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# Bridging GED® Grads to College

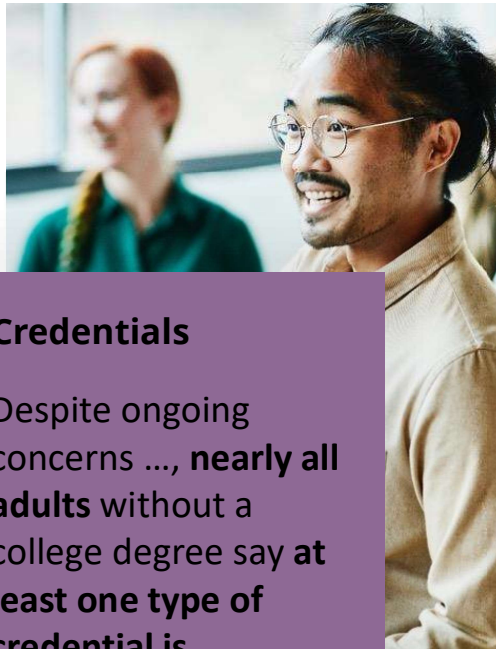
Jared Brandau





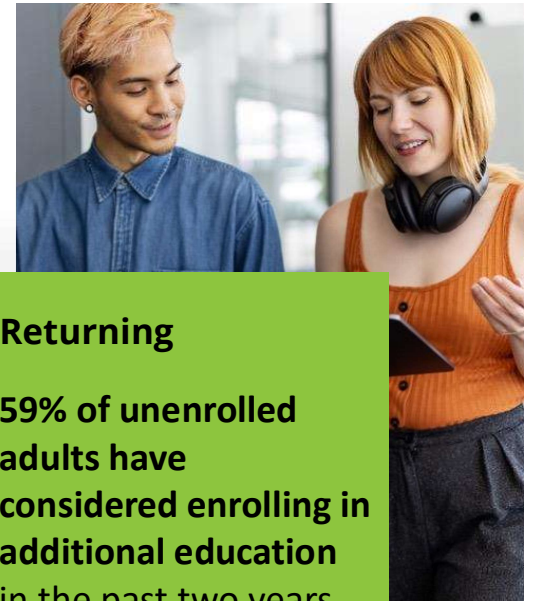
### Unemployment

Unemployment rate for people with only a **high school diploma** was more than **twice as high** as for those with a bachelor's degree or higher.



### Credentials

Despite ongoing concerns ..., **nearly all adults** without a college degree say **at least one type of credential** is “**extremely**” (74%) or “**very**” valuable (20%).



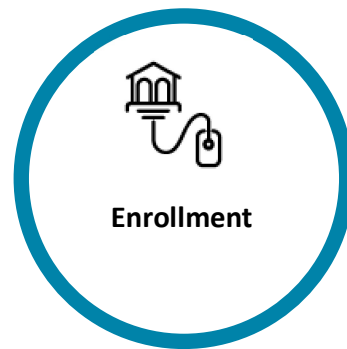
### Returning

**59% of unenrolled adults have considered enrolling in additional education** in the past two years, an **increase of 15 percentage points** from the 44% who said the same in 2021.

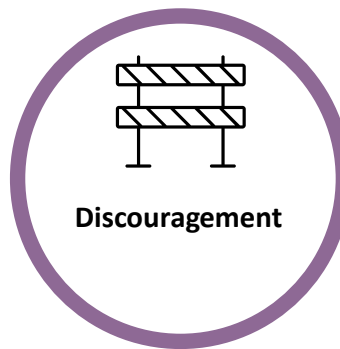
# A Painful Pursuit



Learner completes high-school/GED and begins to dream of college.



Learner begins the arduous process by choosing a college and degree, funding, and applying



Learner is not well prepared and/or encounters hardship



35% graduation rate for learners attending 2 year schools\*

Source: [National Center for Education Statistics](https://nces.ed.gov/ipeds/data/ged/2014/)

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# 4 Lessons That Changed My Trajectory

# 1: Character is King

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**“Enthusiasm is common. Endurance is rare.”**

**~ Angela Duckworth PhD.**

# Foster Grit

1. Consciously seek out challenges, no matter how large or small, and learn to overcome them.
2. Reframe 'failures' from defining identity to temporary hardship for growth
3. Work toward things you care about and are meaningful so that you remain loyal to it
4. Understand that your circumstances will never be ideal but you can influence them
5. Discover intrinsic motivations and regularly remind yourself why you are doing something

\*Additional resources provided at the end

## 2: Begin with the End in Mind

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**“If you don’t know where you are going, you  
will end up someplace else.”**

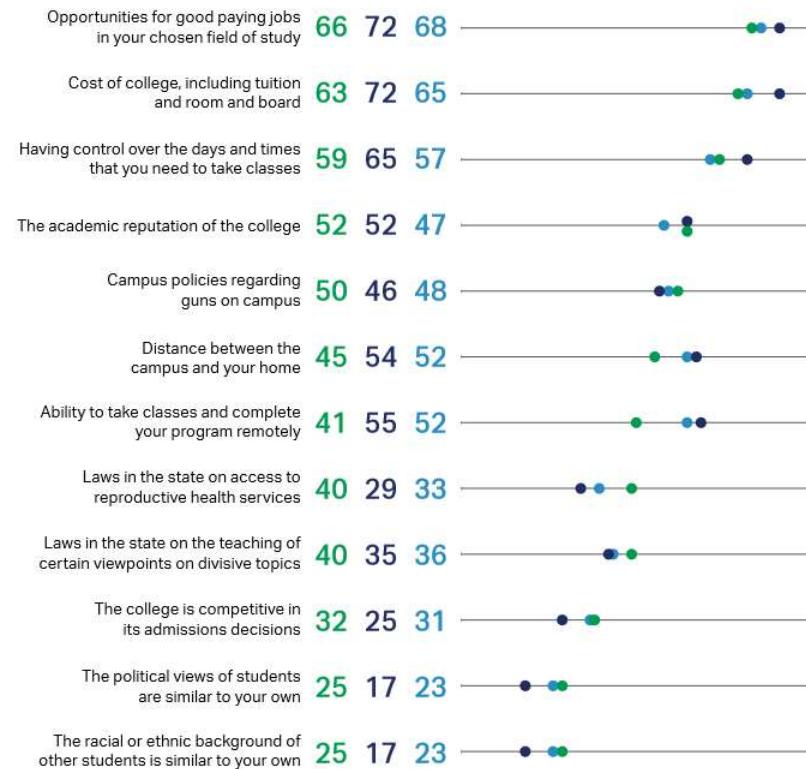
**~ Yogi Berra**

# Employment Motivation

How important [are/would] each of the following characteristics of [your/a] college [be] in your decision to [stay enrolled/enroll]?

(%7 - Extremely important + %6)

● Currently enrolled students ● Stopped out ● Never enrolled



Source: [Lumina Foundation 2024](#)

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## What do you want to do for a living?



"I want to be a ..."

"I'll know it when I see it."

"I'm not really sure."



### Search careers with key words.

Describe your dream career in a few words:



Examples: doctor, build houses



### Browse careers by industry.

There are over 900 career options for you to look at. Find yours in one of these industries:



### Discover your interests.

Answer questions about the type of work you might enjoy. We'll suggest careers that match your interests and training.

Start



Linked resource provided at the end

**“Plan for what is difficult while it is easy, do what is great while it is small ”**

**~ Sun Tzu**

# 3: Sharpen the Saw

# Coaching 25,000 students proved my dad right

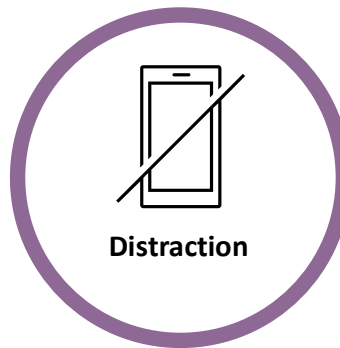


Learners rarely have the requisite techniques to effectively consume, understand and retain large amounts of new information

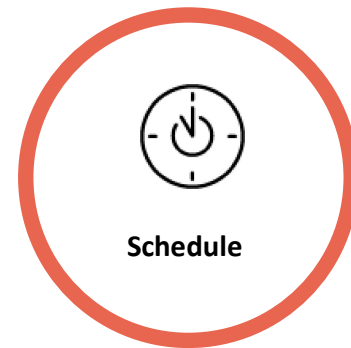


Learners persist at 2x the rate of their peers when then have at least 1 advocate outside of the classroom that they regularly connect with.

Coach, mentor, peer, tutor, family, other.



Phones are the silent study assassin.  
(see research at end of deck)



The most referenced reason students indicate for stopping is insufficient time in their schedule.

Better access, study schedule, and prioritization

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**“The key is not to prioritize your schedule  
but to schedule your priorities”**

**~ Stephon R. Covey**

# FAFSA Mistake #1

## Myth

Pell is there as long as I need it.

## Reality

Pell is limited to 8 semesters throughout a learner's lifetime.

## FAFSA Mistake #2

### Myth

I will get \$7300 each year.

### Reality

Pell grant award is unique to the household income of the learner and is prorated based on learner course load and is applied for annually.

# FAFSA Mistake #3

## Myth

Federal Aid doesn't have to be paid back.

## Reality

More loans are issued through Federal Aid than any other source.



**\$1,750,000,000**

In student loan debt

[Forbes Advisor 2023](#)

 **Pearson** | Accelerated Pathways

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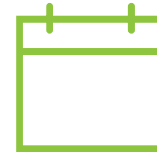
# Learner Action Steps



Complete the  
Federal Aid  
Estimator



Take the Free  
Khan Academy  
course on  
Financial Literacy



Plan a proper  
course load



Turn on Digital  
Wellbeing tools  
and leave the phone  
in another room!

# 4: Early Success is Chicken Soup for the Soul of a Learner

**86% of GED grads need enhanced support to succeed in transfer level college work.**

Source: [GED Outcomes Study](#)

"Only **23% of two-year** attendees and **37% of four-year** college students who start in remediation **complete** the gateway course."

[Source: Forbes 2018 \(most recent study\)](#)

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# Math and English Support Models

## Prerequisite

- Placement: Exam
- 1-4 courses added to plan
- Remedial courses **Before** regular credit bearing courses
- Most common model

## Co-requisite

- Placement: Multi-factor
- 1-3 courses added to plan
- Remedial courses **concurrent** regular credit bearing courses
- Emerging model

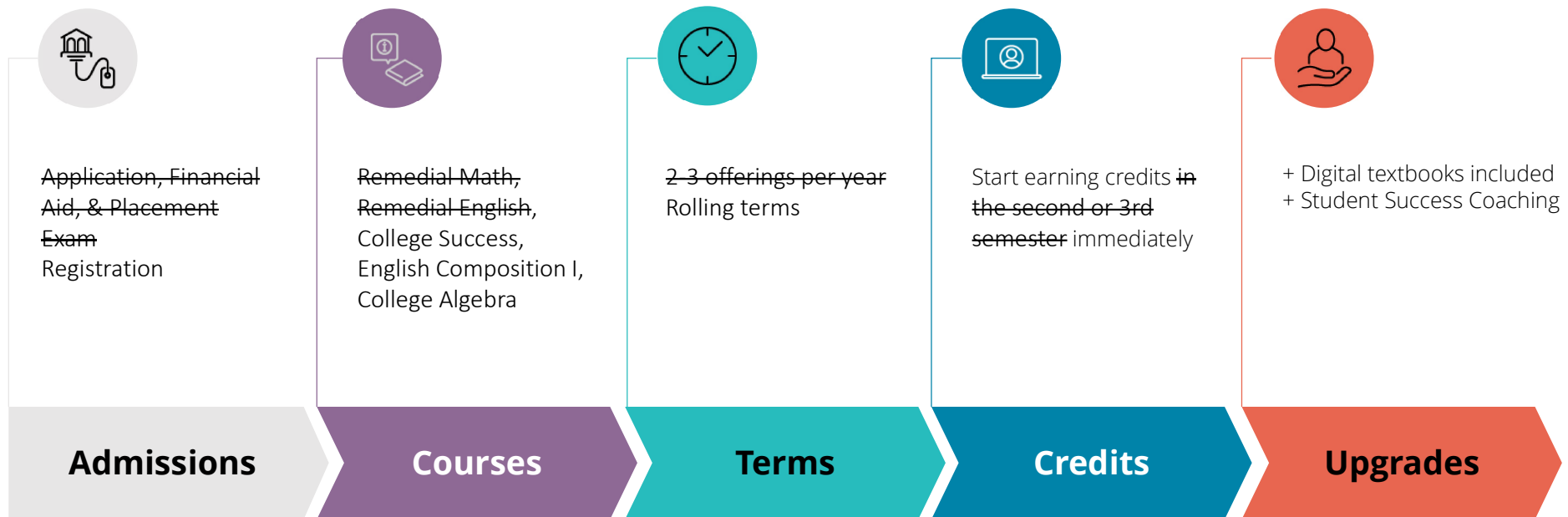
## Integrated

- Placement: Multi-factor
- 0 courses added to plan
- Remedial content **imbedded** in credit bearing courses

**Integrated and Co-requisite** models are than **3x more effective** than traditional remedial courses.

Source: [Complete College America Spanning the Divide](#)

# The Pearson Integrated Model



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# Why a student might use Pearson

- Built in support & guidance through our coaching model
- Co-requisite model not available in your area
- Preserve Pell Grant
- No seat limits
- Online Modality
- Low barrier admission

# Free College Courses Invitation



9 College Credits



College Success,  
English Composition  
I, College Algebra



Transfers  
to Most Colleges in US



Courses Begin Sept. 3



Exclusive to Adult Ed  
GED Grads



\$2,400 value

# Learners Need More than Better Models

- In fall 2019, 49% of first-time math students (54,200 students) started in a transfer-level course but did not successfully complete it in one term. Of those, only 24% successfully completed the course by fall 2020. The record in [English](#) is no better. Of the 56,600 students who started in college composition in fall 2019 and were unsuccessful on their first attempt, only 16% successfully completed college composition by fall 2020.
- Fall '22 Governor Newsom signed [Assembly Bill 1705](#) into law. This bill requires that California's community colleges expand their efforts to enroll—and support—students in transfer-level math and English courses.

# Resources I Recommend

- [Playbooks](#) by CharacterLAB
- [Student Motivation](#) – Digital Promise
- [Grit](#) by Angela Duckworth & [Ted Talk](#)
- [MyNextMove.org](#) – O\*net
- [Do Hard Things](#) – Steve Magness
- [Federal Aid Estimator](#)
- [Free Financial Literacy Course](#) – Kahn Academy
- [Free College Admissions Course](#) – Kahn Academy

# Research I am Reading

- [Most comprehensive study of the impact of co-requisite course models in California](#) – UC Davis
- [State of Higher Education](#) – Lumina Foundation
- [Impact on Attention and Academic Performance](#) – Lepp, A., Barkley, J. E., & Karpinski, A. C.
- [Smart Phones and Cognition](#) – Temple University
- [Multi-tasking and Cognitive Load](#) – Kuznekoff, J. H., & Titsworth, S
- [What almost 150 studies say about how to motivate students](#) – Hechinger
- [No Room for Doubt](#) – Complete College America
- [4 Year Myth](#) – Complete College America

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# What are you reading and recommending?

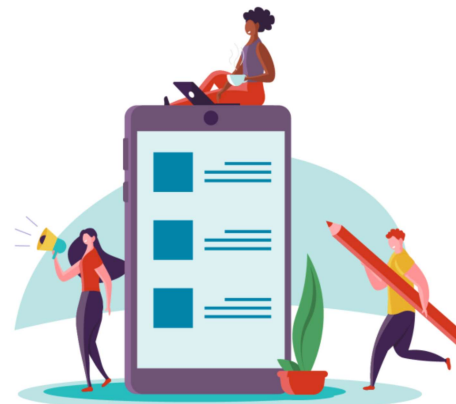
## Session Survey

Your feedback is important. Please scan the QR code below to rate this session.



## Free College Courses

Tell students to complete the form via the QR code or at:  
[pearsonaccelerated.com/lp/bridge-courses-promo](https://pearsonaccelerated.com/lp/bridge-courses-promo)



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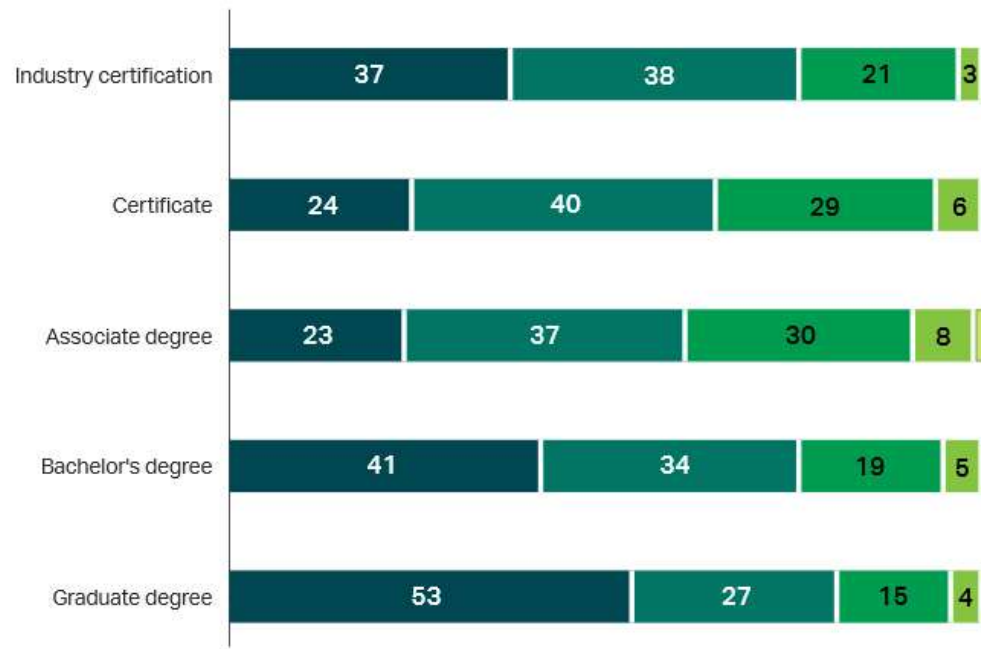
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## Americans' Views on the Value of Degrees and Credentials

*Among adults without a college degree*

**In general, how valuable are each of the following types of degrees/credentials?**

■ % Extremely valuable ■ % Very valuable ■ % Somewhat valuable  
■ % Not too valuable ■ % Not valuable at all



Note: Due to rounding, percentages may not sum to 100% or may sum to  $\pm 1\%$ .

Source: [Lumina Foundation 2024](#)

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# Cost Comparison

	Community College	Pearson
Courses	5	3
College Credits	7-9 Credits	9 College Credits
Semesters	2-4	1-3 Semesters
Books	Occasionally Included	Included
Tutoring	Rarely Included	Optional (various pricing structures available)
Success Coaching	None	Included
Pell Eligible	Yes	No
Cost	\$2225 est.	\$2250
Cost Assumptions	<p>Avg costs at a community college were used to estimate the cost. Costs from a 4 years school will be notably higher. This is highly situational from school to school and learner to learner. Assumptions for estimating: \$150 per credit (remedial and for credit), 1.5 avg credits for student success. \$200 total for books. No tutoring. *Usage of Pell counts against the maximum 8 semesters. The overwhelming majority of student loan debt occurs in semesters 9 &amp; 10 (4 Year Myth by Complete College America)</p> <p>\$750 per course. Tutoring not included</p>	

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# California Education Reform

- [https://education.ucdavis.edu/sites/main/files/ab\\_705\\_working\\_paper\\_apr2023.pdf](https://education.ucdavis.edu/sites/main/files/ab_705_working_paper_apr2023.pdf)

- In addition, AB 705 had comparatively larger effects on both math and English transfer-level course participation, with students after remedial reform implementation passing both subjects with a C or better at similar or even higher rates compared to students enrolled in community college before any remediation reform. This result holds for students across all levels of academic preparation, except for those deemed least prepared for college. These results are consistent with the motivation for AB 705 legislation, which was to completely eliminate the use of remediation unless deemed necessary.<sup>9</sup>
- Both early reforms for course placement and the effective removal of remedial education affected students' overall course loads, with mixed results regarding course completion rates. During the time period of remedial education placement reforms, students attempted more transfer-level courses and completed them at higher rates than students before any policy reform. In contrast, after AB 705 was implemented, although students did attempt and earn more transfer-level units, they did so at a lower completion rate than did students before any policy change. **These findings suggest that once given the option to take transfer-level courses, there is potential for students to take more transfer-level courses too quickly.**

Although there are numerous descriptive studies regarding AB 705,<sup>8</sup> this is one of the only papers that can study the effect of the removal of remediation requirements on students along a continuous measure of college readiness. My paper has the advantage of being able to use rarely available student-level data on college course selection linked to student-level high school data including a rich set of controls, and information on parent education and English proficiency, along with more commonly observed controls such as gender, race, and socioeconomic status. Finally, it is one of few causal papers that can study the effect of increasing direct access to transfer-level courses, joining a collection of papers which study a similar policy change in Florida beginning in 2013 (Park-Gaghan et al., 2020, 2021), and the first to do so with respect to California.