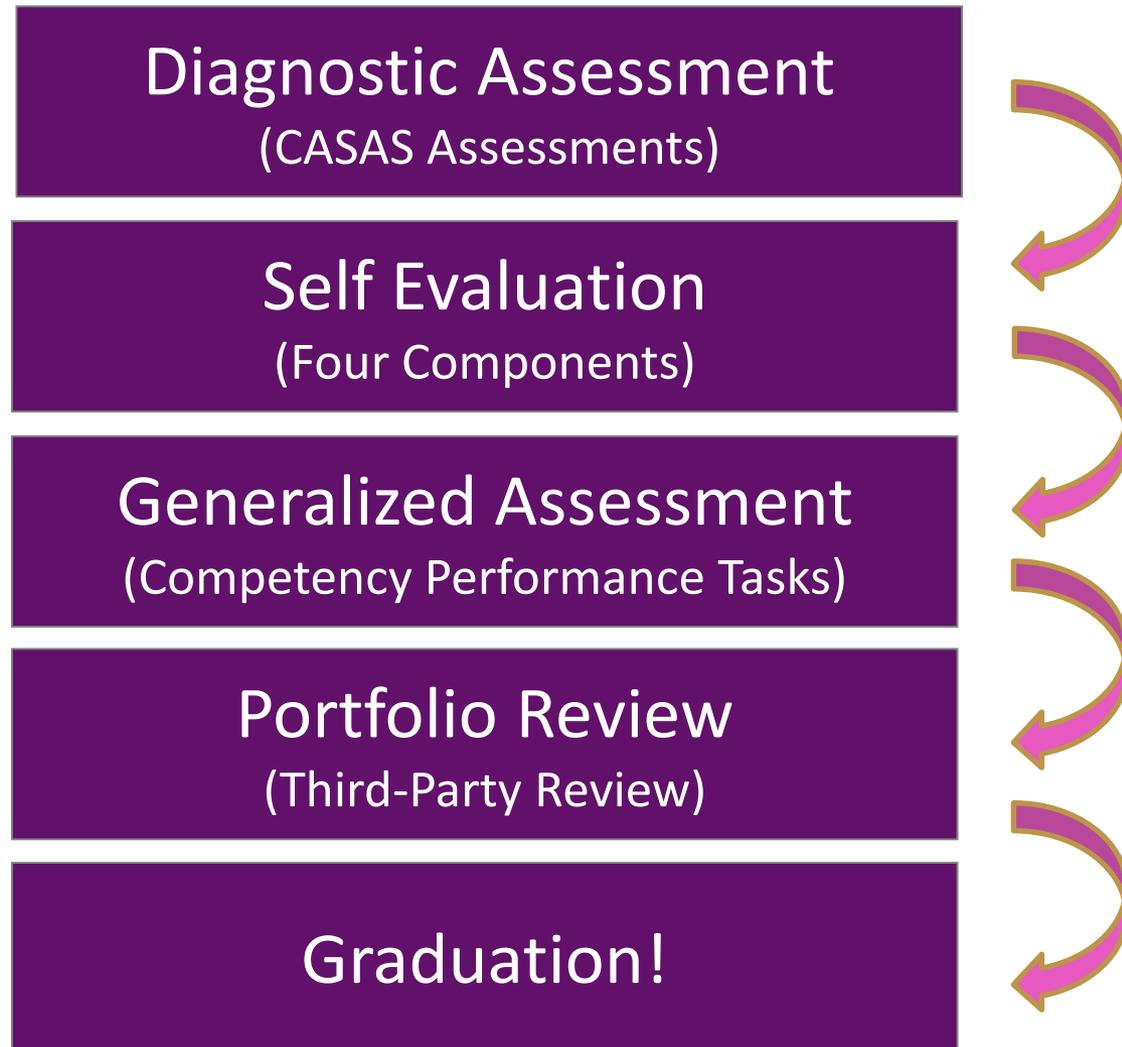
- **Self-Assessment Checklist**
  - Self-evaluate on the NEDP competencies
- **Technology Skills Self-Assessment Checklist**
  - Navigate the NEDP online system
  - Demonstrate Information/Communications Technology (ICT) requirements
- **College and Career Competencies Inventory**
  - Select Employment/Workforce Skills, Specialized Skills, or Transition to Post Secondary
- **O\*NET Occupational Interest Profiler**
  - Helps candidates identify interests and relation to the world of work

# NEDP Requirements: Generalized Assessment

# NEDP: Generalized Assessment Phase



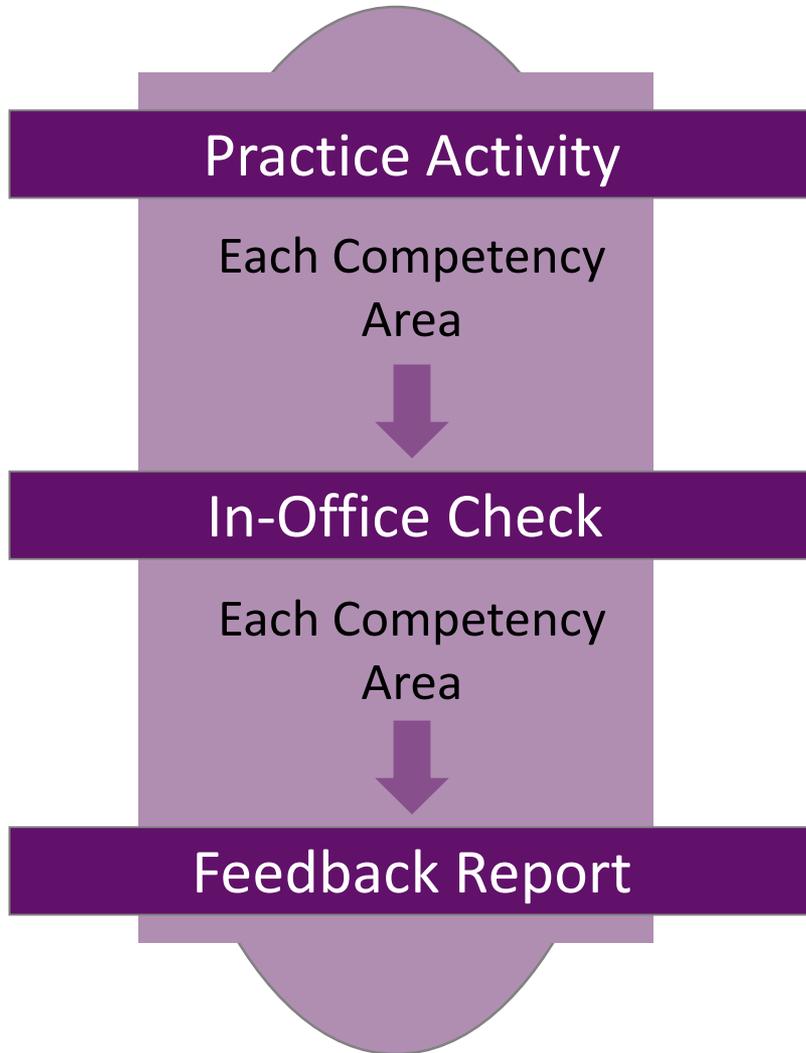
# NEDP: Process and Flow



NEDP competencies emphasize 21<sup>st</sup> 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. 21<sup>st</sup> Century Workplace

# NEDP: Generalized Assessment Process



Home



NEDP Site



NEDP Site

# College and Career Competency



- **Employment/Workforce Skills Competencies** – verified by employer, training instructor, performance interview
- **Specialized Competencies** – verified through portfolio demonstration
  - Permits the candidate to demonstrate skills that provide a possible source of independent income (i.e., music, photography, tailoring)
- **Transition to Post Secondary** – verified through academic portfolio
- **Personal and Management Skills** – verified by a portfolio documenting experience and knowledge

# NEDP: CCC Assessment and Work Preparation



- NEDP historically values the linkage between earning a high school diploma and college and careers
- The NEDP College and Career Competency allows graduates to demonstrate work history, attainment of an occupational credential/certificate, complete job training prior to graduation or demonstrate skills for college
- Workforce Skills Certification System can fill the gap if work history is insufficient

# NEDP: Personal and Management Skills

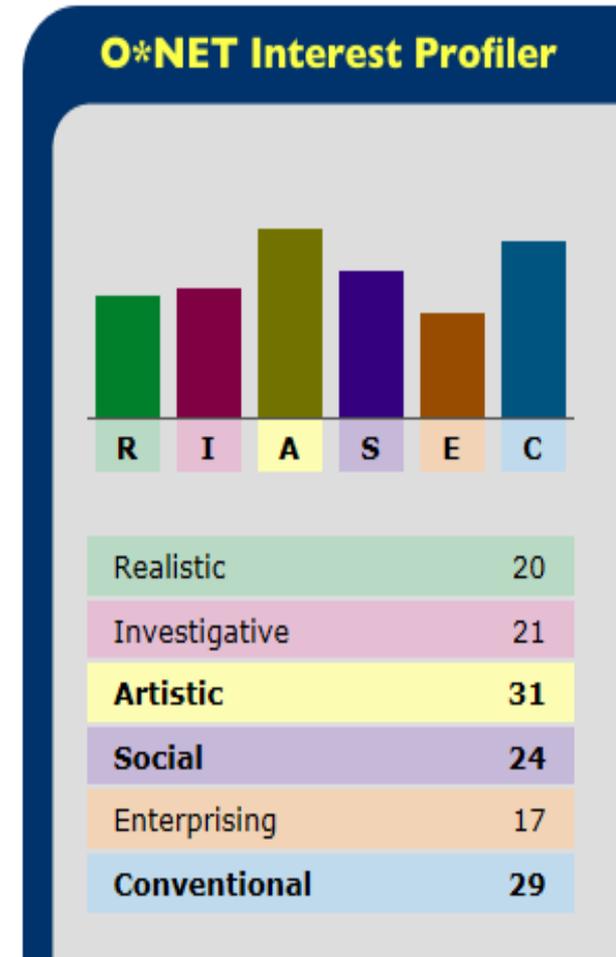
- Affords the opportunity to demonstrate critical thinking and decision-making ability for complicated life decisions
- Provides 14 possible competency options
- Reflects major life situations and decisions
- Respects the fact that not all adults seeking a diploma will transition to post-secondary education, training, or employment

PAM is demonstrated in two (2) ways:

1. Portfolio
2. Presentation of the portfolio content through either:
  - Essay
  - Oral presentation

# Workplace Emphasis in NEDP

- O\*NET Interest Profiler  
[MyNextMove.org](http://MyNextMove.org)
- O\*NET research on careers
- 21<sup>st</sup> Century Workplace content area
- Career planning and research
- Development of a resume and cover letter



# NEDP: Program Samples

## ■ Client Interface

- Activities
- Online resources

## ■ Assessor Interface

- Activate competencies, In-Office Checks, Post-Task Assessment
- Score client responses
- Provide feedback

## ■ NEDP Portfolio

- Score and log client's work
- Monitor progress
- Client feedback reports



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

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 1: 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><b>ICT 26.4</b> Use presentation software to create a presentation on a selected topic to:</p> <ul style="list-style-type: none"> <li>a) select a slide template appropriate to the topic and audience;</li> <li>b) create a clear outline with a logical progression of ideas;</li> <li>c) insert one or more graphic elements;</li> <li>d) format information clearly; and</li> <li>e) support an oral presentation.</li> </ul>	<p><b>43.1</b> 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><b>CCRA.R.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>CCRA.W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

# NEDP Sample Item 2: Credit Cards (DOK 3)

## Competency Area

- Consumer Awareness

## Competency

- **50.** Interpret information on the use of credit, including interest rates, payment terms, and credit reports.

## Performance Indicator

- **50.1 A.** Compare and contrast two credit cards based on the following considerations:
  - a) card application procedures,
  - b) payment terms,
  - c) how finance charges are computed, and
  - d) key elements of the credit card statements.
- **B.** Explain why someone might choose one of these credit cards over the other and defend the choice.

# NEDP Sample Item 2: Credit Cards, cont.



## Competency 50: Interpret information on the use of credit, including interest rates, payment terms, and credit reports

Foundation Skills	NEDP Performance Indicator	CCR Standard(s)
<p><b>Applied Math 10.</b> Solve problems in realistic situations, including multi-step problems.</p> <p><b>Applied Math 13.</b> Understand and use the number relationships represented by rates, ratios, and proportions.</p> <p><b>Applied Math 14.</b> Represent relationships in mathematical situations with tables and equations (including variables, exponents and negative numbers).</p>	<p><b>50.1 A.</b> Compare and contrast two credit cards based on the following considerations:</p> <ul style="list-style-type: none"> <li>a) card application procedures,</li> <li>b) payment terms,</li> <li>c) how finance charges are computed, and</li> <li>d) key elements of the credit card statements.</li> </ul> <p><b>B.</b> Explain why someone might choose one of these credit cards over the other and defend the choice.</p>	<p><b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it.</p>

# NEDP Sample Item 3:

## Occupations, Skills and Education (DOK 2)

### Competency Area

- 21<sup>st</sup> 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 Sample Item 3:

## 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><b>ICT 26.6</b> Demonstrate the ability to use the Internet by:</p> <ul style="list-style-type: none"> <li>a) opening a Web browser to access a supplied Web site;</li> <li>b) researching an issue for a purpose;</li> <li>c) locating and documenting multiple resources;</li> <li>d) obtaining information in the form of a downloadable document,</li> <li>e) submitting information online.</li> </ul>	<p><b>61.1</b> Compare and contrast two or more similar employment opportunities and summarize the following information :</p> <ul style="list-style-type: none"> <li>a) salary and benefits;</li> <li>b) the education level;</li> <li>c) experience required;</li> <li>d) hours of employment;</li> <li>e) transportation options for getting to each job.</li> </ul> <p><b>61.2</b> Describe for each:</p> <ul style="list-style-type: none"> <li>a) specific skills/abilities</li> <li>b) personal skills</li> <li>c) job outlook.</li> </ul>	<p><b>CCRA.SL.4</b> 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><b>CCRA.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

# NEDP: Program Accommodations



The NEDP has accommodations incorporated in the web-based delivery system:

- Clear tabs direct clients to Overview, Activities, In-Office Check, and Tutorials.
- Overview provides the “why” for the competency and summarizes activities.
- Most competencies include web links or PDF resources.
- Resource icons clearly noted with white text on dark teal background.
- Clients can attempt an item multiple times. (no timed testing)

# NEDP: Program Accommodations (cont.)



- Evaluation criteria match competencies and performance indicators.
- Oral In-Office Checks can alternately be done through electronic submission in word.
- All video tutorials have tutorial transcripts in PDF.
- Color contrasts optimize readability for clients with low vision.
- Size of font can be enlarged using Microsoft's Magnifier.
- Keyboard can be used for clients unable to manipulate a mouse.

# NEDP: Web-based Program

A central graphic representing a login form. It has a light gray background with rounded corners and is flanked by decorative horizontal lines of colored dots (blue, green, black) on both sides. On the left side of the form, there is the NEDP logo and the text 'a program of CASAS'. On the right side, there are two input fields: 'Username' and 'Password', each with a white text box and a light blue border. Below these fields is a dark green button with the text 'Login' in white.

# NEDP: Portfolio Review

# NEDP: Portfolio Review



- Upon completion of each competency area, 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

# NEDP and WIOA

# NEDP & WIOA: Supports WIOA Goals



- 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 & WIOA: WIOA Additions to Title II



- Workforce Preparation Activities
- Integrated Education and Training (IET)
- Digital and Information Literacy
- Cross-Title Performance Accountability
- Alignment to Titles I, III, and IV

Programs and services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, and self-management skills

- Using resources and information
- Working with others
- Understanding systems
- Obtaining skills necessary to successfully transition to and complete post-secondary education, training and employment

- Service approach that provides adult education and literacy activities **concurrently and contextually with workforce preparation activities**
- Targets training in occupations or clusters that assist adults in their educational and career advancement

Test-taker 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)
- 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

- Allows for data sharing via co-enrollment in education (Title II) and skills training (Titles I, III and IV)
- Leads to secondary school diploma/equivalency AND a transition plan to postsecondary education or employment
- Adult Education plays a key role in foundational skill development during an adult's progress through a training and employment path

**A High School Diploma is not enough!**

# NEDP & WIOA: Workforce Preparation Activities



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

# NEDP Program Implementation

# NEDP Implementation



## California Implementation

Inland Career Education Center

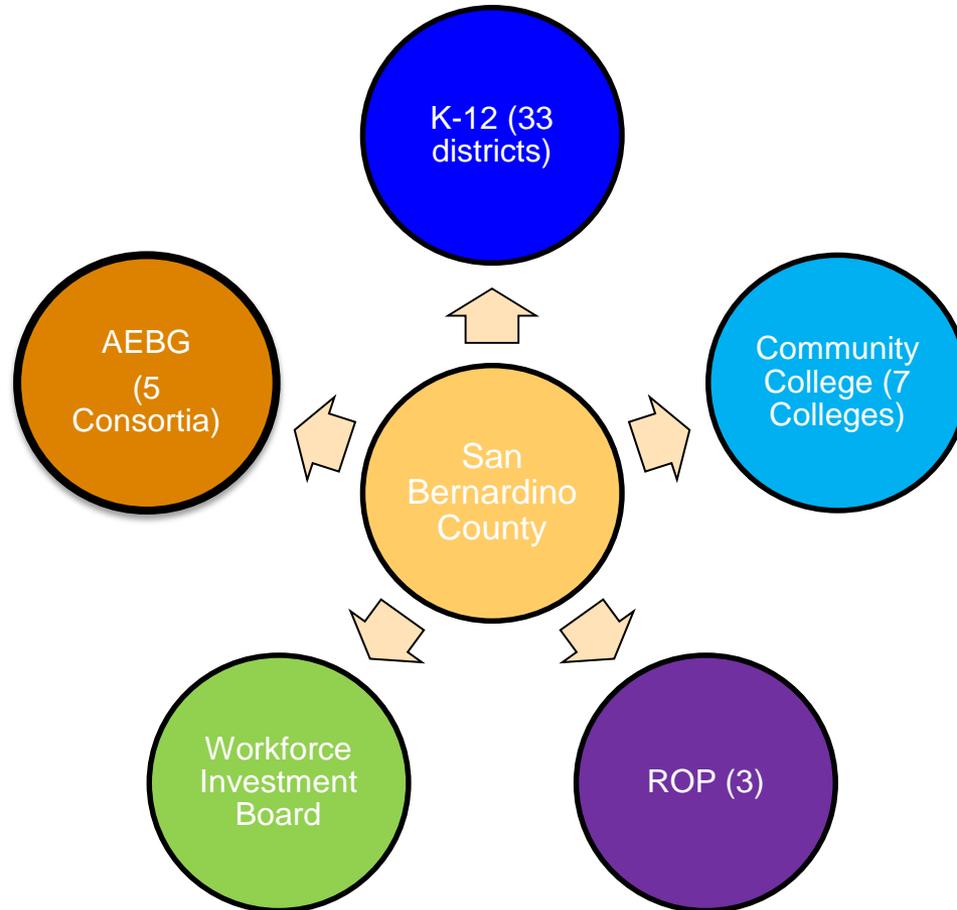
Yucaipa Adult Education

Dana Carter, Principal

Inland Adult Education Consortium

Emma Diaz, Manager





# AB 104: 7 Program Areas

- \*\*\* All participants must be 18 years and older
- (1) Programs in elementary and secondary **basic skills**, including programs leading to a **high school diploma or high school equivalency certificate. (AB86)**
- (2) Programs for immigrants eligible for educational services in citizenship, **English as a second language**, and workforce preparation. **(AB86)**
- (3) Programs for adults, including, but not limited to, **older adults**, that are primarily related to entry or reentry into the workforce. **(NEW to AB104)**
- (4) Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to **assist elementary and secondary school children** to succeed academically in school. **(NEW to AB104)**
- (5) Programs for **adults with disabilities. (AB86)**
- (6) Programs in **career technical education** that are short term in nature and have high employment potential. **(NON-CREDIT CTE for AB104)**
- (7) Programs offering **pre-apprenticeship** training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area. **(Modified for AB104 from “apprenticeship” in AB86)**

# San Bernardino Demographics

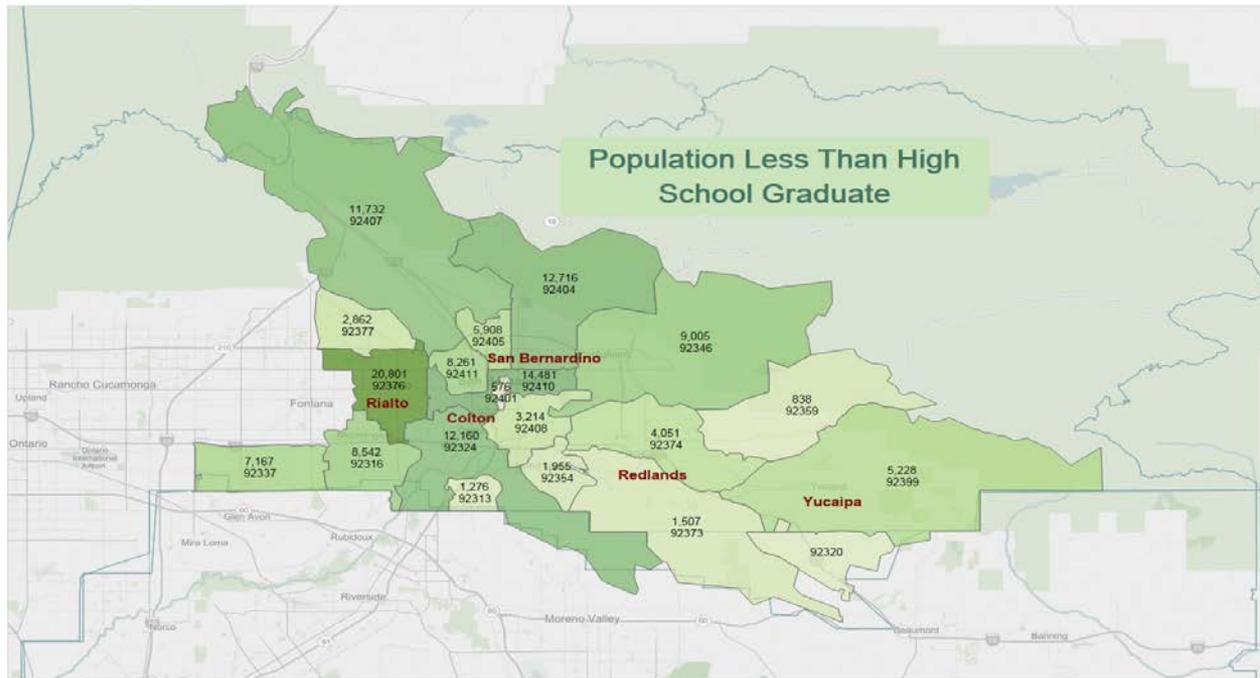
Demographic Variables	Consortium		State	
	Count	Rate	Count	Rate
Unemployed	36,366	7%	1,553,873	5%
Limited English Speaking Ability	55,863	11%	3,471,803	12%
No H.S. Diploma (or Equivalent)	106,732	21%	4,694,321	16%
7th Grade Education or Lower	38,922	8%	2,029,047	7%
Below Federal Poverty Level	53,734	11%	2,615,894	9%

# IAEC Census Data

District	Program Area	Total need by district (zip code census data)	Percentage of total Regional need
<b>Colton JUSD</b>	Basic Skills	14709	28.66%
	High School Diploma/GED	33162	24.90%
	ESL	12804	27.49%
	<b>Total</b>		
<b>Rialto USD</b>	Basic Skills	9216	17.96%
	High School Diploma/GED	23663	17.77%
	ESL	10856	23.30%
	<b>Total</b>		
<b>Redlands USD</b>	Basic Skills	3764	7.33%
	High School Diploma/GED	14914	11.20%
	ESL	3393	7.28%
	<b>Total</b>		
<b>San Bernardino City USD</b>	Basic Skills	21701	42.28%
	High School Diploma/GED	55307	41.54%
	ESL	18533	39.78%
	<b>Total</b>		
<b>Yucaipa-Calimesa JUSD</b>	Basic Skills	1936	3.77%
	High School Diploma/GED	6109	4.59%
	ESL	997	2.14%
	<b>Total</b>		

# How did we choose NEDP sites?

- Strategically chose Inland Career Education Center (SBCUSD) and Yucaipa Adult School (YCJUSD) opposite ends of the consortium



# Why did we choose NEDP?



- Consortium priority to expand the offerings of basic skill, focusing on HSD and HSE.
- 4 of the 5 K-12 Adult Ed programs already were offering HSD and HSE, Colton JUSD initiated programs.
- NEDP is a diploma pathway.
- NEDP is in direct alignment with our goals.



# NEDP: General Site Requirements



- 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.

## NEDP Advisor

- Administers diagnostics
- Interprets diagnostic results with candidate
- Provides feedback/advises on self-directed learning plan

## NEDP Assessor

- Administers Generalized Assessment competency areas
- Evaluates performance tasks and provides client feedback
- Conducts ongoing task review

## NEDP Portfolio Reviewer

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

# NEDP: Implementation Training

- Workshop: Introductory/Overview
  - Self-study units
- Workshop: Diagnostic Phase
- Workshop: Generalized Assessment
- Workshop: Evaluation and Mastery
  - Portfolio Review
  - Inter-rater reliability check-points
- Ongoing Technical Assistance

# NEDP: Implementation Costs – Year 1



Item	Cost	Description
Site License Fee	\$1,950	Annual fee
Implementation Training (3 staff minimum)	\$1,500	Includes materials and 1 year support Travel costs for trainer are additional Optional: \$500 each for additional staff
10 Web-based Units (WEUs)	\$1,200	One WEU used for each client
Portfolio Reviews	\$1,500	National review of one Portfolio for each of 3 trained staff for certification
Scoring 10 Written Prompts	\$250	Optional: Written Prompt scoring for initial 10 candidates during agency certification process

# Contact Information



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