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National External Diploma Program: 50 Years of Innovation and Opportunity for Adult Learners

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National External Diploma Program (NEDP): 50 Years of Innovation and Opportunity for Adult Learners

Today's Presentation

- Impetus and process for developing NEDP
- Distinguishing feature of NEDP
- Appeal of NEDP in current US context

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Roles in NEDP
Director, EDP
Coordinator, Central
NY EDP, Developer

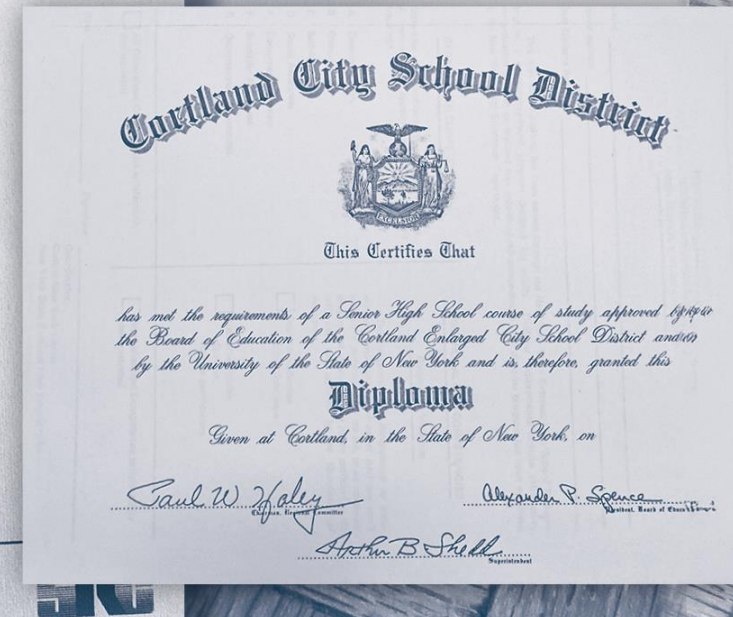
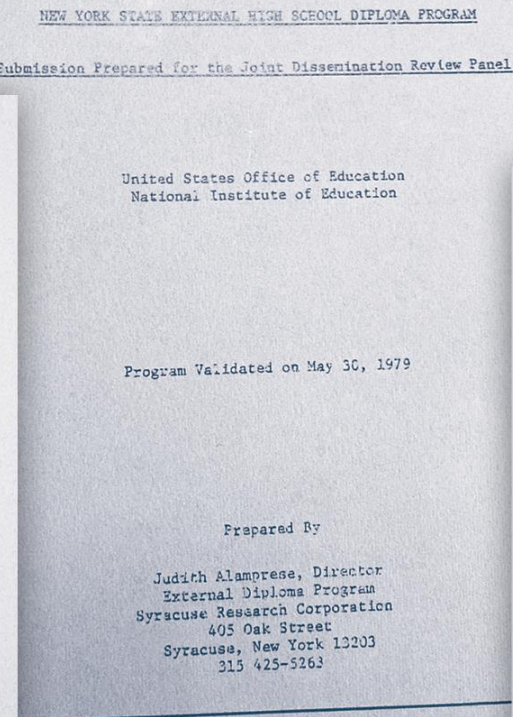
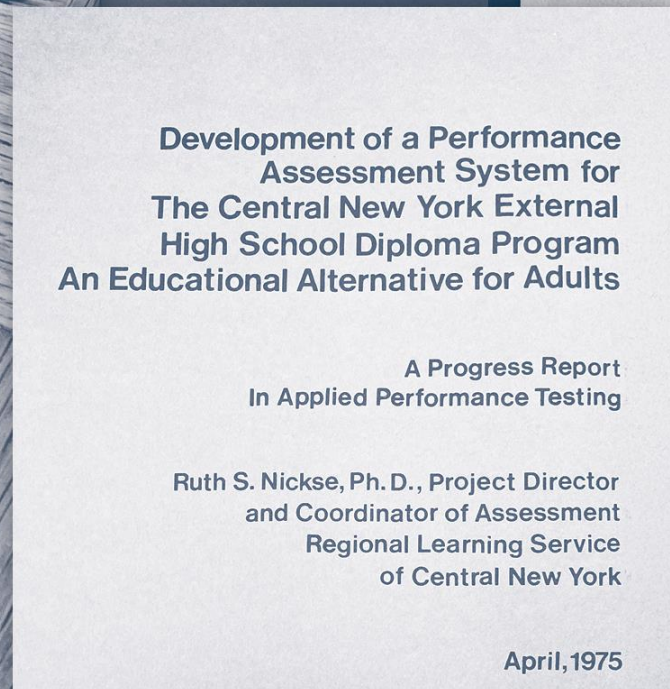
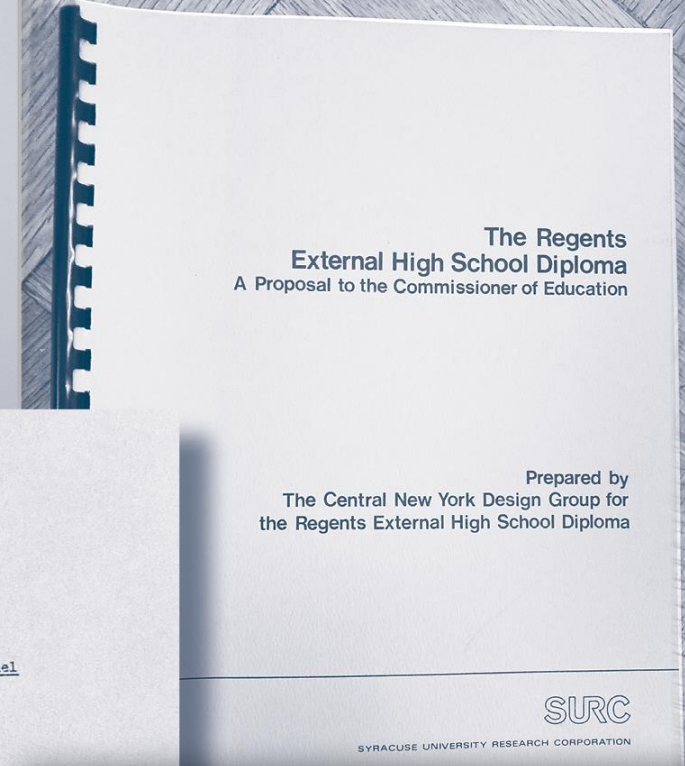
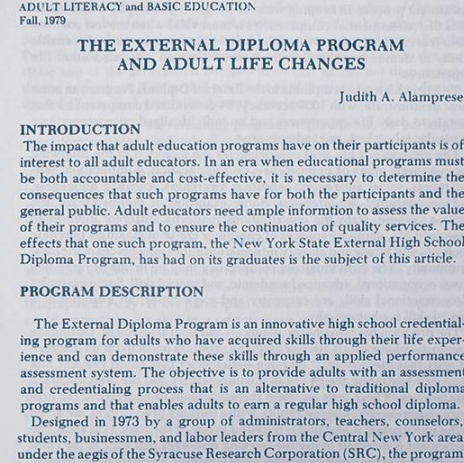
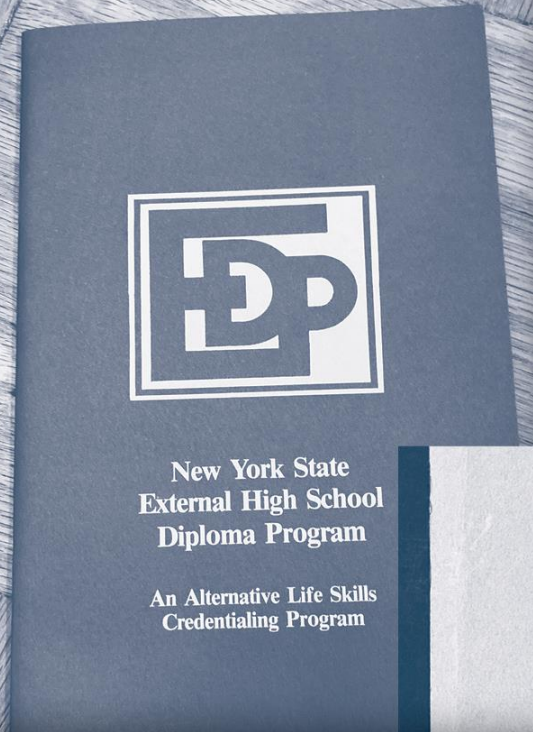
Questions for Session Participants

- Why do adults choose the NEDP rather than other HSE options?
- What challenges have NEDP participants encountered using the online platform?
- What are the main barriers to NEDP completion?





NEDP Documents





NEDP: A Bold Experiment

Context in Early 1970s in Central New York



43% of adult population over age 25 in Central New York did not have an HSD



Participation in GED, correspondence courses, and community college programs not robust,



Ford Foundation study found that programs not utilized because:

- Courses scheduled at inconvenient times
- Course content irrelevant to needs of adults
- Mode of testing (closed paper and pencil exams) not satisfactory method for demonstrating competence



Adults interviewed in Ford Foundation study reported:

- Highly motivated to earn diploma; take responsibility for own learning





NEDP: A Bold Experiment

Context in Early 1970s in Central New York



Adults interviewed in Ford Foundation study reported:

- Highly motivated to earn diploma; take responsibility for own learning
- Felt competent in life skills that they had acquired through work and community participation
- Wanted to participate in assessment process that would enable them to demonstrate their competence
- Were willing to participate in programs that recognized the need for flexibility in scheduling

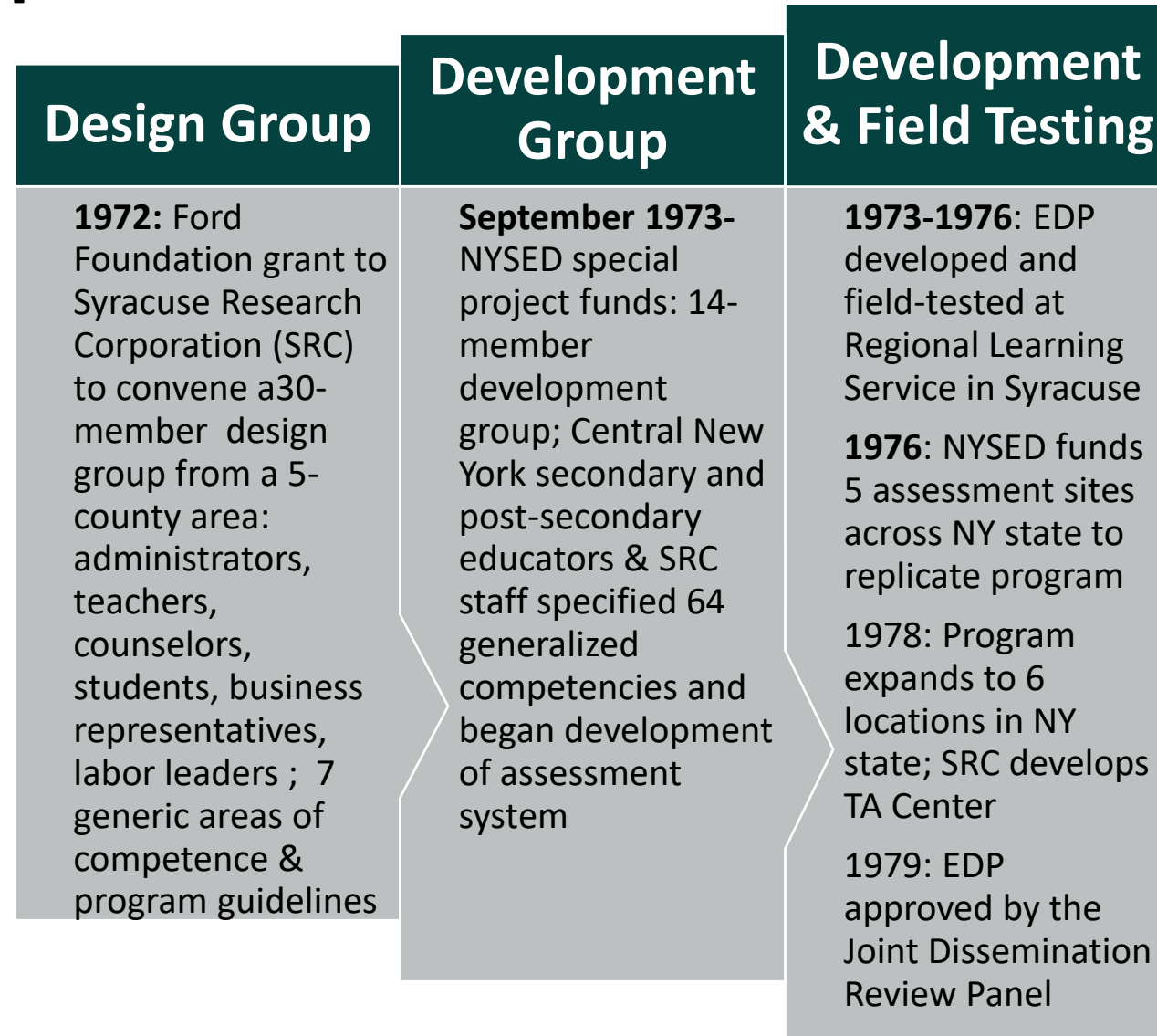
Assumptions Guiding EDP Design

- Community had educational resources that could be accessed
- Adults had skills learned from life, work, family, and community participation



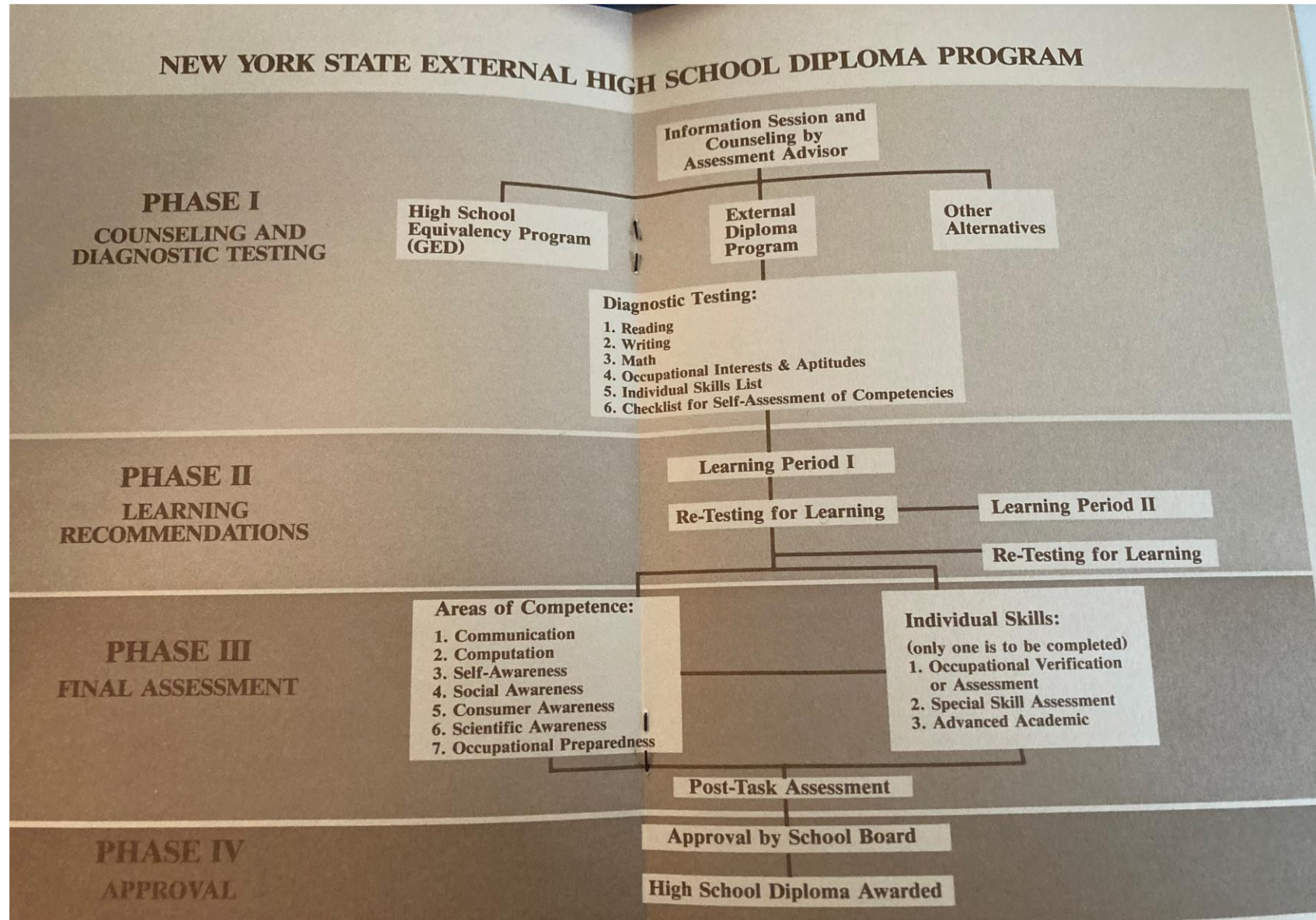


Key Processes in NYS EDP Development and Replication





NYS External Diploma Program Phases





Recognition and Dissemination

- May 1979: Approved by US Office of Education & National Institute of Education
- Fall 1979: Received National Diffusion Network Grant as Developer Demonstrator Project
- Conducted EDP training and technical assistance:
 - California
 - Connecticut
 - Idaho
 - Massachusetts
 - Montana
 - Oregon
 - Virginia
 - Wisconsin





Competency Areas

NYS Competency Areas (64 comp.)

1. Communication
2. Computation
3. Self-Awareness
4. Social Awareness
5. Consumer Awareness
6. Scientific Awareness
7. Occupational Preparedness

Individual Skills: *(One needs to be completed)*

1. Occupational Verification or Assessment
2. Special Skill Assessment
3. Advanced Academic

NEDP Competency Areas (50 comp.)

1. Communication, Cultural and Media Literacy
2. Applied Math/Numeracy
3. Information and Communication Technology
4. Health Literacy
5. Civic Literacy and Community Participation
6. Geography and History
7. Consumer Awareness and Financial Literacy
8. Science
9. Twenty-first Century Workplace

Individual Competency:

- College and Career Competency





Appeal of NEDP in Current US Context



- **Assumptions** about learners being able to demonstrate a range of skills using different modalities



- **Variety of tech tools** being used



- Factors affecting learners' **engagement** in using tech tools and implications for supporting learners use of tools



- Range of knowledge needed to demonstrate competencies and individual skill





Questions

- Why do adults choose the NEDP rather than other HSE options?
- What challenges have NEDP participants encountered using the online platform?
- What are the main barriers to NEDP completion?
- What types of assistance are given to NEDP participants in planning next steps?





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✓ **Thank you!**