



CAEP Summit – October 28, 2020

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Send Questions to:
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Let's Set The Stage

- How many of you have heard of NEDP?
- How many HSEs can you name?
- Does anyone work with clients who have barriers to completing their educational pathway to a HS diploma?
- Do your local WIOA plans require you to work with agencies under different Titles of WIOA?
- Are employers in your community demanding a higher level of skills attainment (academic, workplace, and technology)?

What is the NEDP?



The National External Diploma Program (NEDP) is a competency-based, applied performance assessment system in which participants demonstrate their abilities in a series of simulations that parallel workforce/job and life situations.

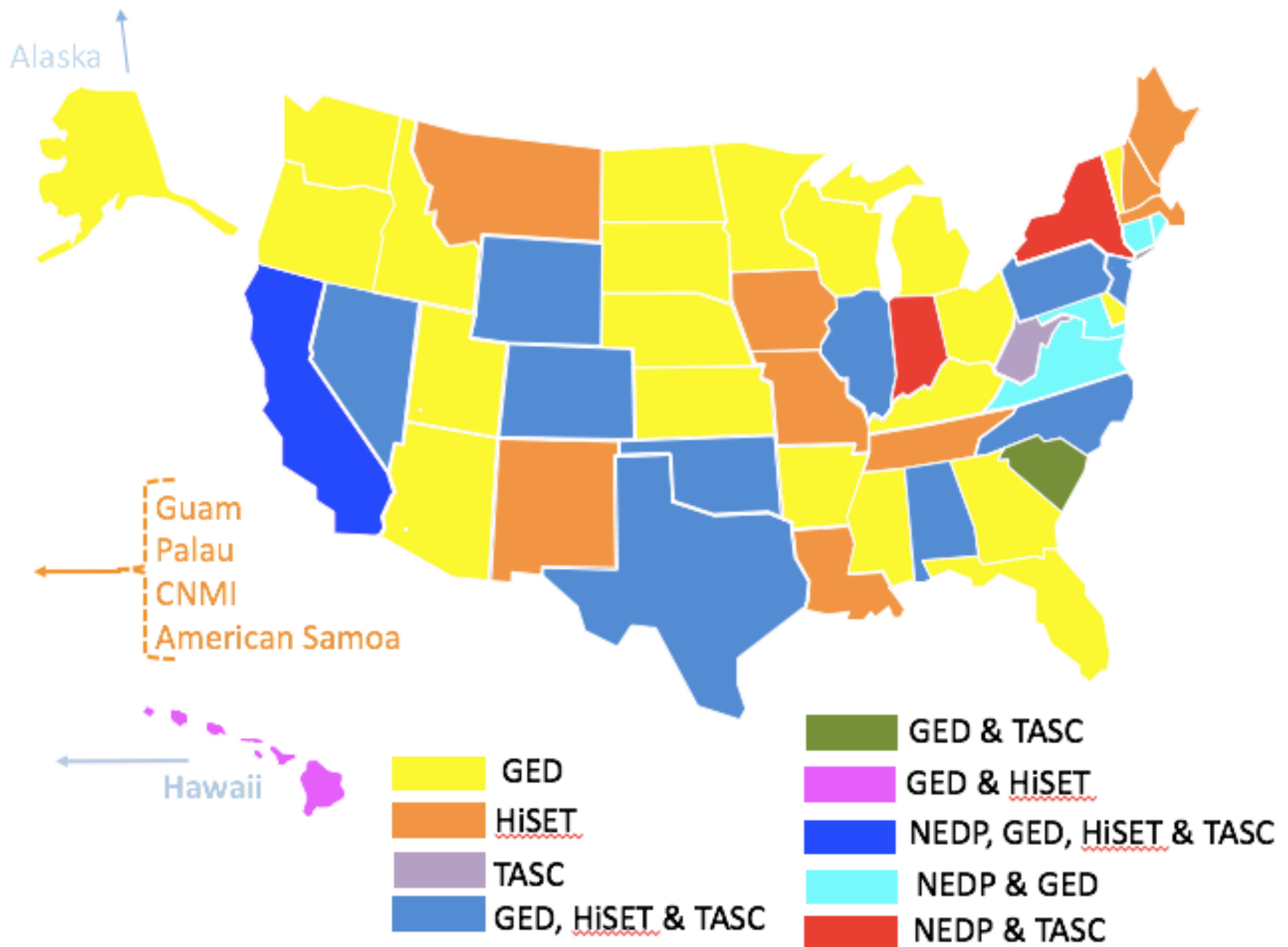
NEDP is the ONLY Nationally Recognized Competency-Based, Workforce Aligned, High School Equivalency Program in the United States.

NEDP – 38 Years



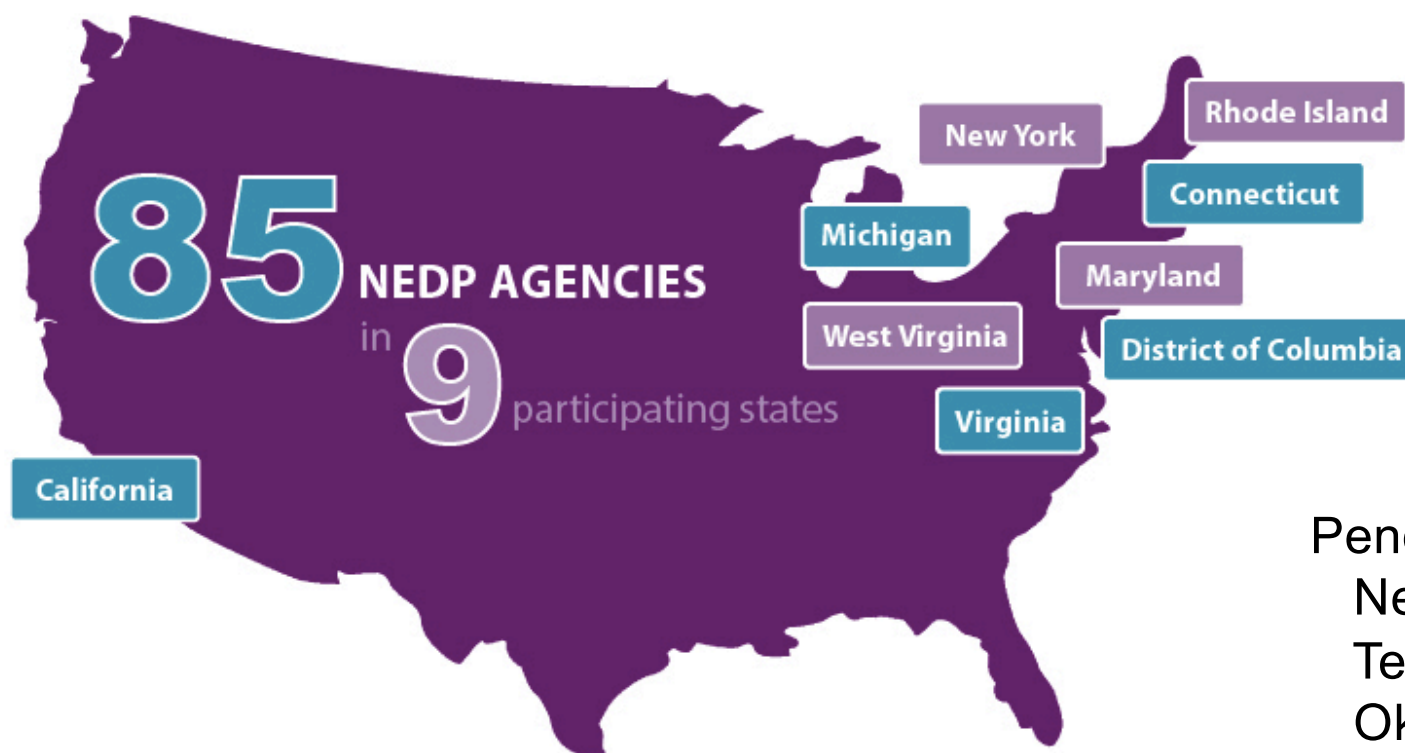
- 1972 Ford Foundation/Syracuse Research Corporation Study Results
- 1) Adult education class schedules were not compatible with adult responsibilities
 - 2) Content did not relate to real life experiences
 - 3) Multiple choice, paper/pencil tests were too limiting
- 1975 NEDP debuted in Syracuse, New 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
- 2020 OCTAE Names NEDP a Round 1 Winner in the Advancing Innovation in Adult Education Initiative**

HSE in the United States & Territories



NEDP Locations

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



New in 2020!

- NEDP is now FULLY Distance Learning/Remote
 - NEDP is entirely remote since July 2020
 - Diagnostic Phase, including remote eTest
 - Generalized Assessment
- Uses Zoom plus phone camera to ensure privacy, validity

New in 2020!

- CASAS GOALS test, cut score is 226 (instead of 230)
- Writing Prompt is autoscored
- On-going professional development, offered free, is available approximately monthly. Last year's workshops:
 - Keeping NEDP Clients Engaged
 - Remote Refresher Training
 - NEDP Writing Tutorial
 - NEDP for Non-NEDP Staff
 - Using NEDP Reports
 - Tips for Assessors

Advancing Innovation in Adult Education

OCTAE Round 1 Winner



NEDP is a Round 1 Winner of the Advancing Innovation in Adult Education Initiative at US DOE OCTAE

Defining Innovation in Adult Education

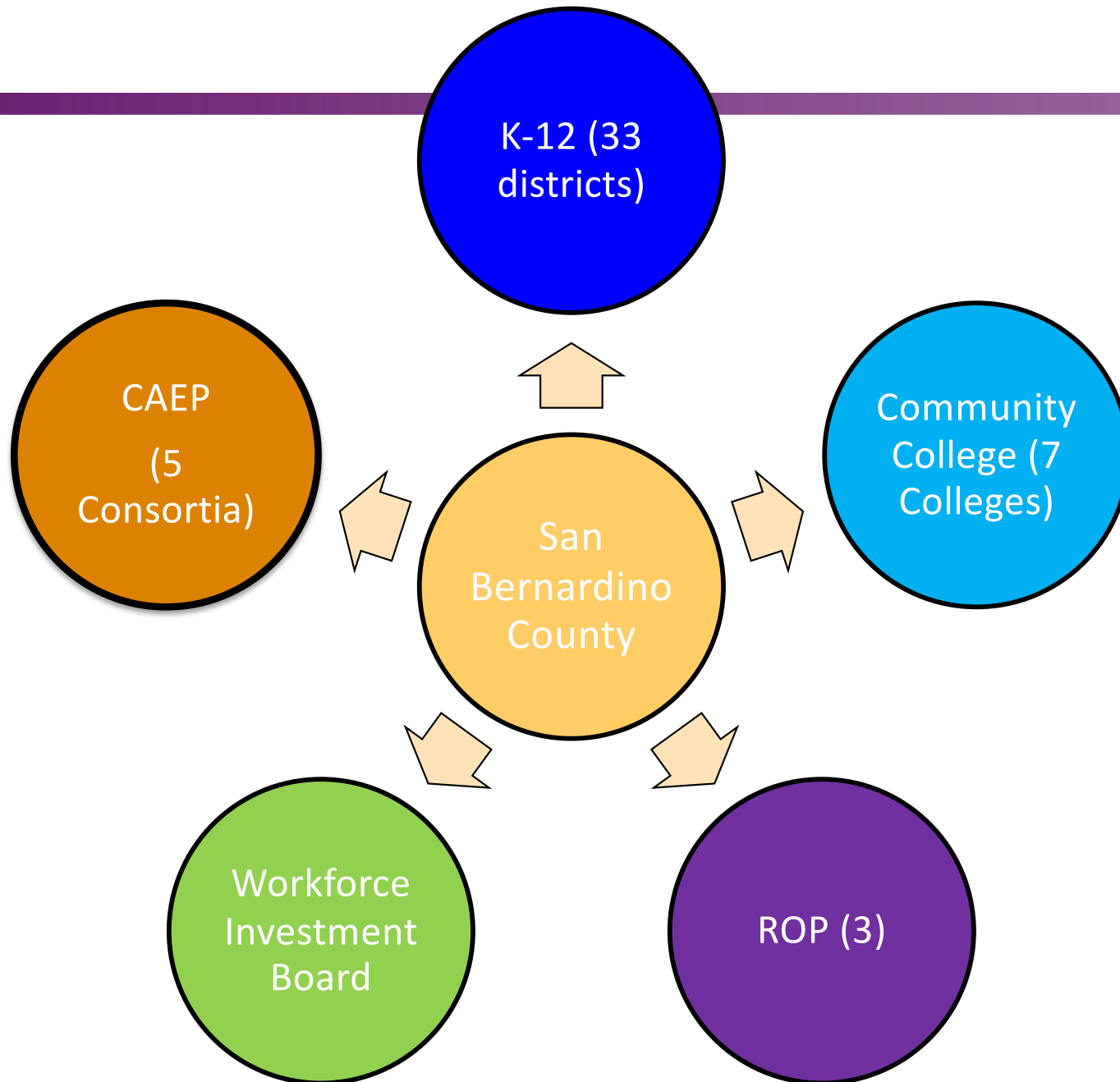
Adult education practices are instructional or supportive activities that facilitate learners' knowledge and skill development, secondary credential attainment, postsecondary credential attainment, and/or employment.

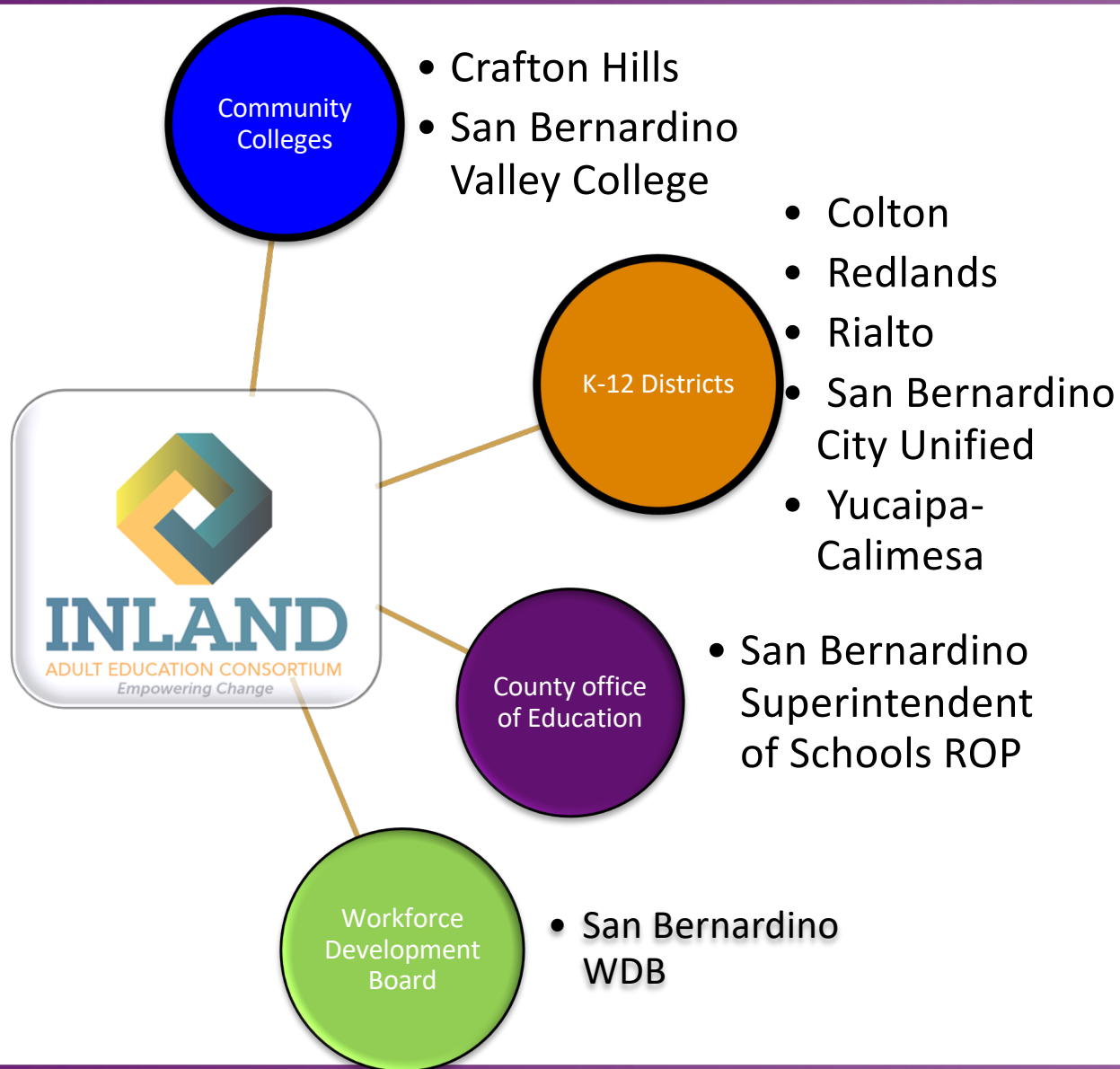
Innovative adult education practices are **new** or **significantly improved**:

- **products or services**, such as a curriculum (product) or inclusion of career and college advising (service), competency-based or work-based instruction; and strategies for working with adults with learning disabilities or difficulties.
- **processes** for delivering adult education services, such as online learning or other uses of technology to increase access to, quality of, and amount of instruction;
- **ways of organizing adult education services**, such as integrated education and training, Integrated English literacy and civics education (IELCE) in combination with IET, concurrent enrollment in adult education and credit-bearing postsecondary courses.

The new or significantly improved practices should result in outcomes for adult learners.







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**.
- (2) Programs for immigrants eligible for educational services in citizenship, **English as a second language**, and workforce preparation.
- (3) Programs for adults, including, but not limited to, **older adults**, that are primarily related to entry or reentry into the workforce.
- (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.
- (5) Programs for **adults with disabilities**.
- (6) Programs in **career technical education** that are short term in nature and have high employment potential.
- (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.

Guiding Principles

- Our consortium has some of the following guiding principles of decision-making:
 - Shared leadership
 - **Collective Impact** which states that no one entity can foster change by itself

A “Collective Impact” framework is . . . an “innovative and structured approach to making collaboration work across government, business, philanthropy, non-profit organizations and citizens to achieve significant and lasting social change.”

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 code census data	Percentage of total Regional need
Colton JUSD	Basic Skills	14709	28.66%
	High School Diploma/GED	33162	24.90%
	ESL	12804	27.49%
	Total		
Rialto USD	Basic Skills	9216	17.96%
	High School Diploma/GED	23663	17.77%
	ESL	856	23.30%
	Total		
Redlands USD	Basic Skills	64	7.33%
	High School Diploma/GED	914	11.20%
	ESL	3593	7.28%
	Total		
San Bernardino City USD	Basic Skills	21701	42.28%
	High School Diploma/GED	55307	41.54%
	ESL	18533	39.78%
	Total		
Yucaipa-Calimesa JUSD	Basic Skills	1936	3.77%
	High School Diploma/GED	6109	4.59%
	ESL	997	2.14%
	Total		

**ABE/HSE
184,481**

Age Demographics

Age															Consortium	
	1331		1868		1902				6540		7280		9509		47	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Under 15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15 - 17	6	0	0	0	0	0	5	1	0	0	0	0	40	3	51	1
18 - 21	622	12	97	19	172	24	69	13	0	0	25	28	142	12	1,127	13
22 - 24	476	9	33	7	70	10	46	8	0	0	5	6	65	5	695	8
25 - 29	836	16	42	8	103	15	71	13	0	0	15	17	109	9	1,176	14
30 - 34	745	14	60	12	83	12	71	13	0	0	13	14	156	13	1,128	13
35 - 39	601	12	55	11	63	9	72	13	0	0	8	9	159	13	958	11
40 - 44	564	11	74	15	53	7	56	10	0	0	9	10	161	13	917	11
45 - 49	480	9	73	14	53	7	68	12	0	0	7	8	149	12	830	10
50 - 54	390	7	31	6	34	5	37	7	0	0	4	4	92	8	588	7
55 - 59	230	4	18	4	20	3	27	5	0	0	3	3	71	6	369	4
60 - 64	115	2	10	2	12	2	12	2	0	0	1	1	31	3	181	2
65 - 69	75	1	5	1	1	0	10	2	0	0	0	0	23	2	114	1
70+	75	1	3	1	3	0	6	1	0	0	0	0	13	1	100	1
N/A	3	0	5	1	43	6	2	0	193	100	0	0	0	0	246	3

Gender & Ethnicity Demographics

Gender	Members														Consortium	
	1331		1868		1902		5870		6540		7280		9509		47	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	1,882	36	162	32	267	38	181	33	0	0	25	28	351	29	2,868	34
Female	3,334	64	343	68	400	56	363	66	0	0	65	72	860	71	5,365	63
N/A	2	0	1	0	43	6	8	1	193	100	0	0	0	0	247	3

Ethnicity	Members														Consortium	
	1331		1868		1902		5870		6540		7280		9509		47	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic	4,091	78	454	90	388	55	331	60	0	0	70	78	1,131	93	6,465	76
Not Hispanic	1,121	21	38	8	279	39	218	39	0	0	20	22	79	7	1,755	21
N/A	6	0	14	3	43	6	3	1	193	100	0	0	1	0	260	3

Where the data came from:

- The data put together by emsi comes from the American Community Survey (ACS), which is an annual survey carried out by the U.S. Census Bureau. The ACS tracks population and housing characteristics similar to the census carried out every ten years by the U.S. Census Bureau. Although the ACS is conducted at the same scale as the U.S. Census it has enough observations to accurately track the U.S. population at multiple levels. The data used in this packet comes from 2010-2014 ACS 5-Year Estimates.
- The ACS reports data at one, three, and five year intervals. Five year estimates are being used in this packet because offers the greatest degree of detail and the largest sample size. Only the five year estimate is able to accurately look and demographic information at a zip code level. The one and three year releases are not able to look at demographic characteristics down to a zip code level.

Why did IAEC choose NEDP?



Consortium priority to expand the offerings of basic skill, focusing on HSD and HSE, and:

- Needed an alternative diploma option, not just HSE
- Needed greater employer engagement
- Needed flexibility in diploma pathway option
- Needed cross-agency program implementation
- Needed to allow for military enlistment
- Needed easy transfer to post-secondary
- Needed graduates to qualify for student loans and grants

Why did we choose NEDP?



Aligns to Career Pathways

(7) CAREER PATHWAY—The term “career pathway” means 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 **apprenticeships** registered under the National Apprenticeship Act 1937;

(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 attain 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.

Why did we choose NEDP?

Use of braided funding to pay for NEDP

- Goes deeper than simply “aligning” resources.
- Not the same as blended funding
- Part of a customer-focused strategy
- Customer is at the center... always

Big Picture: How is AEBG innovative?

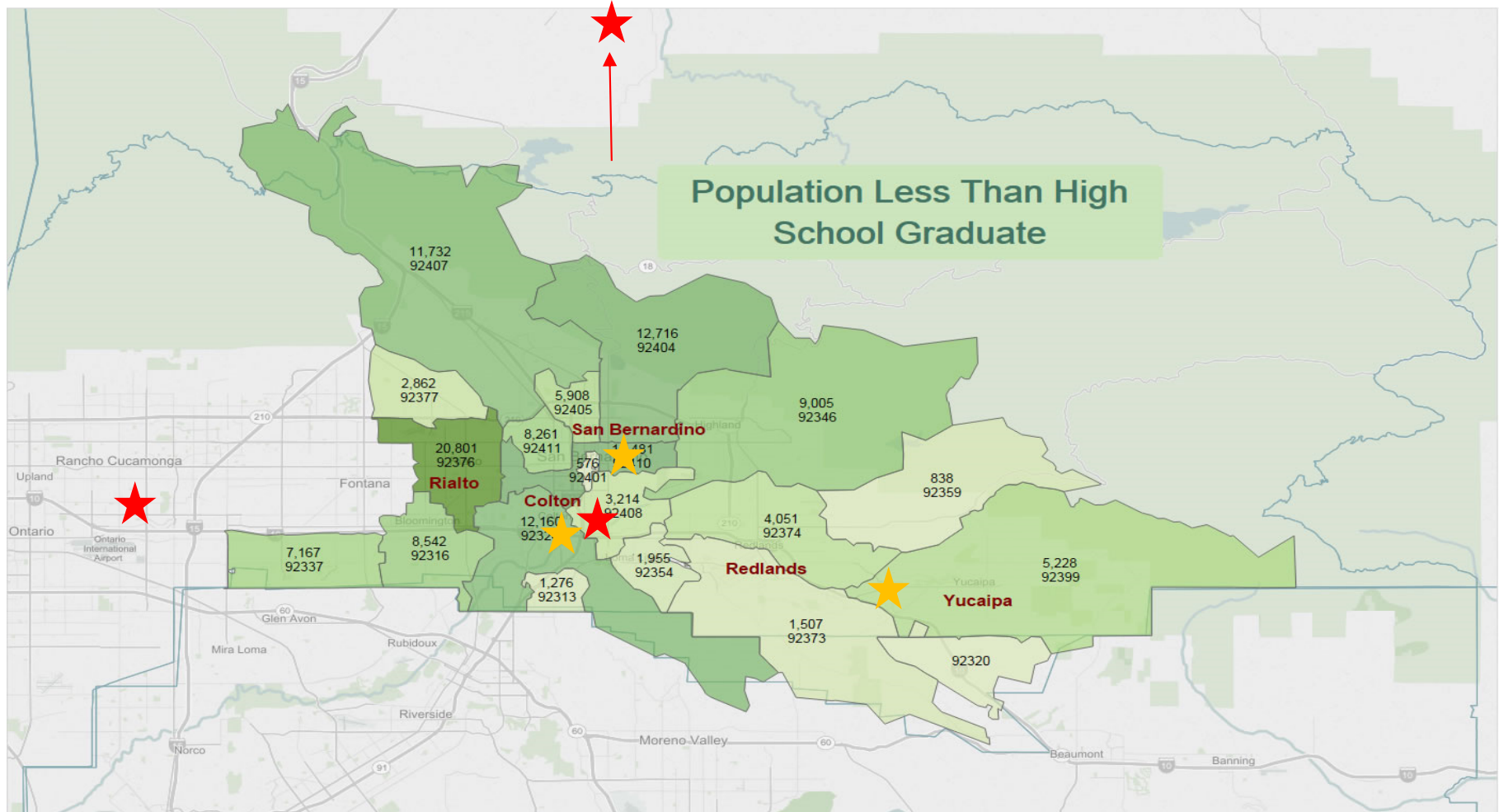
The Law gives rise to 5 major system-wide shifts over the long-term

FROM...	TO...
Two separate delivery systems	Integrated delivery through inter-agency collaboration
Disconnected efforts across local organizations and funding streams	Coordinated partnerships within and among consortia and braided funding
Focus on education activities	Focus on education leading to employment and wage outcomes
Funding based on enrollment and not always reflecting needs or outcomes	Funding allocated based on regional needs and effectiveness
Relatively static decisions based on past budgets and little tracking	Data-driven decisions based on rigorous student and fiscal measurement



How did we choose NEDP sites?

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



NEDP Partnership - Regional Implementation



Implementing Sites:

- **Inland Career Education Center (SBCUSD)** – diploma granting agency
- **Yucaipa-Calimesa Joint Unified School District** – diploma granting agency (services DL programs in mountain regions with no adult education)
- **Colton Joint Unified School District** – Go Live in Spring 2021

Partners:

- **Workforce Investment Board's AJCs** – participates actively through makes referrals to both NEDP programs
- **San Bernardino Valley College** – participates by providing a transitions counselor who is an active participant and is fully trained in NEDP
- **Employer Engagement** – Working with local contractors and building relationship with Amazon Distribution Centers

Implementation Timeline

Included in AEBG Annual Plan

2016-17

Approved by consortium
leadership Spring 2017

SBCUSD board approved June
2017 /Yucaipa-Calimesa JUSD
board approved August 2017

2017-18

Collaboration began with
Workforce Development Board to
increase referrals

2018-19

NEDP training began
January 19, 2018

2019-20

Colton USD adds NEDP to
pathway options

2020-21

COVID-19 Pandemic creates
greater need for distance
learning pathway to
diploma

Implementation and Success

Board considers new high school diploma program for adults

By KAREN DASILVA
Staff Reporter

Suicide prevention, campus safety and a new path to achieving a high school diploma were a few of the topics discussed at the recent Yucaipa-Calimesa Joint Unified School District board meeting.

Teacher Randy Peters, president of the Yucaipa-Calimesa Educators Association, opened the public comments at the July 25 meeting. He had recently attended a National Representative Assembly in Boston, where suicide prevention was also discussed.

"The suicide issue, especially of secondary students, has become a huge concern across

the country and I applaud you for even looking at it," he said, referring to a second review of the suicide prevention policy on the night's agenda.

Locally, he said he had been involved in several teacher meetings where campus safety was brought up. Of specific concern was the monitoring of visitors before school.

"Those people aren't checked in and they are around students on the playground," said Peters.

A second review of an updated Community Relations: Visitors policy also was on the agenda. The policy hadn't been updated since 2006. "Events in recent years have further defined the term visitor and the

procedures sites should follow to ensure the safety of students, staff and others when a visitor comes onto our facilities," the agenda stated.

Both policies were approved.

Not on the agenda was a pilot program that would provide adults with a new path to achieving a high school diploma, or the equivalency of one, based on life experience. Education consultant Mitch Rosin described the National External Diploma Program (NEDP) to board members.

"It is not instructional. It does not have class time. It is a portfolio program that is online and aligned to the Common Core," said Rosin. "Through the development of a portfolio of work, people ... demonstrate mastery in 100 percent of the adult education national standards."

NEDP is implemented in eight states, primarily on the East Coast, Rosin said, and is the only competency-based high school diploma program in the United States recognized by the U.S. Department of Education. NEDP is specifically designed for people in the workforce. Other districts in the region are considering implementing the program, Rosin said.

"We want to make sure we are providing opportunities for people that may be going in to a second kind of career or many other things," said Superintendent Cali Binks. "What we are looking at is possibly being a pilot district for this program."

"Is it a certificate in a subject or is it an equivalency to the high school GED?" asked Patty Ingram, board president.

"It's a high school diploma or an equivalency, depending on what the board of education determines," Rosin said, in reply.

The item will be brought back to the board. The next

Year 1 – 2018

Number of Enrollees: 35

Number of Graduates: 7

Expanded to Employers

YAPS Pet of the Week

Meet Hugo

He's hunky, happy, huge, and huggable, his name is Hugo! Hugo is a fun-loving pup who is ready for his new forever family. He is extremely active, and enjoys long distance running, splashing in the pool, and horsing around with his toys.

He's a two-year-old German shepherd, who is intelligent, and powerful. Hugo would thrive with faithful and consistent guidance. His breed is known to have many talents and expertise, he's just awaiting the opportunity to explore his capabilities.

Hugo would enjoy playing and being surrounded by older children and he prefers to have all pup-related attention on him, if you're in need of an active and loving furry family member or best friend, Hugo is your



Hugo

guy!

For more information on Hugo, or any of his furry friends at Yucaipa Animal Placement Society call 790-1440 or email info@yaps.org.

Yucaipa Animal Placement Society call 790-1440 or

**So, Let's discuss the
National External Diploma Program®
(NEDP)**

What is the NEDP?



Workforce-Focused, High School Diploma

Driven by the Application of Skills

- This is NOT a test -

What is the NEDP?



The National External Diploma Program (NEDP) is a competency-based, applied performance assessment system in which participants demonstrate their abilities in a series of simulations that parallel workforce/job and life situations.

NEDP is the ONLY Nationally Recognized Competency-Based, Workforce Aligned, High School Equivalency Program in the United States.

How Does the NEDP Assess Skills?

Participants are evaluated against a criterion of excellence instead of by comparison to others, take responsibility for acquiring instruction by using existing resources, and achieve 100% mastery of all required competencies, plus identifying occupational or specialized skill.

Applicability of NEDP Skills

- NEDP skills are applied in performance tasks in relevant adult contexts.

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

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

NEDP Clients (not Student)

- Take responsibility for acquiring skills needed to demonstrated mastery of competencies
- Are evaluated against a criterion of mastery instead of comparison to others
- Earn a Diploma and/or Equivalency
- Demonstrate incremental progress rather than relying on an all-or-nothing exam
- Are native English speakers, English Language Learners, or special needs learners
- Can be concurrently working or attending skills training

NEDP Steps to Completion

Intake Assessment
CASAS GOALS Math 226
/Reading 236
or TABE D

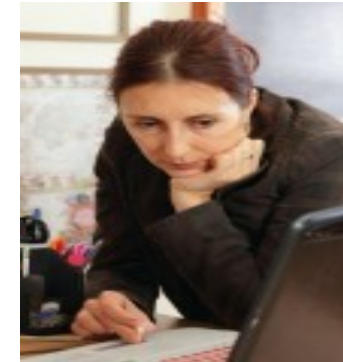
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Create Portfolio
(70+ Components)

...

Ongoing Portfolio Review



Graduation

...



NEDP Diagnostic Phase

On-Site Assessment (CASAS or TABE)

- Reading
- Writing
- Math



At-Home Self Assessment

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



NEDP Components

Academic High School Competency

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

College and Career Competency

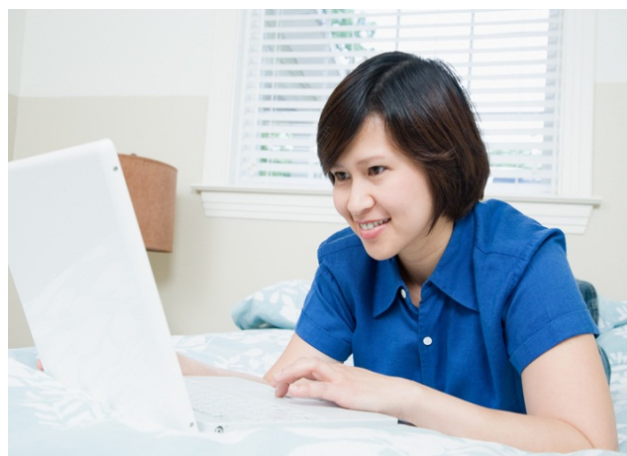
- Clients demonstrate progress in preparation for transition to
 - postsecondary education
 - training
 - work

NEDP Competency Mastery

Ten
Competency
Areas

Ongoing Task Assessment

100%
Mastery



NEDP Site

NEDP Staff Roles



NEDP Advisor

- Administers Diagnostics
- Interprets diagnostic results with client
- Provides feedback/advises on self-directed learning plan

NEDP Assessor

- Administers Generalized Assessment competency areas
- Evaluates performance tasks and provides client feedback
- Conducts Post-Task Assessment

NEDP Portfolio Reviewer

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

General Requirements to Establish NEDP Site



- Provide evidence of diploma-granting authority.
- Have a minimum of 2 or 3 staff per local agency (depending on size) 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.

Implementation Training

- Self-study units
- Introductory webinar or on-site training – 90 minutes
- Workshop – Diagnostic Phase
- Check-in webinar
- Workshop – Generalized Assessment
 - Check-in webinar
- Evaluation and Mastery:
 - Portfolio Review
 - Inter-rater reliability checks and webinars

Ongoing Technical Assistance

NEDP Supports WIOA Goals



- Allows clients to obtain a HS diploma while meeting other WIOA goals
- Provides a stackable credential that certifies 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 integrated education and training (IET) program.

- Workforce Preparation Services
- Integrated Education and Training (IET)
- Digital Literacy
- Performance Accountability
 - NRS benchmarks upon program entry and completion
 - Some states award payment points during program enrollment

WIOA Integrated Education and Training (IET)



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

Digital Literacy

The skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

NEDP encourages the development and assessment of digital literacy skills as an online program

Problem Solving in Technology-Rich Environments (PS-TRE)

Survey of Adult Skills - PIAAC (OECD): Test-takers need 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); and
- 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

Flexible Implementation Model



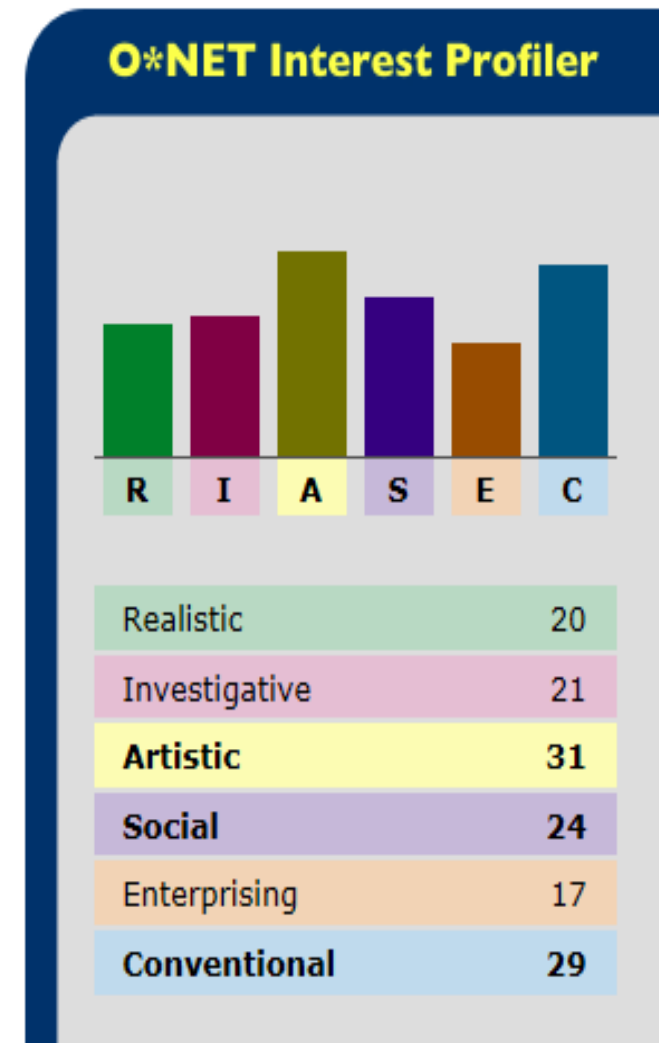
Benefits of NEDP in WIOA Career Pathways



- Flexible schedule
- Contextualized activities
- Assesses Information and Communication Technology (ICT) skills
- NEDP can be offered by partner agencies:
 - Workforce Development Board (AJC)
 - Library
 - Social Service Agency
 - Community College
 - K-12 Adult School
 - Employer / Job Site

Workplace Emphasis in NEDP

- O*NET Interest Profiler
MyNextMove.org
 - O*NET research on careers
 - 21st century workplace content areas
- Career planning
- Development of a resume and cover letter



College and Career Readiness Standards



- The College and Career Readiness Standards (CCRS) were developed using the most effective models from states and countries around the world
- CCRS 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
- Uses same standards as GED, HiSET, TASC, CASAS, TABE

NEDP Competency Content Areas

Competencies emphasize 21st Century skills required for successful transition to postsecondary education and/or 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

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.

Sample Item: 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; ande) 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>

Sample Item: Credit Cards (DOK 3)

Competency Area

- Consumer Awareness and Financial Literacy, Group A

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.

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

Sample Item: Occupation, 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/abilitiesb) personal skillsc) 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: Cultural Literacy/Literature

Cultural Literacy – Literature

Competency

Analyze the language used in a short story and describe in an extended narrative what it reveals about the human condition.

Performance Task

Select one of three (3) short stories and describe in an extended narrative report:

- Where the story is set;
- How the characters are introduced and developed;
- Textual evidence of a metaphor that describes what the author is trying to communicate about the human condition; and
- Explanation of what a given passage reveals about how the plot will develop later in the story.

Sample Item: Geography and History

Geography and History

Competency

Compare and contrast important political and economic features of identified foreign countries and explain their impact on international relationships today.

Performance Task

Choose one pair from three (3) sets of countries to research and compare their political systems by writing short answer responses to the following:

- Compare the types of governments;
- Describe how the people are represented in the government;
- Identify important economic features that affect how each country is viewed in the world; and
- Define how a key historical event between the two (2) countries still influences international relationships today.

Sample Item: Science

Science	
Competency	Identify and analyze scientific issues underlying national debate and decisions, citing supporting evidence.
Performance Task	<p>Collect research information presenting both sides of a scientific issue currently in the news and:</p> <ul style="list-style-type: none">· Identify textual evidence that describes both sides of the identified issue;· Use multiple data sources to identify claims and counterclaims fairly for both sides of the argument;· Differentiate the most relevant evidence from the data sources presented;· Describe the strengths and limitations of both claims and counterclaims; and· Write a concluding statement that supports one side of the argument, citing supporting evidence.

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>

Accommodations in NEDP

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 Transcript (Customizable)

NATIONAL EXTERNAL DIPLOMA PROGRAM TRANSCRIPT



National External Diploma Program Overview

www.nedp.org

The National External Diploma Program (NEDP) is a performance and competency-based assessment program that awards a traditional high school diploma to youth and adults who have acquired many high school level abilities through their life and work experiences. The NEDP allows youth and adults to demonstrate their high school level abilities by applying them in simulated, real-life situations. In keeping with the philosophy of a competency-based assessment program, students do not receive traditional grades but rather grades aligned to 100% mastery of the competencies. Students complete a portfolio in which they demonstrate competency attainment. All competencies must be demonstrated with 100 percent mastery.

NEDP participants are evaluated against a criterion of excellence instead of by comparison to others and use a variety of testing methods including simulations, research projects, hands-on demonstrations, and oral interviews. Participants take responsibility for acquiring instruction through multiple research methods and educational resources. The program is self-paced, flexible, and encourages self-directed learning.

The NEDP began in New York State in the mid-1970s, and with funding from the U.S. Department of Education, established itself as an important option to traditional adult high school diploma programs. The national program is now managed by CASAS – Comprehensive Adult Student Assessment Systems.

The NEDP meets the requirements outlined in *Michigan School Code 380.1278a (Requirements for high school diploma)*. NEDP awards credits and grades based on the completion and mastery of competency tasks in the academic subject areas noted on the official transcript. Additionally, NEDP is fully aligned to the U.S. Department of Education's *College and Career Readiness Standards (CCRS)*, as mandated under the Workforce Innovation and Opportunity Act (WIOA) Title II, allowing eligible NEDP agencies to submit data for federal funding.


All NEDP agencies are authorized by the state Board of Education, local Board of Education, or other appropriate agency to issue a high school diploma. Each agency administers the program locally according to state and national criteria.

Customizable Letter of Introduction

NEDP Transcript (Customizable)


HIGH SCHOOL TRANSCRIPT

Student ID: _____
Last Name: _____
First Name: _____ MI: _____
DOB: _____
Gender: Male: _____ Female: _____
Address: _____
City, ST Zip: _____
Diploma Awarded: _____



National External Diploma Program
Name: _____
Phone No: _____
Address: _____
City, ST Zip: _____

High School Diploma Issued By:
Name: _____
Phone No: _____
Address: _____
City, ST Zip: _____

 The National External Diploma Program is a standardized applied performance assessment program for the completion of a high school diploma. The student is required to complete a portfolio and demonstrate mastery of one hundred percent of the high school level competencies in the subject areas listed. The student must also demonstrate an occupational or advanced academic skill.

Summary of Competencies Demonstrated for High School Diploma				
Subject Area	NEDP Competency Area*	Total Competencies	Credits	Grade
Language Arts	Communication and Media Literacy	8	4	A
Math	Numbers Sense and Operation	5	1	A
Algebra	Algebra	4	1	A
Geometry	Geometry and Measurement	4	1	A
Statistics	Statistics and Probability	4	1	A
Technology	Information and Communication Technology	3	1	A
Fine Arts	Cultural Literacy	1	1	A
Health	Health Literacy	5	1	A
Civics	Civic Literacy and Community Participation	6	1	A
History	Geography and History	3	.5	A
Economics	Consumer Awareness and Financial Literacy	5	.5	A
Science	Scientific Inquiry	5	3	A
Career Skills	Twenty-First Century Workplace	7	2	A
Overall GPA				4.0
Individualized Skill Demonstration:				

* A full list of competencies is included on page 2. A full list of competency alignment is on pages

Signature _____	Name _____	Title _____	Date _____
Signature _____	Name _____	Title _____	Date _____

Official transcript requires two signatures.

Student has completed all requirements and standards to receive a local high school equivalency diploma pursuant to Michigan School Code 380.1278a through the NEDP – National External Diploma Program. CASAS – Comprehensive Adult Student Assessment Systems provides management of the NEDP.
For more information go to www.nedp.org

Customizable Transcript with Options for:

- Competencies
- Credits
- Grade Earned
- GPA
- Etc.

NEDP Transcript (Customizable)

Student ID: _____ Student Name: _____

Communication and Media Literacy

- Read informational texts and:
 - a) identify and analyze central ideas and supporting details
 - b) interpret and navigate the organizational structure
 - c) examine assumptions, arguments, and conclusions
 - d) make inferences to broaden comprehension
 - e) discern orientation or point of view, and
 - f) assess the effectiveness of the presentation, citing strong and thorough textual evidence to support analysis
- Read literary texts and:
 - a) identify and analyze themes and central ideas
 - b) evaluate literary elements, such as theme, plot development, setting, conflict, and characterization,
 - c) make inferences, and
 - d) evaluate the author's choice of point of view, use of language, style and expressiveness, and use of literary devices, citing strong and thorough textual evidence to support analysis
- Write to:
 - a) present, explain and examine information and ideas
 - b) state a position, with clear and coherent supporting arguments
 - c) describe experiences and events, real or created, and
 - d) express thoughts, feelings and emotions, using writing techniques, organizational structures, word choices, English language conventions, and styles of expression appropriate to the purpose
- Listen to oral communication and:
 - a) interpret central ideas, supporting details, and organizational structure, and
 - b) analyze the message, including the speaker's purpose, point of view, reasoning, tone, delivery style, word choice, and use of language
- Speak to:
 - a) convey information and express thoughts and ideas in conversations, discussions, meetings and interviews, using appropriate language and communication style, and
 - b) make oral presentations, with content and language appropriate for the purpose and audience, and that are well planned and organized and make strategic use of support materials, using an effective delivery style
- Analyze how language functions in different kinds of media messages
- Distinguish fact from opinion and fact from point of view in media messages
- Identify and practice responsible and informed research using credible reference sources, including proper citation of textual information

Numbers Sense and Operations

- Apply the operations of addition, subtraction, multiplication and division with positive and negative numbers including decimals, percentages, and fractions
- Solve problems in realistic situations, including multi-step problems
- Use estimation and mental arithmetic
- Compare and convert between fractions and percentages including those from graphic representations
- Use ratios, rates, and proportion

Algebra

- Represent mathematical relationships with tables, graphs, and equations
- Simplify expressions and solve equations and/or inequalities with one variable, and explain the process of reasoning
- Analyze and solve systems of equations using two or more variables and explain the process of reasoning

- Interpret and use rates of change from graphical and numerical data

Geometry and Measurement

- Apply and use both customary U.S. measurements and metric systems of measurement and convert units as required
- Solve problems involving two-dimensional objects
- Evaluate reports based on data that solve problems involving 3D objects
- Use the concept of similar figures to create and interpret scale drawings

Statistics and Probability

- Calculate and interpret the mean, median, mode and range of a set of data
- Interpret, illustrate and summarize data using a variety of graphic visual representations and solve problems related to them
- Make and evaluate inferences based on data in charts, graphs, and tables
- Apply the basic elements of probability to real-life events to make predictions

Information and Communication Technology (ICT)

NEDP Generalized Competencies

- Demonstrate computer skills including keyboarding, software applications, and the Internet
 - Demonstrate the use of technology to conduct research, organize data, communicate information, create original work, and solve problems
 - Identify and practice responsible and informed use of information and communication technology
- ### Cultural Literacy – Interpreting the Arts: Fine Arts, Music, Drama, and Film
- Analyze a selected film including elements of film analysis
- ### Health Literacy
- Develop a plan for personal and home safety including disaster preparedness
 - Research and interpret information about health threats
 - Research and summarize information on techniques for ensuring good health
 - Analyze factors to consider when accessing and using health care resources
 - Interpret information about nutrition, diets, food safety, and personal fitness
- ### Civic Literacy and Community Participation
- Collect and integrate information about community agencies from the Internet
 - Compare and use community agencies and services
 - Explore opportunities for lifelong learning
 - Demonstrate the ability to locate and interact with educational institutions
 - Reference text and develop a logical argument for individual rights under the Constitution and for the American political system, citing supporting evidence
 - Identify and exercise political and civic participation in a democracy
- ### Geography and History
- Research diverse media and provide evidence of how local, national, and global geography impacts economic factors
 - Describe and compare social, political, and economic systems in countries outside of the United States
 - Explain how major U.S. historical events have an impact on the lives of its citizens
- ### Consumer Awareness and Financial Literacy
- Evaluate multiple sources of information, including the Internet, to make decisions regarding price, quality, and product information
 - Describe procedures for resolving consumer issues
 - Interpret information on the use of credit, including interest rates, payment terms, and credit reports
 - Compare and contrast characteristics of savings and checking accounts and calculate simple and compound interest rates
 - Apply mathematical formulas and calculate expenses for household budgeting purposes
- ### Scientific Inquiry
- Use the scientific method to investigate, hypothesize, and analyze information
 - Make comparisons, differentiating, sorting and classifying information
 - Provide evidence that humans impact the environment
 - Interpret information related to natural science issues
 - Identify and analyze scientific issues underlying national and local discussion, citing supporting evidence
- ### Twenty-First Century Workplace
- Use Internet-based career inventories to establish a career pathway, including steps needed to achieve career goal
 - Evaluate sources of information on employment opportunities and summarize the requirements for possible jobs
 - Compare and contrast the skills/education required for specific occupations
 - Use appropriate writing conventions to interpret and complete job applications, resumes, and letters of application
 - Present clear and convincing information in a job interview
 - Interpret wages, and benefits statements to select appropriate benefits for given case situations and justify choices
 - Identify, prioritize and establish educational and workplace goals for career planning and lifelong learning
- ### Individualized Skill Demonstration
- Documented occupational, specialized, or academic skills, according to standardized program criteria.

List of NEDP Competency Areas and Sub-Skills

NEDP Technical Report



Technical Report

November 2017

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- References
- Appendix

California NEDP Agencies



- ✓ ABC Adult School – Cerritos, CA
- ✓ Berkeley Adult School – Berkeley, CA
- ✓ Colton Adult School, Colton, CA
- ✓ Feather River Adult School – Quincy, CA
- ✓ Inland Career Education Center – San Bernardino, CA
- ✓ Poway Adult School – Poway, CA
- ✓ Sierra County Schools for Adults – Loyalton, CA
- ✓ Tulare Adult School – Tulare, CA
- ✓ Visalia Adult School – Visalia, CA
- ✓ Vista Adult School – Vista, CA
- ✓ Yucaipa Adult School – Yucaipa, CA

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Questions?