



NEDP State Trainers' Meeting

Fall 2017

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NEDP National Training Specialist

Welcome!

Welcome state trainers and leadership!

A special welcome to two new
trainers-in-training from Maryland:

Jodi Miller, Allegany County NEDP

Marci Leach, Chesapeake College NEDP



Evaluation Issues- Results

Client Provides Additional Information (“TMI”)

- When a client provides two or more correct answers in one field, even if the question asks for “one” or “the best,” the response demonstrates mastery,
- When a client provides a large amount of text that includes the required response, even with additional information that does not address the question, the response demonstrates mastery,
- When a client provides incorrect information in addition to the correct required response, the item is Not Demonstrated if the incorrect information 1) is dangerous, or 2) negates the correct information.

| Ex: Dangerous | Ex: Negates Correct Response |
|--|---|
| Q: Name a strategy that would be effective in managing stress. | Q: According to the resource, what are two common treatments used for depression? |
| A: Soak in a scalding hot bubble bath. | A: Medication, but doctors won’t prescribe meds for depression. |

Evaluation Issues: Results

Uneven distribution of answers: clients must have a demonstrating answer in each field. An additional D response in one field cannot be credited to a blank, ND, or unsupported answer in another field.

2. List four factors that could help an individual reduce the risk of developing the disease.

2a. Get regular screening tests

2b. Maintain a healthy weight by being physically active for at least 30 minutes every day

2c. Take a multivitamin with folate every day

2d.

Evaluation Issues- “And”

The NEDP Development Team is reviewing evaluation criteria that has “and” in it to determine if both/all parts of the criterion are required.

- If all parts are necessary to demonstrate, keep the “and”
- If not, take the “and” away and create separate bullet points.

After this is done, train the field that “and” means all parts of the criteria are required to count as a “D” response.

Evaluation Criteria: Resume

Recommendation:

- Once the **content** criteria have been marked as “D”, they are not re-evaluated, and the checked boxes lock in from one attempt to the next.
- The **formatting** boxes should be zeroed-out between attempts to give Assessors and Reviewers the opportunity to note errors that are made during PTA attempts.
- Instructions should inform Assessors and clients that content criteria remain D, but errors will be reevaluated to ensure that the final product is error-free.

T Trainer Study Report

- Purpose
 - To revamp a training tool that will spark discussion and highlight issues in evaluating work, but would leave trainees with an understanding of standardized evaluation of competencies, and
 - To provide a linear study of assessment of the same client answers across the field.
- 39 Assessors from seven states participated
- All Assessors completed
 - 6 pre-filled competencies with the same client answers
 - A survey detailing their experience in NEDP and instruction.

Preliminary Findings

- High level of agreement (85% overall) on most overall competencies and specific questions
- Disagreement reflects places in which NEDP needs to provide more detail and clarity
- Trends that will be addressed in PD include
 - Literal adherence to the word-for-word evaluation criteria (spirit of the law v. letter of the law)
 - Lack of notes to guide the client
 - Evaluating characteristics that are not in evaluation criteria

Refresher Trainings Are Coming!

“Refresher” trainings are

- Free to NEDP staff
- One-hour interactive webinars
- Recording available
- Not mandated by NEDP
- Held 2X/every other month
- For staff of all experience levels



Refresher Trainings

- January 2018: Tips for Assessors
 - 1/17 at 11:00 EST
 - 1/25 at 2:00 EST
- March 2018: College and Career Competency: Recommendations that Focus on the Future
- May 2018: Best Fit: Using the NEDP Information Session to Identify Appropriate Clients
- TBA: Growing your NEDP Program (Margaret Kirkpatrick and Mitch Rosin)

Coming PY 18-19

- Utilizing our Resources: Making the Most of the NEDP Professionals Page
- Painless PR: How Assessors and Reviewers Can Take the “Ouch!” out of Portfolio Review
- The Feedback Session: Using Reports and NEDP Language to Encourage Progress
- Mediation and Consensus 101: Assessing Client Work through Discussion

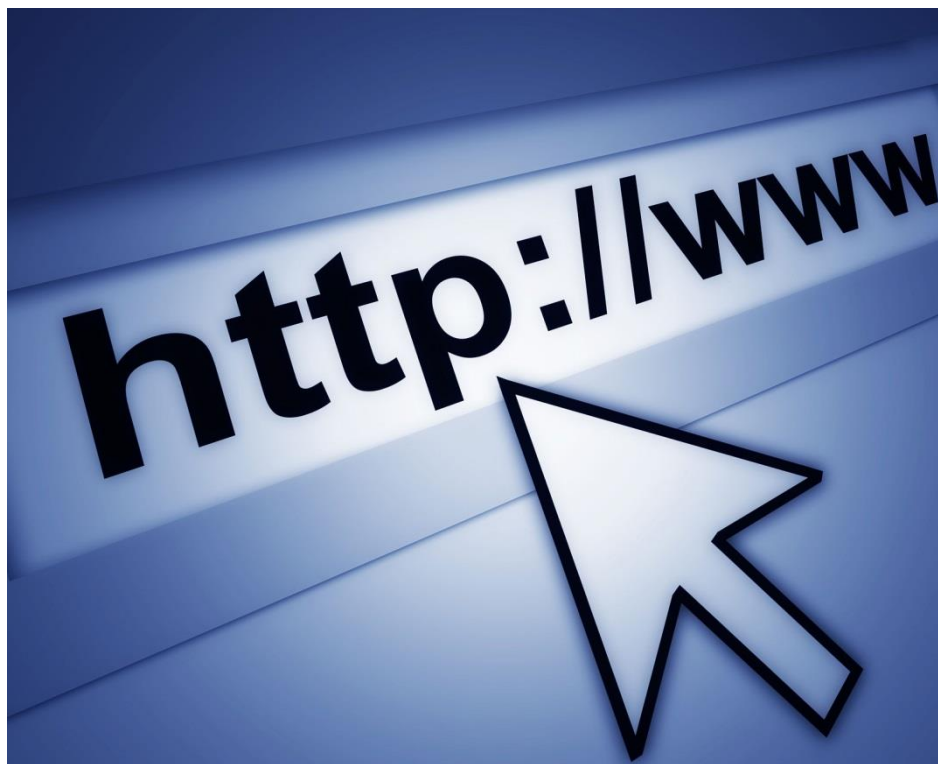
Other training needs?

Policy Updates and Reminders

- Automatic client exit at 90 days being programmed this year
- All staff must serve at least one client in Diag and one in GA each year to remain certified (system checks coming)
- Only certified staff may conduct portfolio review; trainees must have first PR by state or nat'l trainer.

ST Page Updates

Let's skip over to the State Trainers' Resource Page...



A/A Trainee Certification: Rationale

Enhanced first Portfolio Review with a trainer

- Provides an on-the-job extension of implementation training,
- Gives trainees an opportunity to have their first portfolio reviewed by someone who is not in-house,
- Allows multiple opportunities to discuss
 - Evaluation issues (D/ND, notes to client, mediation & consensus)
 - Procedural issues (conducting IOCs, using reports, giving feedback)

A/A Trainee Certification: The problem

- NEDP trainees have to have first PR by state or national trainer, but are delayed due to lack of client progress
- Currently, trainees
 - have to wait for the clients to return or
 - begin a new PR with a new client.
- As a result, trainees delay progress at their agency because they
 - aren't assigned multiple clients
 - can't serve as Portfolio Reviewer
 - can't have site staff as their Portfolio Reviewer

A/A Trainee: A Solution?









1. Require a certain number of competency areas to be reviewed with a real client,
2. If the client stalls or exits, the trainer can request permission for the trainee to assess the remaining areas using pre-loaded answers in a T Trainer-style interface,
3. The state or national trainer reviews the trainee's evaluation of these pre-loaded responses as s/he would a real client.
4. Upon completion of that review and a technical assistance session to follow, the trainer could recommend the trainee for certification.

A/A Trainee: Discussion

1. Would the trainee have to attempt first PR with more than one client to be granted the exception?
2. How would we determine if the client has “stalled” in the exception request? How do we quantify that a client is progressing too slowly?
3. How many competency areas have been reviewed by the state or national trainer to qualify for the exception?
 - a) There are trainees who lose client after client without sending even 4 or 5 areas to the PR- what do we do in that case?
 - b) Should we consider having trainees complete first PR entirely on a pre-loaded portfolio?
4. Other questions/concerns?

Competency Tree Design Ideas

● Civic Literacy and Community Participation

| ● Competency | Status | Demonstrated |
|--|--------------------------|--------------|
| ▶ 1. Community Services | | 0/10/14 |
| Activity A | Demonstrated | 0/10/10 |
|  In-Office Check | Not Started | 0/0/4 |
| ▶ 2. Evaluating Community Services | | 0/0/7 |
|  Activity A | Submitted | 0/0/7 |
| ▶ 3. Lifelong Learning | | 0/0/8 |
|  Activity A | Submitted | 0/0/8 |
| ▶ 4. Traditional and Online Learning | | 0/2/3 |
|  Activity A | Not Demonstrated | 0/2/3 |
| ▶ 5. The U.S. Bill of Rights | | 0/0/1 |
|  Activity A For display purposes only | | Practice |
| Activity B | | Practice |
|  In-Office Check | Submitted | 0/0/1 |
| ▶ 6. The Legal System | | 0/2/3 |
|  Activity A | Not Demonstrated/Started | 0/0/1 |
|  Activity B For display purposes only | Demonstrated | 0/2/2 |

Competency Tree Design- D/C Stars

● Cultural Literacy

| ● Competency | | Status | Demonstrated |
|---|----------------------------------|------------------------|--------------|
| ▶ 1. | Understanding Plagiarism | Demonstrated/Confirmed | 10/10/10 |
| | ★ Activity A | Not Required | 8/8/8 |
| | ★ Activity B | Not Required | 2/2/2 |
| ▶ 2. | Reading Literature | Demonstrated/Confirmed | 15/15/15 |
| | ★ Activity A | Demonstrated/Confirmed | 15/15/15 |
| ▶ 3. | Analyze Film Elements | Demonstrated/Confirmed | 11/11/11 |
| | ★ Activity A | Demonstrated/Confirmed | 8/8/8 |
| | ★ In-Office Check | Demonstrated/Confirmed | 3/3/3 |
| ▶ 4. | Analyze Political Media Messages | Demonstrated/Confirmed | 9/9/9 |
| | ★ Activity A | Not Required | 9/9/9 |
| | Reflection | Completed | |
| <div> <div>Release Results</div> <div>Submit to Reviewer</div> </div> | | | |

Competency Area Redesign: circled checks

● Cultural Literacy

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| | ✓ Activity A | Not Required | 9/9/9 |
| | Reflection | Completed | |
| Release Results | | Submit to Reviewer | |







Competency Tree Redesign- Asterisks

 National External Diploma Program®



Personnel: App Admin
Client: CASAS QA Testing

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Competency Area Redesign: Checks

● Cultural Literacy

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Thank you for attending!

Next Steps:

Please send

- Future agenda items
- Feedback on icons
- A/A certification thoughts

Have a wonderful holiday season!