

NEW YORK STATE'S USE OF THE NATIONAL EXTERNAL DIPLOMA PROGRAM

**PRESENTATION TO THE BOARD OF REGENTS
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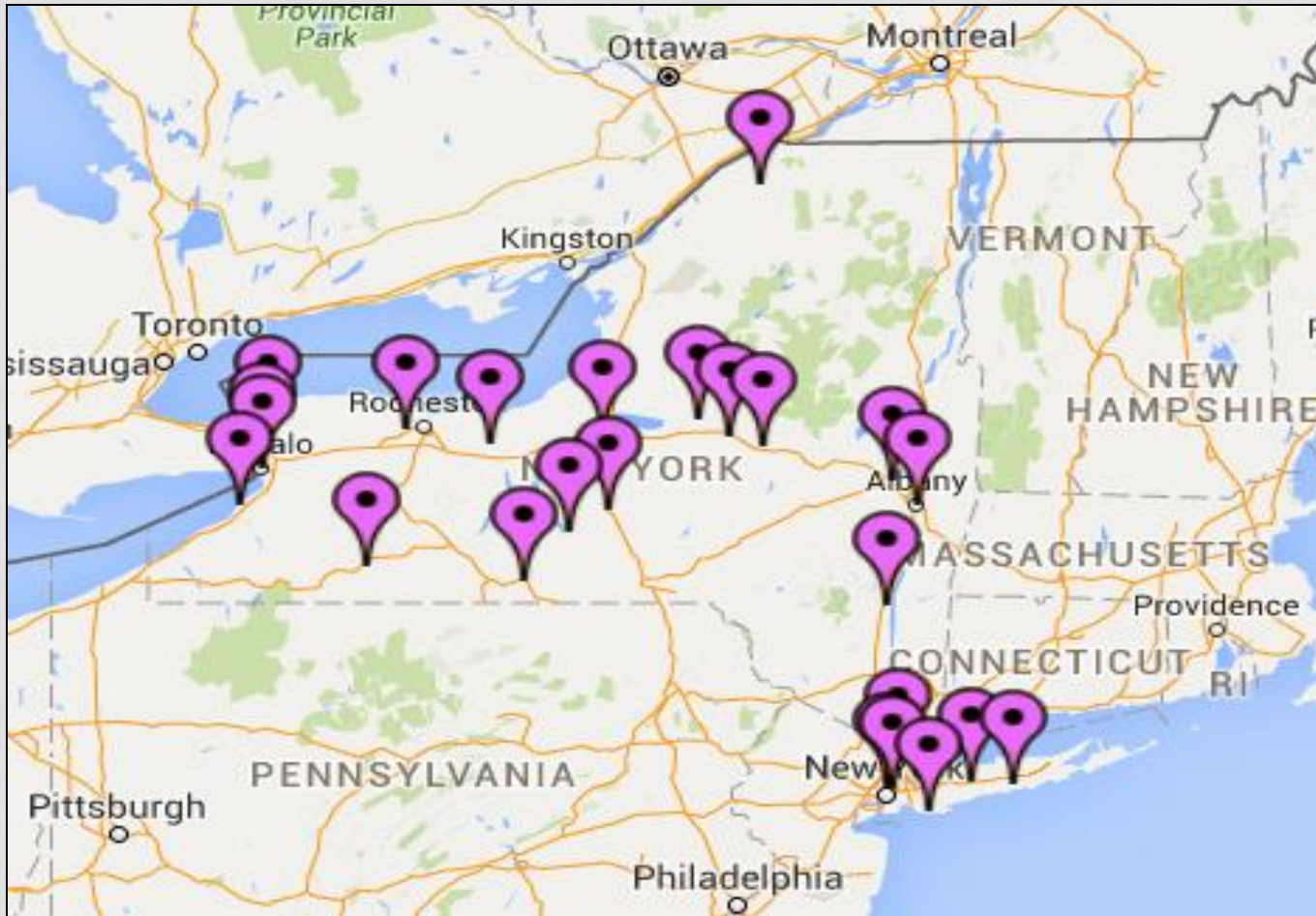
OVERVIEW

- The National External Diploma Program (NEDP) is a self-directed, performance assessment system that assesses high school level skills.
- NEDP currently operates in 8 states, including New York.
- The unique characteristics of NEDP give it the potential to benefit many more individuals in New York State seeking high school equivalency.

NEDP LOCATIONS IN NYS

- 1199 SEIU (*two sites*)
- Buffalo Public Schools
- Eastern Suffolk BOCES
- Erie 2 Chautauqua-Cattaraugus BOCES
- Greater Southern Tier (GST) BOCES
- Herkimer-Fulton-Hamilton-Oswego BOCES
- Ken-Ton Schools Continuing Education
- LaGuardia Program for Deaf
- Literacy West
- Long Beach Schools-Adult Learning Center
- Madison-Oneida BOCES (*plus satellite site*)
- Monroe 2 Orleans BOCES
- OCM BOCES (*two sites*)
- Orleans-Niagara BOCES
- Queens Public Library
- St. Lawrence Lewis BOCES
- Schenectady Public Schools-Washington Irving
- Tompkins-Seneca-Tioga (TST) BOCES
- Ulster BOCES
- Wayne Finger Lakes BOCES
- Western Suffolk BOCES
- Yonkers Public Schools

NEDP LOCATIONS IN NYS



OVERVIEW OF NEDP ASSESSMENT DESIGN

- NEDP is a competency-based, applied performance assessment system where students must demonstrate mastery of tasks that mirror real life and work situations.
- NEDP contains 70 competencies across 10 content areas (including applied math and numeracy, science, and *21st Century Workplace*).
- After the student completes all tasks, a final evaluation is done by an NEDP reviewer. Upon approval, the student is granted a local high school equivalency diploma.

NEDP WEB-BASED PLATFORM

The screenshot displays the NEDP web-based platform interface. At the top, there are two callout boxes: one for 'Overview Purpose/summary' and another for 'Activities Practice tasks'. The interface includes a logo for NEDP (a program of CASAS), a progress indicator showing '28/51', and a 'help' button. On the right, there are user options: 'Personnel: App Admin' with a 'Log Out' link, and 'Client: NEDP Client' with a 'Change' link. The main content area is titled 'Consumer Awareness and Financial Literacy Group A' and 'Credit Cards'. Below this, there are tabs for 'Overview', 'Activity A', 'Activity B', 'In-Office Check', and 'Tutorials'. The 'Overview' tab is selected, showing the purpose, introduction, and details for activities A and B, as well as the in-office check. A third callout box points to the 'In-Office Check' section, which is labeled 'Proctored assessment'. A 'Note' at the bottom indicates that an online calculator can be used for math calculations.

Overview
Purpose/summary

Activities
Practice tasks

Overview | Activity A | Activity B | In-Office Check | Tutorials

Purpose: Compare and contrast two credit cards.

Introduction
Choosing the right credit card and knowing how to use it wisely are important skills. Understanding credit cards can mean the difference between big financial worries and peace of mind. These skills include knowing the meaning of key terms, understanding mathematical relationships, and evaluating the financial impact of one's actions.

In this part of your assessment, you will complete two activities at home in preparation for an in-office check.

In **Activity A**, you will define terms found on a monthly credit-card statement and perform calculations related to these terms. **You will refer to a tutorial in the tutorial tab to complete this activity.**

In **Activity B**, you will compare two credit-card offers. You will also show how different payment amounts affect the total interest paid.

At the **In-Office Check**, you will calculate interest amounts at various rates.

Note: You may use the online calculator to answer any math calculation in this competency.

In-Office Check
Proctored assessment

SAMPLE TASK: CONSUMER AWARENESS AND FINANCIAL LITERACY

Competency: Research and compare the real costs of installment loan options and weigh payoff values for each option.

Performance Task: Critically read and compare loan payoff charts for two (2) loan offers from financial institutions and consider the following for each:

- *Collateral and/or down payment;*
- *Annual percentage rate;*
- *Monthly payment amount and the principal;*
- *Duration of the loan; and*
- *Special fees and/or penalties for early or late payments.*

Using spreadsheet software, portray the real costs of each loan and justify your evidence for selecting the best option.

SAMPLE TASK: SCIENCE

Competency: Identify and analyze scientific issues underlying national debate and decisions, citing supporting evidence.

Performance Task: Collect research information presenting both sides of a scientific issue currently in the news, and:

- 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.

NEDP ACCOMMODATIONS

- Participants who request accommodations must complete the *NEDP Request for Assessment Accommodations Form* along with documentation of their disability.
- Examples of accommodations include, but are not limited to, the following:
 - Extra time (time-and-a half to double time) for diagnostic tests
 - Extra time (time-and-a half to double time) for In-Office Check appointments
 - Repeating directions for diagnostic tests
 - Giving test directions in applicant's native language
 - Using a dictionary and/or thesaurus for writing tasks
 - Breaking a diagnostic assessment into two sessions
 - Providing a sign language interpreter for test administration directions
 - Using a scribe to record answers
 - Allowing a talking calculator for math
 - Using text-to-speech software

CHALLENGES OF NEDP BEING ISSUED UNDER 100.8 (LOCAL HSE)

- Some agencies are hesitant to start an NEDP program because the regulation for the local diploma has a sunset date of June 30, 2017.
 - Enrolling new students in existing NEDP programs has been challenging, given the threat of losing the HSE diploma (7 short-term extensions have been issued since 1999).
- A number of agencies with interest in starting an NEDP program have had difficulty finding high schools willing to act as sponsors.
- NEDP program oversight and issuance of diplomas requires additional resources. Some high schools charge NEDP agencies for this service, adding to the cost of operating an NEDP program (NYSED has the resources to provide this service and would not charge agencies).
- Some students have had difficulty accessing their records from LEAs sponsoring their NEDP program.

BENEFITS OF NEDP BEING ISSUED UNDER 100.7 (STATE HSE)

- State diplomas hold more appeal to prospective students, postsecondary institutions and employers than a local diploma.
- NYSED could issue diplomas and provide other needed resources to NEDP agencies at no cost, relieving agencies of paying fees to local high schools for sponsorship.
- NYSED would keep permanent records of all HSE diplomas, allowing for easy access of student records.
- Issuance under 100.7 would increase the viability of the NEDP program and expand potential buy-in.