



# The NEDP®: Yearly Statistical Report

The NEDP annually collects demographic information through the Yearly Statistical Report (YSR). Prior to program year 2014-15, the YSR was manually calculated by agencies or states or both and submitted to CASAS. Beginning in program year 2014-15 (PY15), the YSR is generated through the NEDP online system, compiling client data from information provided by staff and clients. Agencies are responsible for verifying the data and submitting it to CASAS. The manually calculated YSRs were not consistently collected and reported, so any comparison of trend data must be treated with caution.

The data includes:

1. Students in the Diagnostic phase during PY ending June 30, or
2. Those who exited the Diagnostic Phase during the requested Program Year (PY),
3. Students in the Generalized Assessment phase as of June 30, or
4. Those who exited the Generalized Assessment Phase during the requested Program Year (PY), and
5. Those who graduated during the requested Program Year (PY).
6. Sum of lines 1-5. (Total Enrolled)

Some cautions in interpretation of the data include:

- There is a possible discrepancy in the way agencies interpreted clients enrolled, as some have reported clients served instead. While a client may be enrolled in the program, she or he may not have had any activity in the PY. Consequently, agencies may not have included these clients in their clients enrolled statistic as they were not active during this time period.
- Some agencies do not enter clients into the NEDP online system until the client has demonstrated the required diagnostic scores and other information in the Diagnostic Phase of NEDP.

## NEDP Agencies

The number of states and sites that provide the NEDP have remained consistent:

Program Year	States	Sites
2011-12 (PY 12)	9	77
2012-13 (PY 13)	7	79
2013-14 (PY 14)	7	75
2014-15 (PY 15)	7	78

## NEDP Agencies

NEDP client enrollment has declined 40 percent over this four-year reporting period. There are a number of factors contributing to this drop:

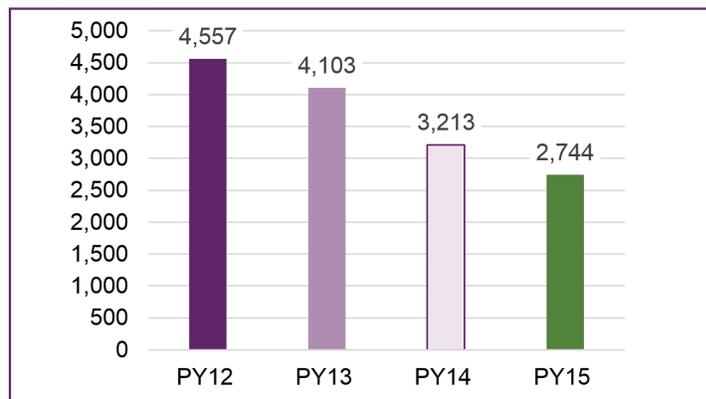
The NEDP launched a new computer-delivered online program beginning PY14. A few NEDP programs did not have the computers to transition from the paper-based delivery to the new online system. (The NEDP program requires that the assessor and clients have access to a computer with Internet connection.)

The NEDP was revalidated and the competencies and performance tasks were aligned with the College and Career Readiness Standards. This transition required clients to demonstrate a broader set of skills and competencies at a higher proficiency standard. In anticipation, many NEDP agencies encouraged prospective clients to enroll prior to the release of the upgraded program, thus inflating the PY 13 numbers and decreasing PY14 numbers.

The GED Testing Service® launched their new upgraded assessment in 2014. In 2013, before the exam changed, there was a surge in the number of people attempting the GED® test with many clients attempting the GED® test before they attempted the upgraded NEDP, decreasing PY13 NEDP numbers.

In January 2014, New York State invested in the TASC as a HSE option. Throughout PY 14, New York agencies devoted their resources to implementing the TASC, accounting for a 21 percent decline in New York NEDP enrollment from PY 13 to PY14.

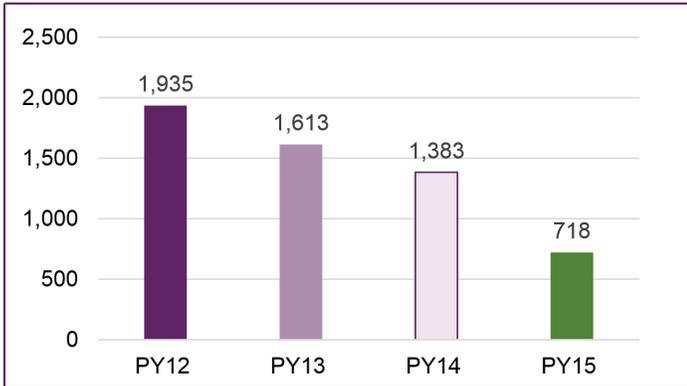
## Total Enrolled



### Total Clients Graduated

NEDP client graduate totals decreased by 63 percent since PY 12, so while our client enrollment numbers have decreased, graduate totals decreased more. This is attributable to the upgraded program which launched it its entirety at the beginning of PY 14 with a decrease in graduate numbers PY 14 to PY 15 of 48 percent.

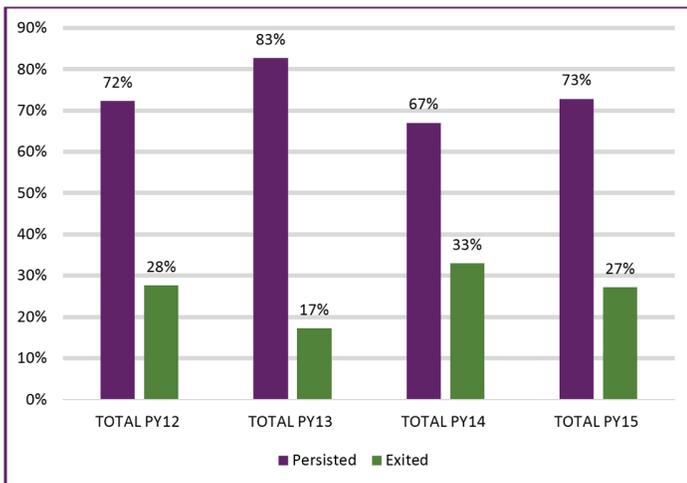
Total Graduated



### Percentage of Clients Persisting and Exiting

There has been mild fluctuation in the percentage of clients persisting from one program year to the next as well as the number of clients exiting the program while in Generalized Assessment.

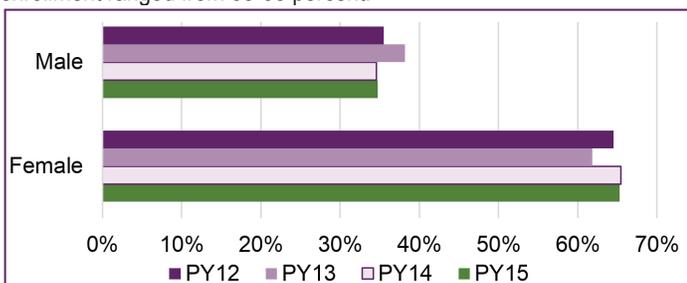
NEDP Clients who Persisted and Exited



The demographic profile of NEDP clients remained consistent over this reporting period.

### Gender

The NEDP client is predominantly female: Female enrollment ranged between 62-65 percent, while male enrollment ranged from 35-38 percent.

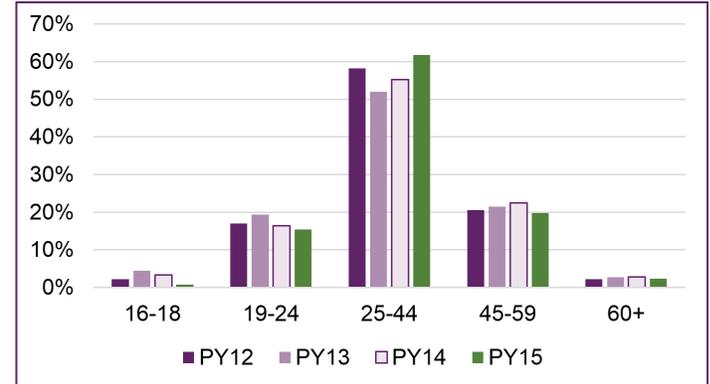


### Age Range

The predominate age range is between 25 and 44 with 52-62 percent of the NEDP population in this range. The 19-24 and 45-59 age ranges comprise most of the remainder of the population, an additional 35-40 percent.

The NEDP is not an option for most clients in the 16-18 age range, as many state laws require prospective clients be at least 21 years old.

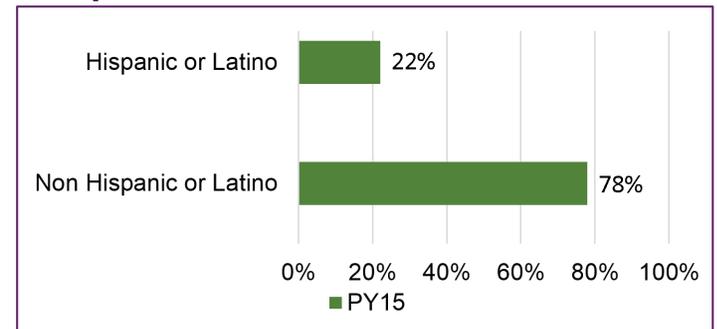
Age Range



### Ethnicity

Beginning PY 15, the NEDP added the Ethnicity designation of Hispanic or Latino and Non-Hispanic or Latino. Prior to this, the Hispanic or Latino category was reported in the Race field. For PY 15, the Hispanic or Latino population represented 22 percent of the clients.

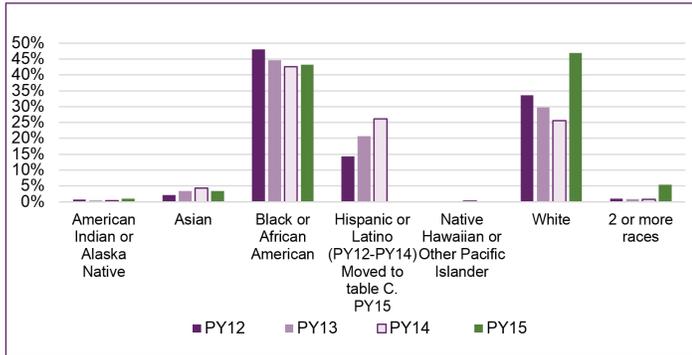
Ethnicity



### Race

The black population has been the predominate group enrolling in NEDP, a typically underserved population in other high school diploma programs. However, this past program year there was an increase in the white population participating in the NEDP. Connecticut had the largest percent increase at 37.7 percent, while in Rhode Island there was a 31 percent increase.

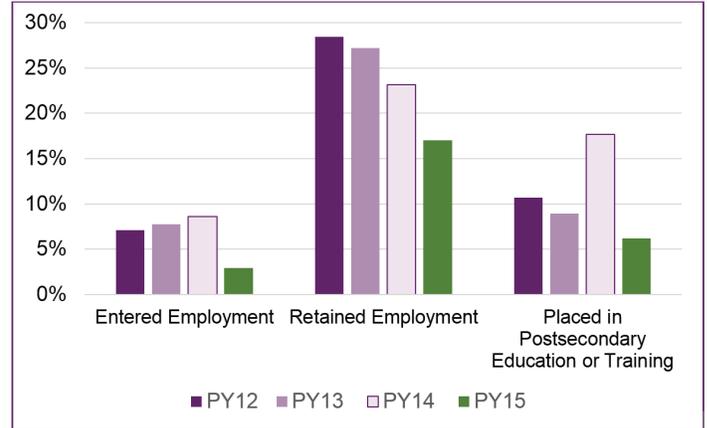
#### Race



### Core Outcomes

Similarly, the Core Outcomes data has seen a drop in Retained Employment. Again, this field is not mandatory, but it is completed by the agency as a follow-up measure.

#### Core Outcomes



### Reasons for Enrollment

The Reasons for Enrollment data captures the client's secondary goal for enrolling in the NEDP, beyond achieving a primary goal of getting a high school diploma. This is not a required field. It is one that agencies or clients may choose to complete upon entrance into the program.

There has been an increase in the number of clients enrolling in the NEDP to continue their education and transition to postsecondary education or training. With that increase, there was a similar decline in the number of students enrolling to keep their job. This could be attributed to the fact that the economy has improved and clients are not as concerned about keeping their jobs as they had been during the recession, and now recognize that they need additional education to advance their careers.

#### Reasons for Enrollment

