



**TOOL KIT for
NEW YORK STATE
NATIONAL EXTERNAL DIPLOMA PROGRAM®
(NEDP)**

2018

Table of Contents

The New York State (NYS) National External Diploma Program® (NEDP) Tool Kit was created for use by NEDP agencies and staff in their work with CASAS (Comprehensive Adult Student Assessment Systems), the New York State Education Department (NYSED), trainers, mentors, advisors, assessors, reviewers and students. The Tool Kit should be used to facilitate planning and sustainability, professional development and discussion around NEDP during new program implementation and beyond.

New York State NEDP® Fact Sheet	4-6
<i>A brief overview of NEDP® as a pathway to earn a High School Equivalency (HSE) diploma in New York State.</i>	
NYS NEDP CASAS Potential Financial Support 2017–2018	7
<i>A table detailing some fees associated with operating NEDP®, including the financial support that SED will provide through FY2018.</i>	
New York State NEDP® Diagnostic and Generalized Assessment Phases	8-9
<i>A flowchart showing steps from initial intake, through the NEDP® diagnostic evaluation and the generalized assessment phase, to awarding of the diploma.</i>	
NEDP® Staff Roles and Qualifications	10-11
<i>A tool detailing the NEDP® staff roles and necessary qualifications of the Advisor, Assessor, Portfolio Reviewer and Agency Administrator.</i>	
New York State NEDP® Technical Assistance	12
<i>A tool listing the means via which NEDP® providers in New York State receive technical assistance.</i>	
CASAS’ Staff Providing Local Program Assistance	13
<i>A chart highlighting common issues and questions for NEDP® with contact information for CASAS’ staff who can provide local program assistance.</i>	
National External Diploma Program® (NEDP) Implementation Training Outline	14-15
<i>An NEDP® tool specifying the training goals, with enumerated modules indicating length and delivery methods, pre-meeting activities and training objectives.</i>	
Timeline for Program Implementation	16
<i>An NEDP® timeline designed to facilitate and record the completion of training objectives.</i>	

New York State Employment Preparation Education (EPE) Fact Sheet	17
<i>A fact sheet for NYSED programs receiving Employment Preparation Education (EPE) funding on how to claim contact hour reimbursement for staff time spent in various phases of NEDP®.</i>	

NEDP Sustainability Plan	18
<i>A guidance document for organizations planning to launch NEDP®.</i>	

New York State NEDP® Fact Sheet

What is the National External Diploma Program?

The National External Diploma Program® (NEDP) is a flexible, self-directed web-based program, overseen by approved agencies, where the reading, writing, math and workforce readiness skills of participants are assessed through a series of tasks to earn a New York State High School Equivalency (HSE) Diploma. Tasks are meant to demonstrate high school level skills that parallel job and life situations (examples include writing a resume, calculating the interest on a loan, and identifying state and local political issues). Participants work independently on a computer and meet with an advisor/assessor on a regular basis. NEDP is aligned to the Career and College Readiness Standards.

Where are programs located in New York State?

A [map of current NEDP programs](#) in NYS can be accessed here.

What is the cost to administer NEDP?¹

New York State Education Department will provide partial financial support for some of the NEDP fees in 2018. However, funding is limited and agencies should determine if the program is financially feasible and sustainable after receipt of SED's limited funding. NYSED will not provide incentives for personnel, fringe benefits, indirect costs or other costs for the program unless otherwise indicated. All NEDP sites are required to sign an official NEDP Site Agreement each program year and pay the annual site fee to remain active.

In Spring 2018, NYSED will pay an annual site fee of \$950 (established by CASAS) for each site. NYSED will also pay for replacement training for up to 20 staff statewide set at \$1,350 per individual. For new agencies, NYSED will pay a fee of \$100 per person for each Online Assessment Web Enrollment Unit (WEU) for up to 10 clients, plus a \$15 handling fee for each agency, and \$7500 for new staff training (up to five agency staff). NYSED funding is pending and some costs will be revised as of 07/01/18.

Except as noted above, fees for management of NEDP sites are the responsibility of the program providing the NEDP. Sites eligible for federal and state funding may use funds (including EPE and federal WIOA Title 2 funding) and program income in accordance with New York State policy, regulations, and guidelines, which are detailed here: [Program Manager and Instructor Guide for Distance Learning](#).

How many students does an active NEDP program serve on average?

The number of students enrolled in New York State programs varies; some smaller programs serve a cohort of 2 or 3 students, while the largest currently serves 64.

Who is eligible for NEDP?

New York State adults and out-of-school youth without a high school diploma who:

- Are 18 years of age or older, and
- Pass the 9th grade level equivalency on the requisite CASAS² Diagnostic Assessments, as well as a score of 9.0 or better on the TABE D³ in reading and math.

¹ Please reference the chart on page 7 for more information on NEDP fees.

² CASAS (Comprehensive Adult Student Assessment Systems) is the administrative agency for NEDP.

³ More information about TABE Tests and Levels can be found here the [TABE website](#).

Do students take classes?

No. NEDP is not class-based, and there are no required courses. The program follows an individualized approach in which participants are assigned a one-on-one advisor/assessor with whom they must meet on a regular schedule. Individuals who do not have required skills will be advised on how these can be improved, such as via tutoring, self-study, and so on.

How long does the NEDP program take to complete?

Because NEDP is a flexible, self-paced program, participants work independently, so completion times vary. Many NEDP clients finish within 6 -12 months, but as study is independent and the skills level and life circumstances differ for each participant, this influences the length of time a student will be in the program.

The Stages of NEDP (see following pages for visual aid)

NEDP participants fulfill requirements by completing two program phases: **Diagnostics** and **Assessment**.

I. Diagnostic Phase

- The participant’s academic skill level is assessed through standardized tests in reading, writing, and math. The participant also completes an employment, training and higher education self-assessment, and a technology readiness test.

II. Generalized Assessment Phase

- This phase begins immediately after the participant has met the requirements of the diagnostic phase. Participants’ high school-level academic skills are assessed through a curriculum that integrates all subjects. Participants do not receive individualized instruction; instead they demonstrate competency in reading, writing, mathematics, oral communication, problem-solving, technology, media literacy, and critical thinking academic skills through the performance of real-life tasks in a set of 8 (eight) units completed online.
- Once in the program, there are regular “In Office Checks,” where participants meet with an advisor/assessor and are assessed on their ability to complete untimed assignments. Participants must demonstrate 100% mastery of NEDP competencies in various content areas (and have multiple opportunities to reach this 100% level). Participants are also required to complete a “College and Career Competency” through one of the following options: **1)** Occupational/Vocational Competencies (*usually completed via verification of employment*); **2)** A Specialized Skill (*demonstration of mastery in a special skill or talent such as music, art, photography, etc.*); or **3)** Transition to postsecondary education.
- The Post Task Assessment (PTA) component consists of correcting any items that have not been fully demonstrated. In other words, candidates may make corrections to missed items, questions and/or exercises either simultaneously with newly assigned units, or upon completion of the last unit’s submission, until 100% mastery has been demonstrated.

III. Portfolio Review Phase

- This is the last phase of the NEDP process. After completion of all competencies/units, candidates’ completed portfolio is submitted electronically to an NEDP Reviewer who will evaluate and issue final approval of portfolio. Upon approval, an application for the NYS High School Equivalency Diploma is completed and sent to the State Education Department for issuance of diploma.

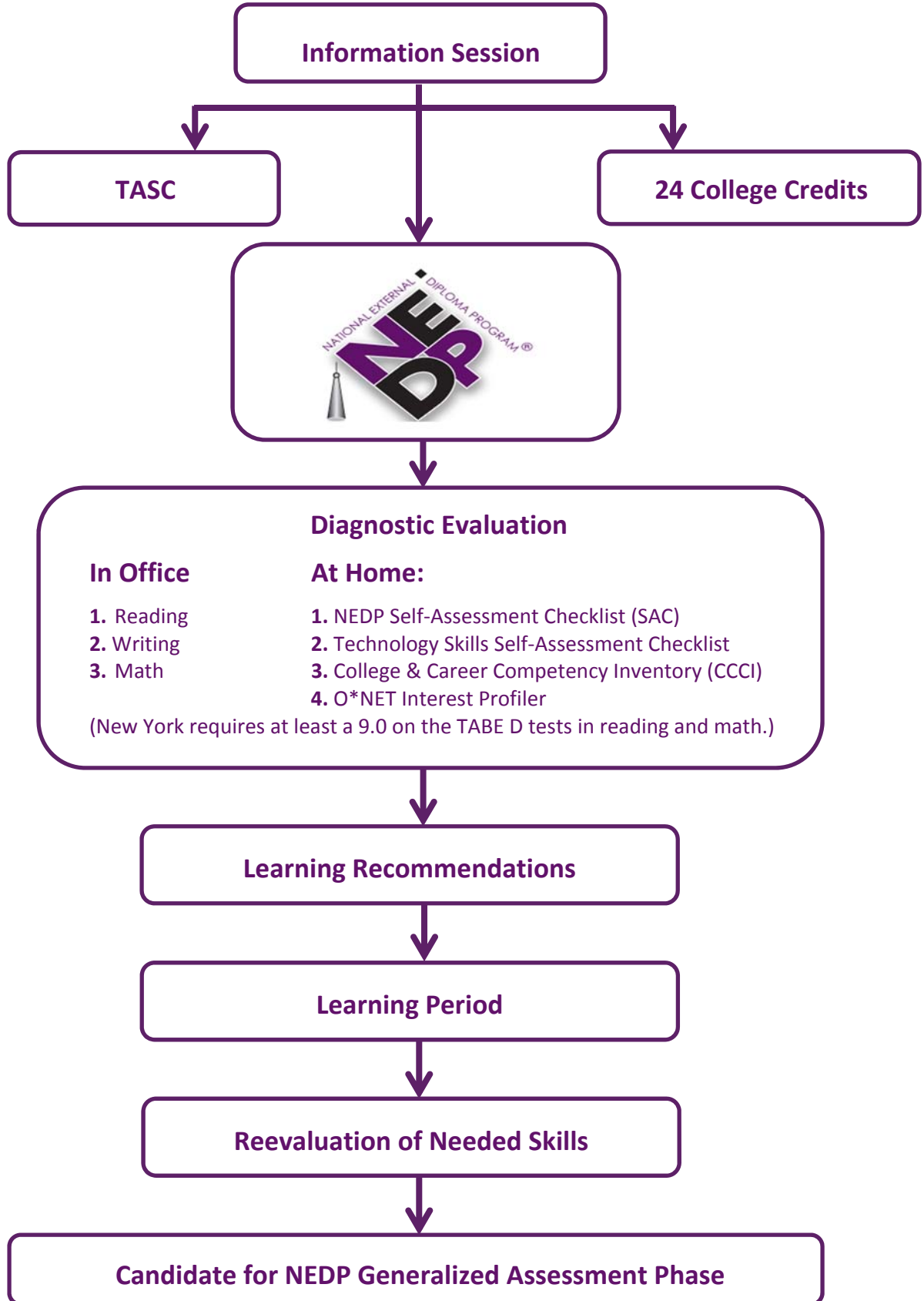
Where can one learn more about becoming an NEDP Provider?

NYSED recommends that interested agencies research NEDP via CASAS’ [NEDP website](#), as well as the materials and resources posted on NYSED’s [AEPP website](#).

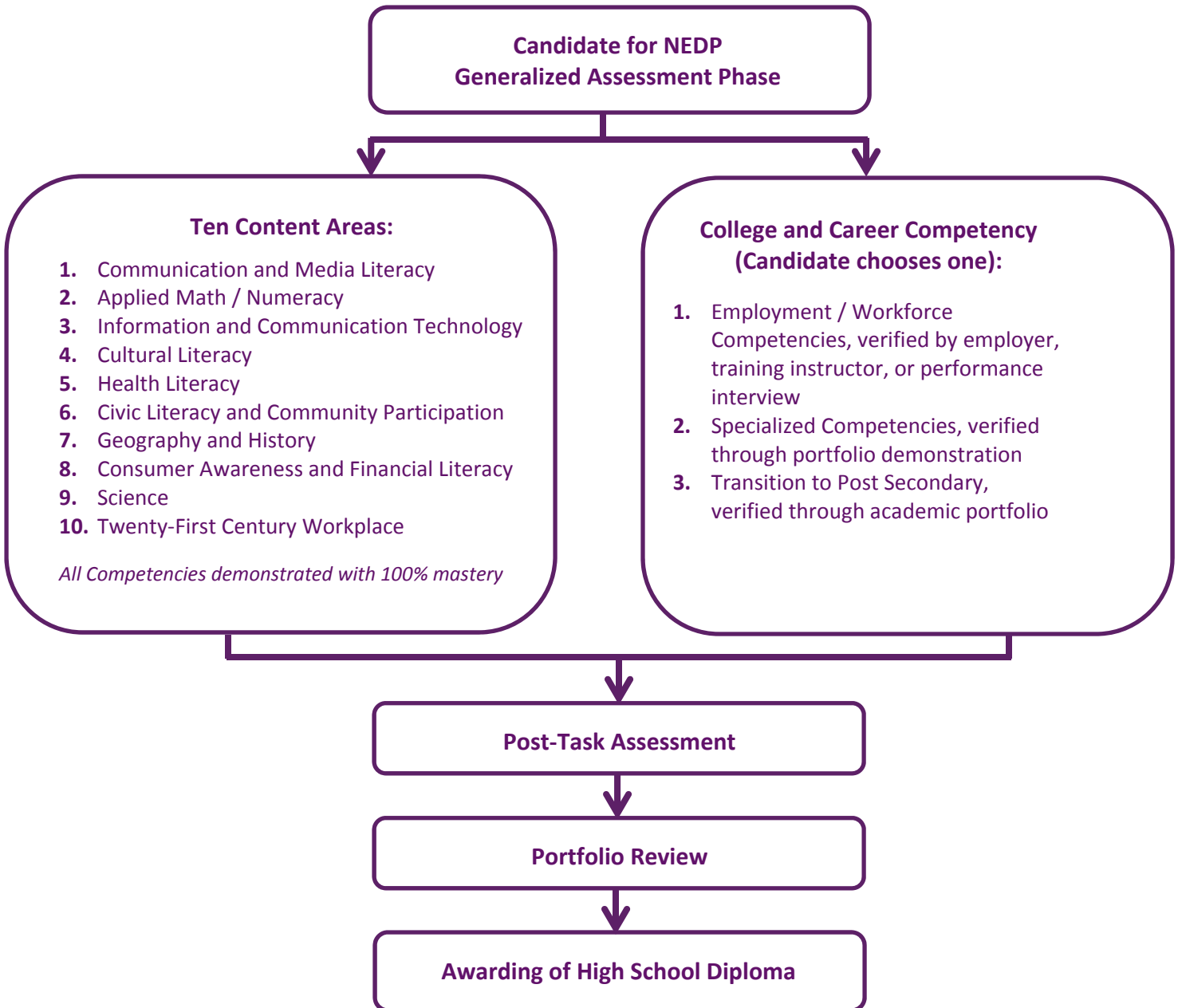
The following table details some of the fees associated with operating the National External Diploma Program, including the financial support that SED may provide to eligible agencies through FY2018.

NYS NEDP CASAS Potential Financial Support 2017 – 2018			
Fees	To date through June 30, 2017 - Year One Funded	July 1, 2017 – June 30, 2018 – Year Two Funded	July 1, 2018 and beyond
Site License Fee: \$950 annually (site fee is required for <i>each</i> location).	Year One contract covers site fees.	Year Two contract covers site fees.	SED funding pending.
Online Assessment Administrations Web Enrollment Unit (WEUs): \$100 per individual client, plus \$15 agency handling fee.	SED will pay for up to 10 clients at 10 sites. Clients over that threshold will be the responsibility of the agency.	SED will pay for up to 10 clients at 10 Year Two funded sites. Year One funded sites and expansion sites will not receive WEU funds in funding Year Two. Clients over that threshold will be the responsibility of the agency.	SED funding pending.
Initial staff training for up to five staff: \$7,500.	SED will pay for up to 10 sites.	SED will pay for up to 10 sites. Year One funded sites and expansion sites will not receive funding in Year Two.	SED funding pending.
Staff replacement and/or turnover training: \$1,350 per participant (existing NEDP agencies only).	SED will pay for up to 20 total.	SED will pay for up to 20 total.	SED funding pending.

New York NEDP Diagnostic Phase



II. NEDP Generalized Assessment Phase





NEDP Staff Roles and Qualifications

Advisor: Works with a client through the initial stages of the NEDP program, the Diagnostics

- Introduces NEDP to prospective clients through an NEDP Information Session
- Administers all Diagnostic Instruments and interprets results
- Assists clients in identifying a College and Career Competency
- Develops and presents learning recommendations
- Identifies potential community learning resources
- Facilitates client’s entry into Generalized Assessment

Qualifications

- Completion of a baccalaureate degree, at a minimum
- Complete NEDP Implementation Training
- Work with one client each in Diagnostics and Generalized Assessment annually to remain certified

Assessor: Works with a client in Generalized Assessment, through to a completed portfolio and graduation

- Assigns Take-Home activities
- Conducts In-Office Checks
- Evaluates each competency, using evaluation criteria, NEDP resources, and the *Generalized Assessment Manual*
- Provides client feedback, based on evaluation results
- Monitors client progress through Post-Task Assessment
- Assesses the College and Career Competency
- Serves as a Portfolio Reviewer for other Assessors after the first portfolio is completed with State or National Trainer outside their agency
- Participates in consensus moderation
- May not instruct any client assigned to them in Generalized Assessment

Qualifications

- Completion of a baccalaureate degree, at a minimum
- Complete NEDP Implementation Training
- Work with one client each in Diagnostics and Generalized Assessment annually to remain certified

Portfolio Reviewer: Reviews client's completed portfolio after all work has been demonstrated at 100% mastery
<ul style="list-style-type: none"> • Identifies any undemonstrated competencies not determined by the Assessor
<ul style="list-style-type: none"> • Ensures each graduate has met stringent national standards
<ul style="list-style-type: none"> • Helps Assessors refine evaluation skills and develop inter-rater reliability by participating in consensus moderation
Qualifications
<ul style="list-style-type: none"> • Completion of a baccalaureate degree, at a minimum
<ul style="list-style-type: none"> • Complete NEDP Implementation Training
<ul style="list-style-type: none"> • Successfully work with one client through Generalized Assessment to graduation
<ul style="list-style-type: none"> • First portfolio review for each Assessor must be completed by a State or National NEDP Trainer
NEDP Agency Administrator: Oversees NEDP operations in accordance with NEDP policies
<ul style="list-style-type: none"> • Submits Yearly Statistical Report (YSR) annually
<ul style="list-style-type: none"> • Adds and removes staff in the NEDP system
<ul style="list-style-type: none"> • Monitors Web Enrollment Units (WEUs) usage
<ul style="list-style-type: none"> • Runs agency level reports
Qualifications
<ul style="list-style-type: none"> • Knowledgeable about NEDP policies and procedures
<ul style="list-style-type: none"> • Participation in NEDP Implementation Training is preferred

New York NEDP Technical Assistance

NEDP providers in New York State receive implementation and program management technical assistance via the following means:

New York State Trainers:

- Provide training for new staff and new site Implementation
- Conduct first Portfolio Review for Assessors-in-Training

New York NEDP Mentors: One mentor is assigned to each agency, post-NEDP Implementation Training.

- Assists with marketing and client recruitment
- Provides support for NEDP Advisors and Assessors-in-training
- Assists agencies with improving client persistence
- Assists in the interpretation of evaluation criteria
- Assists in establishing flow of client progress through each program phase
- Meets regularly with new agency to ensure successful program implementation
- Advises programs on how to access NEDP resources

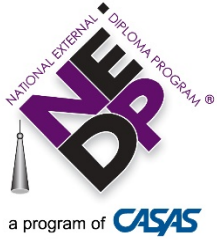
NEDP Professionals Page: A comprehensive portal located at [nedp website](#); includes:

- NEDP policies
- Client and program forms
- Client assessment materials
- Marketing resources
- Other materials necessary for program implementation

CASAS' staff providing Local Program Assistance

The following chart indicates which CASAS staff to contact for support, based on various issues that may arise for NEDP practitioners.

Issue or Question	Christine O'Hara ext. 135	Celanire Flagg ext. 108	Ginny Posey *	Cheryl Parry **	Tech Support ext. 4
Item Suggestions	✓	✓			
NEDP Professionals Website/Access	✓	✓			
Online Submitting/Releasing/Scoring	✓	✓			
Portfolio Reviews	✓				
Technical Support:					✓
Browser Issues					✓
Login Issues					✓
Recording Issues					✓
Silverlight Issues					✓
Testing Accommodations			✓		
WEU and Material Orders	✓	✓			
Written Prompt Training and Certification				✓	
800.255.1036 *Ginny Posey: gposey@casas.org **Cheryl Parry: cparry@casas.org					



National External Diploma Program® (NEDP)

Implementation Training Outline

Overall NEDP Implementation Training Goals

- Communicate the unique characteristics of NEDP
- Demonstrate roles of NEDP Advisor, Assessor, and Portfolio Reviewer
- Develop ability to administer the performance-based NEDP in strict compliance with NEDP criteria
- Use T Trainer to demonstrate the NEDP software to track and assess client work, and submit evaluation results of completed tasks and competencies

Module 1 – Overview and Client Intake

Length: 2 hours, webinar or face-to-face

Pre-meeting activities:

- Review overview materials: binder, including glossary (Generalized Assessment Manual, pp. 18-19)

Training Objectives:

- Review the history and philosophy of NEDP
- Appropriately use NEDP terminology
- Become familiar with the NEDP program model
- Distinguish roles of NEDP staff (Advisor, Assessor, Reviewer) and certification requirements
- Log in to the NEDP online assessment system and set up sites and staff and enroll clients
- Conduct client intake activities, including the NEDP Information Session

Module 2 – Diagnostic Phase

Length: 3 hours webinar or 3-4 hours face-to-face

Pre-meeting activities:

- Review NEDP User Guide, available on Professionals Page
- Completion of IT CASAS training
- Completion of Writing Prompt Certification
- Preview instruments in Open Diagnostics

Training Objectives:

- Locate and use NEDP implementation materials used in diagnostic phase
- Articulate the intent of the NEDP Individual Competency framework to assist with client choice
- Use NEDP software to document completion of diagnostic scores
- Administer the Closed Diagnostics
- Administer Open Diagnostics

- Develop diagnostic recommendations

Module 3 – Generalized Assessment

Length: 3 hours webinar or 6 hours face-to-face (Modules 3 and 4)

Pre-session activity:

- Establish log-on for T Trainer

Training Objectives:

- Define Performance Assessment
- Use NEDP software to administer Generalized Assessment
- Use NEDP software to document Individualized Assessment
- Build skills in consensus moderation
- Practice T Trainer Competency evaluation (can be T Trainer follow up webinar)
- Prepare for In-Office appointment

Module 4 – T Trainer

Length: 2.5 hours webinar

Pre-session activity:

- Establish log-on for T Trainer
- Complete T Trainer Competencies

Training Objectives:

- Use NEDP software to administer Generalized Assessment
- Continue practice of T Trainer Competency evaluation
- Continue to build skills in consensus moderation

Module 5 – Post Task Assessment and Portfolio Review

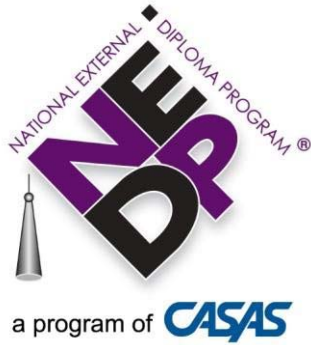
Length: 3 hours webinar or face-to-face

Pre-Session Activity:

- Review Individualized Assessment and Generalized Assessment Manuals
- Identify any remaining NEDP questions

Training Objectives:

- Continue to build skills in consensus moderation
- Conduct Post-Task Assessment
- Prepare for Portfolio Review
- Review Advisor/Assessor roles
- Complete Advisor/Assessor certification requirements



Timeline for Program Implementation

Sample Agency Implementation

Time/Date	Activity/Decision	Responsible
August 1	Agency Administrator evaluates potential client base, budget and facility requirements, staffing potential Agency notifies State/Authorizing Agency and CASAS that they wish to begin NEDP implementation. Agency Administrator identifies/hires new staff, develops sustainability budget, identifies dedicated computers and facilities. Agency Administrator submits required paperwork to CASAS, including signed site license agreement.	Agency Administrator
September 5	Module 1: Overview and Client Intake Training for 3-5 agency staff	NEDP State Trainer
September 10	Module 2: Diagnostic Phase Training for 3-5 agency staff	NEDP State Trainer
September 11	Intake new NEDP clients, one per new advisor	Local NEDP staff
October 10	First NEDP client complete Diagnostic Phase, ready to enter Generalized Assessment. Modules 3 and 4: Generalized Assessment and T Trainer Training for 3-5 agency staff.	NEDP Trainer
October 11	Transition first NEDP client to Generalized Assessment, assign assessor-in-training (not the same staff who served as advisor). Other clients enter Generalized Assessment when ready.	Local NEDP Staff
December 1	First new NEDP client completes first competency and is ready for competency to be submitted to Portfolio Reviewer. Other NEDP clients progressing through Generalized Assessment competencies with their advisors. Module 5: Post Task Assessment and Portfolio Review Training	NEDP Local Staff NEDP State Trainer
April 1	First NEDP client graduates	

It is important to note that this is a demonstration of a new site implementation timeline. Each site differs as to the number of clients who are ready to meet NEDP academic requirements, the length of time each client takes to successfully complete the Diagnostic Phase, and the number of times a client must reattempt a competency to finally attain 100% mastery.

New York State Employment Preparation Education (EPE) Fact Sheet

NYSED programs receiving Employment Preparation Education (EPE) funding may receive contact hour reimbursement for staff time spent in various phases of NEDP. EPE is available only to BOCES and school districts.

Claiming EPE contact hours for NEDP programming:

- **NEDP Intake:** Traditional contact hours may be claimed for a one-time only intake and assessment to determine student preparedness for NEDP. TABE and CASAS assessments are required. The traditional EPE formula is used for reimbursement and should be recorded in a traditional coded class as “Intake NEDP.”
- **NEDP Orientation:** A distance learning coded class is created to collect orientation contact hours eligible for EPE reimbursement. Enter a one (1) for attendance in the week when the orientation occurs; the one (1) will automatically reflect six (6) contact hours in ASISTS.
- **Weekly Face-to-Face Generalized Assessment:** A distance learning coded class is created to collect these contact hours. Enter a one (1) for attendance in the week when the meeting occurs; the one (1) will automatically reflect six (6) contact hours in ASISTS.
- **Tutoring:** Students enrolled in the NEDP can receive a maximum of six (6) hours per week for tutoring. These hours are recorded in a traditional coded class. Tutoring instruction cannot be provided by the NEDP staff person who serves as the assessor/advisor to the student.
- **Competency Review:** Beginning with students enrolled on or after September 1, 2016, when NEDP program staff complete a review of a student’s work in any one of eight (8) competency categories, and it is determined that the student has successfully mastered the competencies associated with that category, the program may claim ten (10) contact hours eligible for EPE reimbursement. These ten (10) hours will be recorded as attendance in ASISTS as traditional contact hours in a class coded as “NEDP Competency Review.” When a student has mastered the competencies associated with all eight (8) categories, the program will have earned a total of eighty (80) traditional contact hours. Program staff must document this work on the audit worksheet labeled “NEDP EPE Competency Review Schedule.”

Additional Note on Budgeting of Funds:

Programs awarded contracts from NYSED under the Workforce Innovation Opportunities Act (WIOA) may choose to budget funds dedicated to the support of NEDP. Only those contract holders who have budgeted for NEDP in FY2016/2017 may dedicate monies toward this work with students. Current WIOA contract holders may propose to NYSED a budget amendment to accommodate the addition of NEDP programming (NYSED approval necessary).

WIOA will be rebid through a competitive procurement for contracts beginning July 1, 2018. These proposals may include resources dedicated to NEDP programming.

NEDP SUSTAINABILITY PLAN

It is highly recommended that programs create a sustainability plan to address the following questions:

1. Who will be the program's NEDP staff and how will the roles of Advisor/Assessor/Portfolio Reviewer be distributed?
2. How will NEDP staff members be compensated for their responsibilities?
3. How will NEDP staff members manage their time as Advisors and Assessors?
4. Who will collect NEDP-related data?
5. What is the program's plan for training additional and replacement staff?
6. How will the program's NEDP be funded?
Initial startup cost considerations should include:
 - a. Staffing
 - b. Facility rental costs, including utilities, if appropriate
 - c. Training and follow-up certification costs including New Site Training, Portfolio Reviews, Site Visits, and Evaluation Workshops
 - d. New site package for training materials
 - e. Additional assessment costs for the first year
 - f. CASAS annual site fee (There are no state fees or licenses associated with the establishment of an NEDP Site other than those required by county and local laws and regulations.)
7. How will the program leverage regional resources?
8. What grant funding can be used?
9. How will the program create/provide instructional opportunities for NEDP clients?
 - a. Will classroom instruction be aligned with NEDP competencies? If so, how?
 - b. Will distance education be available to NEDP clients? If so, how? Will the distance education curriculum used be approved by the state for EPE State aid?
10. Whom will the program serve?
 - a. How many localities will the NEDP serve?
11. How will new clients be identified?
12. What outreach strategies will the program use to let the public know about the program?
13. How many clients will be in the initial cohort?
14. How many clients does the program hope to serve in the first year?
15. What is the plan for the program's NEDP growth?
16. How will the staff stay in touch with clients who are in the program?
17. Does the program have sufficient technology to support NEDP?
18. How will the NEDP impact local and regional partnerships?
 - a. How will the program communicate with local employers about NEDP?
 - b. How will the program communicate with workforce development agencies and programs?

Adapted with permission of the Virginia Department of Education.