



Nebraska State Board of Education

May 7, 2015

Why We're Here: It's About the Dream and Opportunity

More than 65% of GED® test takers want more than a high school credential...

They want to be:

Firefighters, Nurses, Teachers, EMTs, Certified Nurse Assistants, Dental Hygienist, Computer Programmers, Police Officers, Welders, HVAC Techs, Managers, Business Owners, and more.

Jobs that require further education and training



But....

Less than 12% of GED® grads earned a credential or certificate after passing

The old way of doing things was keeping too many adults from realizing their dreams

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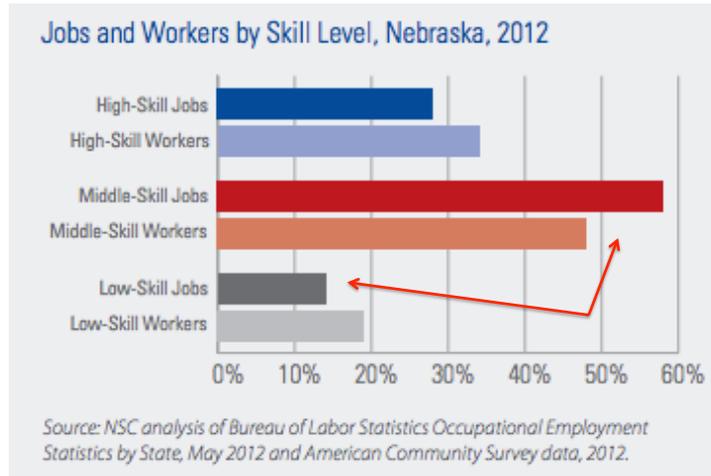
Jobs Evolved Quickly but the GED® Test and Adult Education Didn't

- We heard from employers, colleges and the military that the GED® test had to change
- Value of the GED® credential and number of people taking the test were eroding
- GED® grads were competing for too few low-skill jobs while middle-skill jobs remain vacant

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Jobs and Economic Opportunity in Nebraska



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Nebraska's future economic strength and competitiveness depends on the readiness of a high skilled and well-trained workforce.

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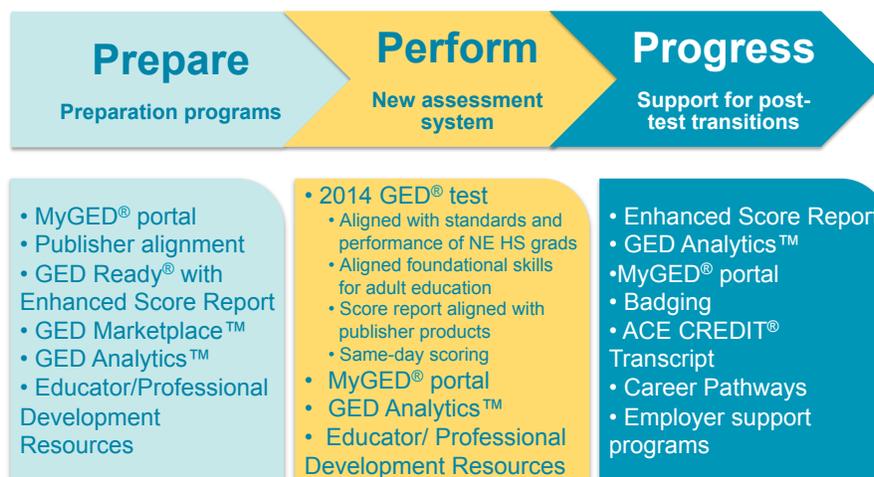


Why the GED® Program is Different

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Much More Than a Test



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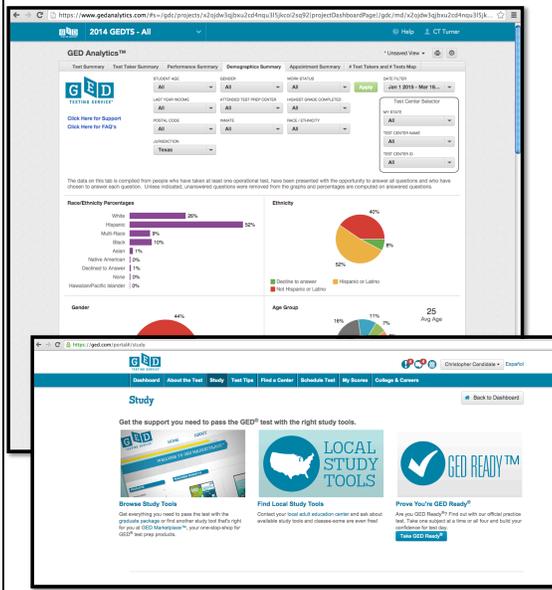


The GED® test

- Ensures that passers demonstrate the knowledge and skills on par with Nebraska HS grads
- Measures essential skills needed for success in NE jobs and career and college training programs
- Has a GED with Honors level that also measures readiness for credit-level college courses
- Provides specific, actionable feedback to students and their teachers
- Utilizes technology to continuously monitor and update test content and performance



Powerful Tools



Tools to make program management easier

Tools help identify and continually improve test preparation materials

Tools help learners see the GED® test as just one stepping stone of their journey to a job/college and lifelong learning



Together We Can Impact Outcomes

- We can help raise performance of adult learners
- We can help more adults enter career and college training programs
- We can help adult education programs upgrade teacher skills and better align teaching materials

About Volume and Pass Rates

National Numbers - Perspective

From the National Association of State Adult Education Directors Report - 2015

Year	GED®			TASC®			HISET®			TOTAL
	#*	# Pass	% Pass	#*	# Pass	% Pass	#*	# Pass	% Pass	
2010	757,000		72.6%							757,000
2011	723,000		72.2							723,000
2012	703,000		69.1							703,000
2013	816,213		75.7%							816,213
2014	223,415		62.8%	43,000**		59%	50,000**		62%	316,415

*Examinees who took the full battery

** These numbers are estimates and final numbers will be available in March, 2015.

Test taker volume year-over-year decrease, based on 2012 data:

- TASC: 99,196 – 56% Decline in 2014
- HISET: 84,869 – 41% Decline in 2014
- GED®: 488,205 – 49% Decline in 2014

* Based on numbers provided/reported in the Wall Street Journal

What a Difference a Year Makes!

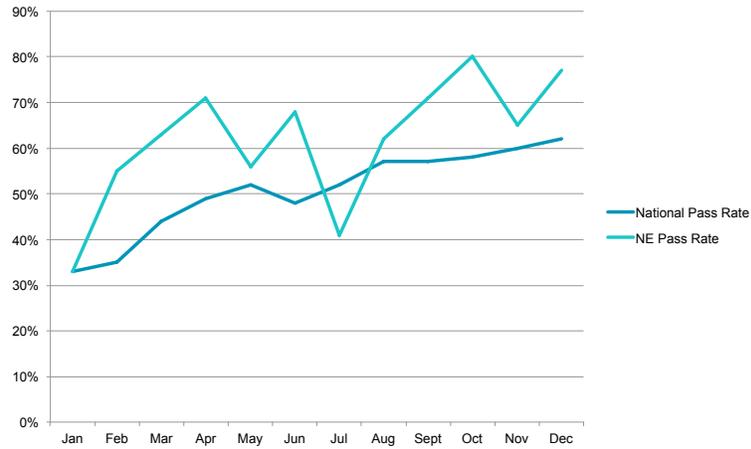
National volume

2014 Test-Takers January-March	2015 Test-Takers January-March	Year-Over-Year Growth
30,600	83,939	174%

Nebraska's numbers increased 176% when comparing Jan-Mar 2014 and Jan-Mar 2015

Nebraska's pass rate for the past six months is ~80%
Compared to the national average of 70%

Nebraska and National Pass Rates



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Testing on Computer

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Why Computer-Based Testing Is Important

1. Significant benefits:

- Scores within hours
- Flexible scheduling – locations and hours
- Ability to measure HSE and GED® with Honors score levels
- Online tools for test-takers and educators
- Deeper analysis – ability to identify, target and replicate best-practice instruction

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Why Computer-Based Testing is Important

2. Technology skills are essential

- Most HS grads have basic technology familiarity
- Most applications are computerized (jobs and college/career programs)
- In many states basic social services require computer interface
- Basic computer skills are a cornerstone of many career training and college programs

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2015 Report
Learning for Life: The opportunity for technology to transform adult education

– Tyton Partners & Joyce Foundation

ENTHUSIASM FOR TECHNOLOGY IN ADULT EDUCATION



"I think technology solutions can effectively support adult education instruction."

■ YES (86%) ■ NEUTRAL (12%) ■ NO (2%)

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The first large-scale research shows:

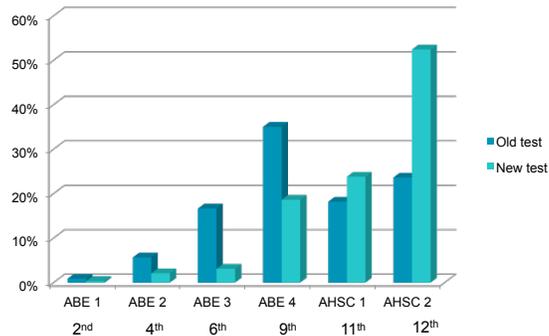
- More than 80% of programs have consistent access to internet and computers
- 85% of programs believe technology can enhance student learning
- More than 80% have consistent access to internet and on-site computers
- Between 55% - 75% of adult education students own smartphones
- Almost 90% of programs use free, open educational resources for instruction

Early Indicators of Success

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Data showing the new 2014 GED test is well aligned to high school equivalency – the old GED test was out of step



76% of 2014 GED® students passed the GED® test in the 11th and 12th grade categories compared to **42%** from the old test

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Early Success Indicators

- State officials reporting students are entering college at a higher rate and many bypassing developmental education: WA, SC, etc.
 - Washington state is showing a ~20% in the number of GED grads entering community college programs from 2012 to 2014
- Recent survey showed double digit increase of 2014 GED® grads who are pursuing college and career training programs
- Excitement and engagement from some of the country's largest employers
- Independent audit by college faculty from around the U.S. externally validated the *GED® with Honors* level

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CREDIT[®] recommendation

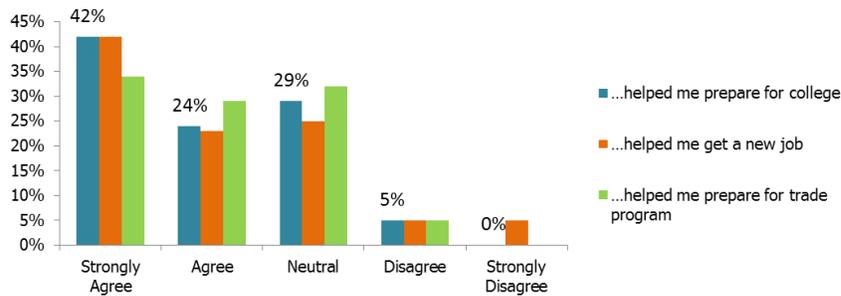
- Independent review by faculty from across the U.S. through ACE CREDIT Program
- Recommend that colleges do the following for GED grads reaching GED with Honors designation:
 - Bypass placement exam
 - Bypass developmental education courses
- Soon a CREDIT Transcript will be issued to adults passing the GED with Honors level
- Some of the largest community college systems in the country are about to announce their support for the recommendation

Excitement from employers

- Launching major employer program
- They believe the new GED[®] program will help them retain employees, prepare more employees for promotion/advancement, and fill open jobs with qualified applicants

Benefit of Obtaining a GED® Credential – Satisfaction Results from 2014 GED Grads

GED Contribution to Goals



Graduates see high value in obtaining GED® credential.

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11/21/14 Survey with 2014 GED graduates
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Our Commitment to Nebraska

- GEDTS staff participated in professional development of NE adult ed teachers and we are committed to offer more PD opportunities
- Provided detailed professional development resources on our website, and now through monthly online training webinars
- We have a clear path for development of additional free professional development resources and curriculum (see attached slides)
- Active partnership and relationship building with NE agencies, workforce leaders, chambers of commerce, community colleges, large employers, and other stakeholders

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Momentum in Nebraska

- Test performance is increasing steadily – NE adults are performing better on Math today compared to 2002
- Teachers have spent considerable time and effort to focus teaching and materials on critical thinking and problem solving skills
- Teachers and learners are becoming more comfortable with the new content and approach – starting to see the connection to jobs and career and college training needs

Momentum in Nebraska (continued)

- We are seeing early indicators of success
 - Better job satisfaction
 - Employers embracing the new program
 - More grads than ever enrolling in college and career training programs
 - Many grads bypassing remedial education
 - CREDIT[®] recommendation

About Approving Multiple Tests

- Choice is good for instruction and ways to prepare
- Choice is not good when it means tests with different standards and rigor leading to the same state credential.
- Adding additional tests will create a race to the bottom – encouraging adults and programs to opt for the easiest test, and whichever takes least prep time
- States that adopted another test didn't see increased volume or pass rates
- Multiple tests create confusion for adults, employers, colleges and further fragments an already fragmented system

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Q&A

Shared vision for the future:

- We can begin to get more adults prepared for better jobs and college and career training programs
- Our ability to drive educational effectiveness through the entire system only gets better
- Our ability to help students complete the program will keep getting stronger
- We will help adult educators continue to better align instruction and curriculum

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Supplemental Information

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Professional Development Resources and Tools for Instructors

- Teacher's guide
- Assessment guide for educators
- The GED® Test: A content comparison
- GED® training courses on Math and RLA
- Item samplers
- Archived webinars
- Free practice test
- Teacher scoring tools
- Most frequently missed items
- Performance Level Descriptors

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Professional Development Curriculum Pathway

Phase 1: 2014

Foundational Coursework: Focus on content areas and classroom approaches for skill development (the "survey course")

- Mathematical Reasoning
- Understanding Constructed Response
- Social Studies
- Science

Phase 2: 2015

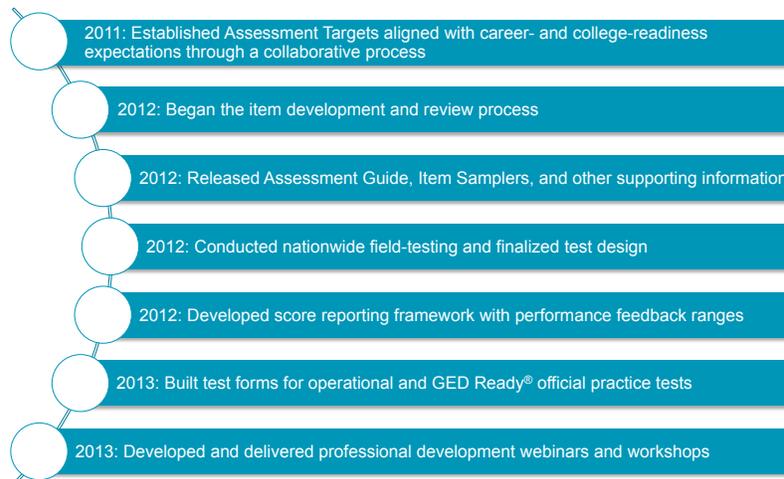
Foundational Coursework + Deeper Dive Components:

- The Art of Paraphrasing
- Let's Talk about Evidence
- Teaching "Enduring" Issues
- Experimental Design: Bringing Science to Life
- All About Scoring: The Rubrics, Traits, and Tools
- Skill Builders 1: Close Reading
- Close Reading 1: Working with Word Problems
- Skill Builders 2: Problem Solving
- Skill Builders: Critical Thinking

Phase 3: 2016 and Beyond

Foundational Coursework + Deeper Dive Components
(Continue build out based on test-taker performance analyses) +
Development of regional training talent

Overview of The Test Development Process



(continued)



Detailed Score Report - sample

GED® Test - Social Studies

Reschedule Test Print Back to Scores

My Score: 151

151

PASSED

Percentile: 31%

Test Date: 01/02/2014

Share scores with my adult learning center



How I Can Score Higher

What My Score Means

My Written Answers

Step 1 Select your study material to create a customized study plan based on your answers: Steck-Vaughn Test Preparation



Steck-Vaughn Test Preparation for the 2014 GED® Test: Social Studies Student Edition by Houghton Mifflin Harcourt

A comprehensive resource for learners seeking to master the new GED® Social Studies assessment targets, social studies practices, and technology-enhanced item types.

Buy Online

Step 2 Use the study material selected above to improve your skills listed below:

Reading and Writing in a Social Studies Context

Hide

Skill You Can Improve

Publisher Study Recommendations

• Compare two sources on the same social studies topic, paying special attention to the differences between them

Student Book Pages 64–65

• Determine the central ideas or information from a primary or secondary source document

Student Book Pages 26–27; Pages 60–61; Pages 64–65

