Update on Outcomes & Adoption of College Ready Levels:

Learn How to Advocate for GED Grads

**GED Testing Service
Conference
Chicago, 2019**

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Today's Session

- Reporting of GED Graduates' Outcomes Data

- Growing & Expanding Outcomes Data: How You Can Participate

- Overview of GED College Ready and CR + Credit Adoption

- Growing Adoption of CR Recommendations by Colleges: How You Can Participate

- Advocating for GED Grads and for Your Programs

Outcomes data are only useful if they are visible, understood and acted upon by policymakers and education stakeholders.

College Ready and CR + Credit recommendations are valuable to students only if they are known, understood and implemented by colleges.

Real progress takes action.

Why Advocate for GED Students & Your Programs?

By Advocating Effectively You…

- Help make students more successful!
- Ease transitions to jobs and college programs
- Increase visibility and reputation of GED Grads
- Increase visibility and reputation of your work and program/s
- Increase visibility of adult ed for prospective students and student influencers
- Build your professional brand and visibility

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Outcomes Research: Our Approach and Results

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Context: GED® Test Performance Levels
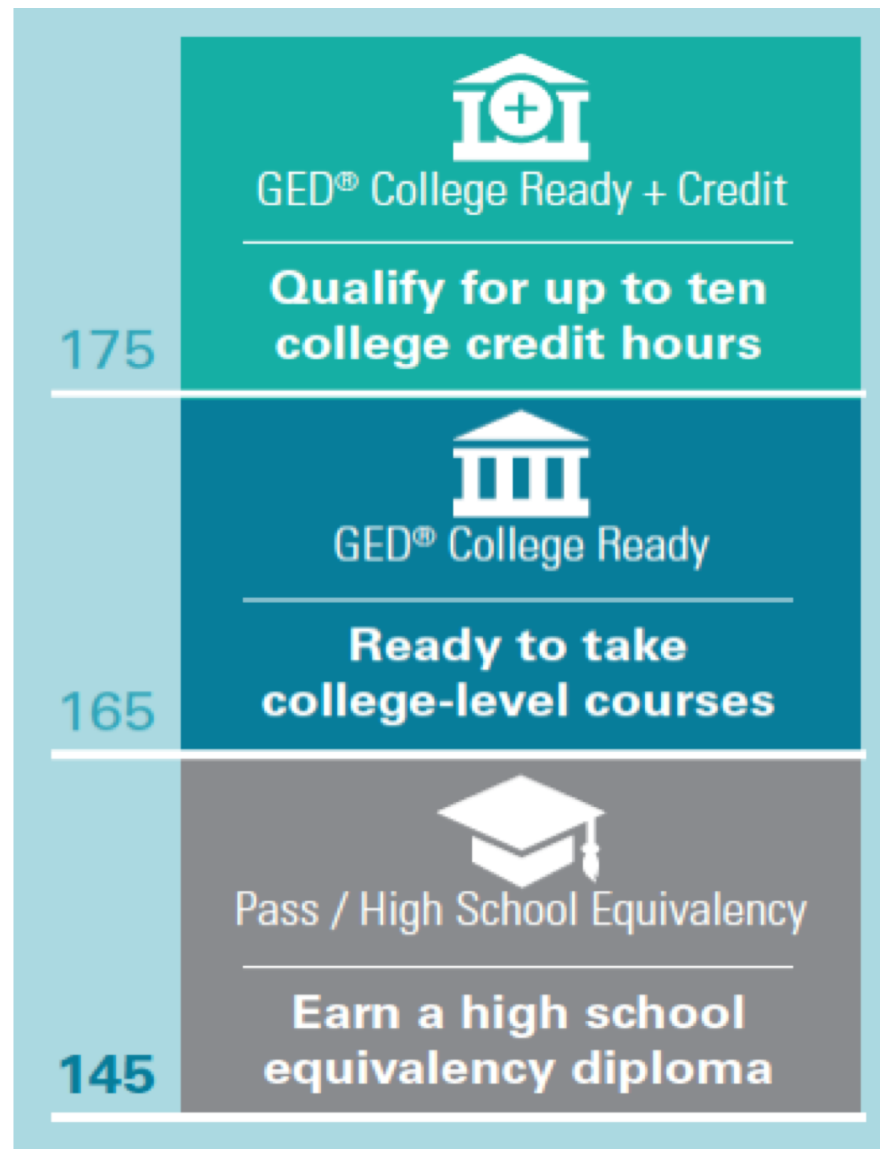
Context: 2014-2019 GED® Test Performance

	Math	RLA	Science	Social Studies	Battery – on First Attempt	Battery – Overall
Passed (145 or higher)	85%	89%	93%	90%	61%	86%
College Ready (165 or higher)	6%	12%	11%	14%	20% in at least one content	
College Ready+ Credit (175 or higher)	2%	2%	2%	3%	5% in at least one content	

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Purposes of Outcomes Research

Collect evidence to support claims about GED® grads

High School Equivalency:
- Enrolling in PSE
- Getting a job

College and Career Readiness
- Succeeding in credit-bearing PSE courses
- Demonstrating skills required for careers or job training programs

Explore performance differences in PSE and work between
- 2002 and 2014 grads
- 2014 HSE/CR/CR + Credit

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Our approach: Three key types of studies, matching data from GED® graduates:

National Student Clearinghouse studies, examining
- Rates of progression to PSE
- Persistence in PSE enrollment
- Post-GED® credential attainment
- Differences between annual cohort samples over time

College/college systems studies, examining
- Relationship of GED® performance and course grades or GPA
- Enrollment and persistence rates
- Participation in credit-bearing vs. developmental courses
- Post-GED® credential attainment

Jurisdiction studies, examining
- Outcome indicators similar to the previous two study types
- Workforce performance by GED® grads including employment rates, wage rates, job/career progression, industry participation, etc.

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NSC match data has consistently shown improved progression to college

Previous test series' results

- Showed that after two years, only **26%** of GED® grads were enrolled in college,
- This percentage only increased to **46%** six years after credentialing.

2014 test results have shown

- **34%** of students enroll in college within **1 year**
- **41%** enroll within **2 years**
- **45%** enroll within **3 years**
- **47%** enroll within **4 years**

Results are generally consistent between cohorts and across states

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Updated NSC Results

- Mean scaled-score of GED® graduates going on to college is well above the minimum passing score for high school equivalency:
  - Math: 158
  - RLA: 162
  - Science: 161
  - Social Studies: 161

- Typical age of GED college-bound graduates is stable
  - 81% to 86% of matched grads were between the ages of 16 and 24 when they received their GED® credential

Example outcomes data match with a large community college district –
Dallas County Community College District

Study design

- Matched GED® graduate scores with district student enrollment and grade data from 2014 - 2018

- Over 1,300 students were matched with credit-bearing course data

Key outcomes results

- PSE Enrollment – overall, **40% enrolled prior to completing** the GED® credential, and **58% enrolled within 2 years**

- Credit-bearing GPAs were **2.0 or above** for
  - 80% of students at CR +credit
  - 74% for students at CR
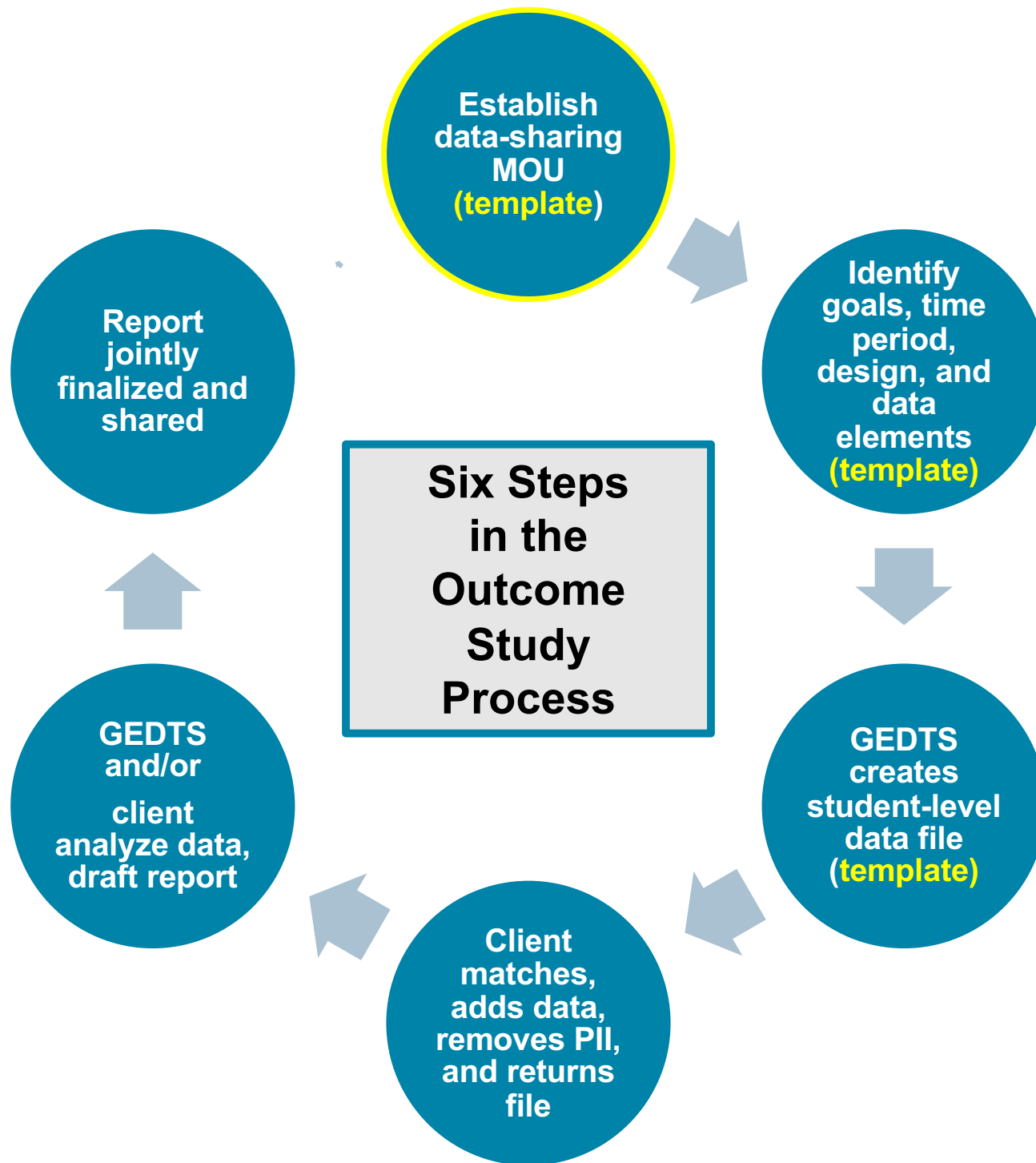 - 70% for students at HSE

Conclusions

- Confirmed previous GEDTS research on
  - PSE progression rates
  - GED® test Performance

- Supported our hypotheses about college performance of GED® grads

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Outcomes research is a "developing story"

- Additional Colleges and College Systems studies are in progress - even small-scale studies can be significant
  - One recent college study involved data from only ~700 matched GED® grads from 2014-2018
  - Performance data supported a recommendation for students with math score of 160 or higher to forego placement testing

- Several state studies are in progress – they represent our first opportunity to look at both PSE and workforce results

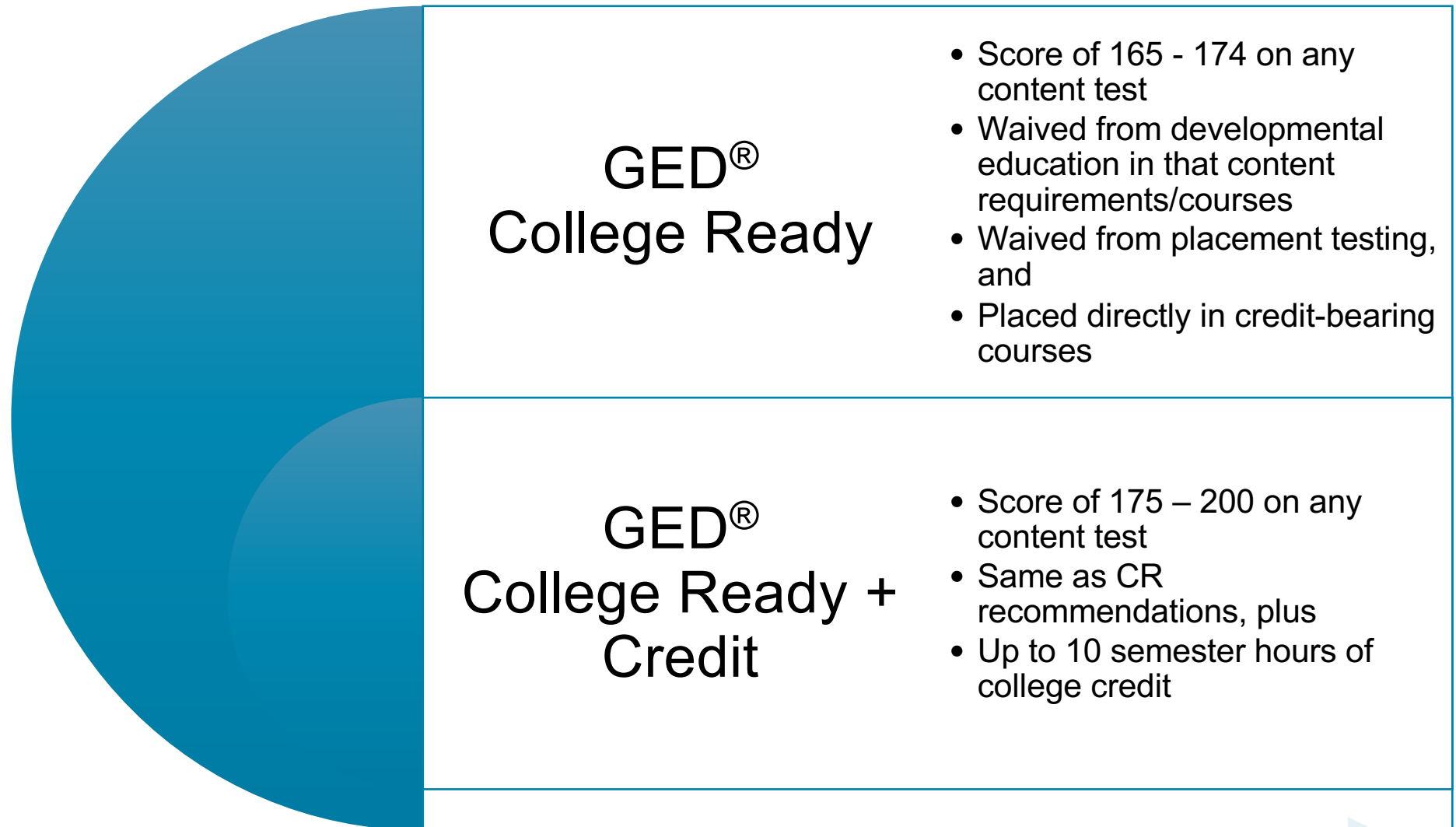- We anticipate working with more of you on these studies in the coming years

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Six Steps in the Outcome Study Process

- Establish data-sharing MOU (template)
- Identify goals, time period, design, and data elements (template)
- GEDTS creates student-level data file (template)
- Client matches, adds data, removes PII, and returns file
- GEDTS and/or client analyze data, draft report
- Report jointly finalized and shared

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College Ready
and CR + Credit

American Council on Education (ACE) Recommendations for the GED® Test

	GED® College Ready	• Score of 165 - 174 on any content test • Waived from developmental education in that content requirements/courses • Waived from placement testing, and • Placed directly in credit-bearing courses
	GED® College Ready + Credit	• Score of 175 – 200 on any content test • Same as CR recommendations, plus • Up to 10 semester hours of college credit

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ACE CREDIT®: Background

- Military evaluations since 1945

- CREDIT® established in 1974

- 700 organizations

- 33,000 courses and exams evaluated

- Consistent, independent evaluation process

- Examples of examination reviews:
  - College Board's Advanced Placement® Tests
  - College Board's College-Level Examination Program (CLEP®)
  - ACT's National Career Readiness Certificate
  - Prometric's DSST - Credit by Exam Program

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Benefits of Adoption

- Moves students more quickly into through college programs
    - Bypassing remedial education
    - Skipping yet another high-stakes exam
    - Potential to have credits when starting in PSE

- Increases visibility and reputation of GED grads and adult education programs

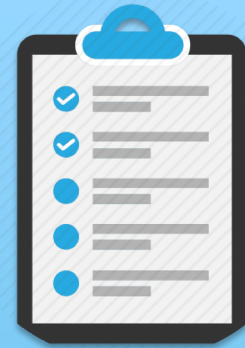- Aligns with many state PSE attendance/completion and workforce development initiatives

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CREDIT® review of the GED® test

Two-phased review in 2014 and 2015

Independent examination of the content and underlying psychometric properties of the test

Included review of
- Test-taker eligibility criteria
- Learner outcomes
- Content coverage against postsecondary standards

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Many colleges have already adopted the ACE® Credit Recommendations

- Approximately 225 colleges across the U.S. are known to have implemented one, or both, of the recommendations
- (CR and/or CR +Credit)

  - Colorado Community College System (both recommendations)
  - Georgia Technical College System
  - Virginia Community College System
  - Connecticut Public College System
  - Illinois Community College System
  - Kansas Board of Regents (4-year colleges)
  - Kentucky College System
  - Rhode Island College System
  - Ohio Board of Regents - State College System

- Additional Colleges in AL, AZ, KS, MA, MO, NJ, OR, RI

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Adoption at Non-State System Colleges and Universities

- Colleges in the following states are known to have adopted CR and/or CR + Credit:
    - Alabama
    - Arizona
    - Kansas
    - Massachusetts
    - Missouri
    - New Jersey
    - Oregon
    - Rhode Island

    - Work and evaluation continues at both individual colleges and at the system level (new or upgrade to CR+)

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Pathways to Adoption

- Review of material with champion as needed
- Internal groundwork/prep and visibility
  - Providing stats, linking CR and outcomes data to new or existing important initiatives or metrics
  - Educating internal influencers
- Presentation and submission of material to either:
  - Key academic leader with decision-making authority
  - Council or committee with decision-making authority
- Internal review, conversations, follow-up questions to GEDTS
- Notification of intent to implement, specifics and timeline
- Coordination with GEDTS on a joint press release

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"CULTIVATE VISIBILITY BECAUSE

ATTENTION IS CURRENCY"

- C. BROGAN (JOURNALIST AND SOCIAL MEDIA EXPERT)

GED College Ready, CR +Credit, and Outcomes Toolkit

- Available for download next week at:
  - GED.com/GEDTS19
- College Readiness Web Page:
  - GED.com/educators_admins/program/college_readiness/

Includes:

- PPT Slides
- Beyond The GED Test (outcomes one-page infographic)
- GED Testing Service Outcomes Research one-pager
- List of Know Participating Systems, Universities & Colleges
- A Guide for Admissions Officers

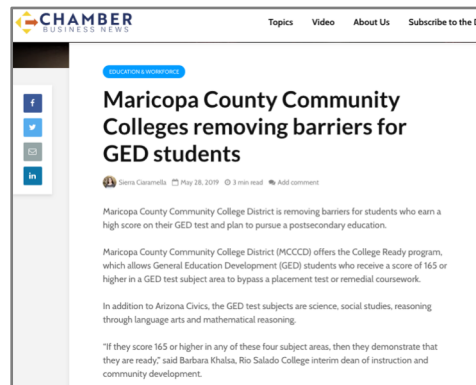# Ways to be visible on outcomes and CR/CR + Recommendations

Social

Traditional

Policy

Social Media Tips

- Follow, like, share and/or comment on GEDTS or GEDTS leaders social content about outcomes, grad stories and CR adoption

- Pull out a compelling stat to share once a week

- Release a statement regarding GEDTS press releases or independent media stories

- Comment on related content and include GED outcomes/CR or adult ed stats and relevant links

- This information is perennial – it takes people approximately 7 different times to take in information

- Share outstanding student success stories regularly

- Follow local media, state and local policymakers, and public policy groups

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Traditional Media Tips

- Make friends with your PIO if you work in a larger organization – educate them and work to send out at least one press release about success of your program at least annually

- Balance heart with facts – stories and stats together

- Target your local TV stations (especially morning shows) and call them with a great student success story –then tie that to larger outcomes stats, or a call to action around a known event (e.g. back to school, new year's resolution).
  - Morning shows and local media outlets want local news with local stories and local experts

- Follow local reporters on your social accounts

Policy Tips

- Include outcomes data and CR adoption, or opportunity, in annual statistics and reports

- Share one-pager

- Target your local TV stations (especially morning shows) and call them with a great student success story –then tie that to larger outcomes stats, or a call to action around a known event (e.g. back to school, new year's resolution).
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Questions

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Thank you!