



*Florida GED PLUS College Preparation
Program Implementation Guide (Revised 2006)*

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Preface

A unique combination of circumstances has combined to magnify the need for a better way to prepare GED students for success in college. Nearly 70% of Florida GED candidates plan to pursue higher education in order to expand their employment options; that translates to more than 23,800 adults who have aspirations to enroll in Florida's community colleges, technical education centers, or universities. At the same time, the business community increasingly demands a more highly trained and skilled pool of potential job applicants.

While these two factors are leading more GED graduates to enroll in post-secondary education, colleges are noting that much of their available financial aid is being used to assist students in completing remedial or developmental courses rather than for credits that count toward degree requirements. In addition, Florida has recently placed a limit on the number of credits eligible for state support in undergraduate degree programs, which could translate to greatly increased costs for students who exceed the limit.

These circumstances present adult education programs with a unique opportunity to better serve both students and their communities. *The Florida GED PLUS College Preparation Program* is designed to assist eligible students to complete the GED program with the knowledge and skills necessary to reduce or eliminate their need for remedial or developmental classes when they continue their pursuit of education and employment. We appreciate the vision of the Florida Department of Education in funding this project with scarce leadership dollars; it is our goal that the program will serve as a model not only for the state but also for the nation, once again putting Florida in the forefront of innovation and design in addressing issues related to GED programs.

We hope that you find this guide and its companion, *The Florida GED PLUS College Preparation Program Curriculum and Resource Guide*, to be very useful as you strive to contribute to the success of Florida GED students.

Lucy M. Guglielmino, Project Director

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Table of Contents

<i>Florida GED PLUS College Preparation Program Implementation Guide</i> ..i	
Preface.....	1
Acknowledgements.....	2
Table of Contents.....	3
Program Overview	6
Overview	6
Purpose.....	9
Programmatic Goals and Objectives	9
Programmatic Benefits.....	10
Institutional Considerations.....	11
Program Policies and Procedures	12
Implementation Models.....	12
Different Types of Models.....	13
Large Community College Model	13
Small Community College Model.....	14
Large School District Model.....	15
Large School District Model Using Community Schools	16
Marketing/Promotion.....	17
Advisement Procedures.....	19
Recruitment.....	19
Counseling	19
Incentives.....	20
Assessment	20
Assessment Instruments.....	20
Entrance Criteria	21
Exit Criteria	22
Teacher Credentialing.....	23
Professional Development.....	23

Collaborative Partnerships.....	24
Programmatic Needs, Resources, and Facilities.....	25
Evaluation	25
Data Collection.....	25
Reporting	25
Delivery System.....	27
Delivery System - Students	27
Counseling	27
Reasons for Non-Attendance	27
Assessment	28
Collaboration.....	28
Student Support and Retention	28
Delivery Methods - Classroom.....	30
Delivery Methods	30
Curricular Components	31
Instructional Strategies	31
Assessment to Support Instruction	32
Tracking Your Success	33
Data.....	33
Evaluation	34
Student.....	34
Teacher	34
Program	34
Funding	35
References and Resources.....	36
<i>Florida GED PLUS Course Outline</i>	36
Summary.....	36
<i>Florida GED PLUS Reading Content Guidelines</i>	36
<i>Florida GED PLUS Writing Content Guidelines.....</i>	37

<i>Florida GED PLUS Mathematics Content Guidelines</i>	38
<i>Florida GED PLUS College Survival Skills Content Guidelines</i>	40
State Board of Education Administration Rules	42
CPT to TABE Correlation.....	54
College Placement Remedial Cutoff Scores	55
References and Research	57

Program Overview

Recent projections from the Bureau of Labor Statistics indicate that 70% of the fastest-growing jobs will require education beyond high school and that 40% of all new jobs will require at least an associate's degree. As new jobs require increasing levels of proficiency in reading, math, problem solving, teamwork, and communication skills, adults not only require access to basic education programs, but also admission to community college certificate and degree programs.

Overview

Obtaining a GED (General Education Diploma) is an important goal for an adult education student. It creates the possibility of opening many different doors for students. However, while a GED or high school diploma at one time provided access to life-long opportunities, such as success in the workforce, today's world requires an increased demand for higher-level skills and a well-trained workforce.

The GED Testing Service (GEDTS) reports that most adults pursuing their GED desire additional education. The GEDTS (2004) states that 65% of the adults who took the GED Test in 2003 indicated a desire to continue their education. Studies show that 28 – 30% of all GED recipients enroll in a two or four year college.¹ With the high percentage of GED recipients enrolling in higher education, it has become increasingly more important for GED programs to assist students in the college transitioning process.

Statistics on high school completers, which include GED graduates, show that many students are not academically prepared for the rigors of higher education. According to 2003 statistics, only 35.5% of all students entering Florida's community college system obtained scores high enough on college placement tests to be exempted from enrolling in remedial/developmental courses.² According to the research of Reder (2000),³ high school graduates attain associates' degrees at almost twice the rate of GED recipients over five years: 54% versus 28%.

It is evident that a process for transitioning from the GED to the college classroom is needed. Many research articles discuss what is meant by transitioning from a high school setting to college; however, research studies on the transitioning process from an adult education/GED program are minimal.

Research indicates that only 18% of college professors feel that their students come to college extremely or very well prepared, with just 3% stating that students are extremely well prepared. Fifty-six percent (56%) of college professors describe their

¹ General Education Development Testing Service. Retrieved from the World Wide Web on 04/29/05 at: <http://www.acenet.edu/AM/Template.cfm?Section=GEDTS>.

² Florida Department of Education. Retrieved from the World Wide Web on 05/22/05 at: <http://info.doe.state.fl.us/perfCPT/>.

³ Reder, S. (2000). *Adult literacy and postsecondary education students: Overlapping populations and learning trajectories*. In J. Comings, B. Garner, & C. Smith (Eds.), *The annual review of adult learning and literacy* (Vol. 1, pp. 111-157). San Francisco: Jossey-Bass. (ED 436 673).

students as somewhat well prepared and 25% say that students are not well prepared. College instructors at two-year institutions offer even harsher assessments, as only 7% say that most of their students come to college extremely or very well prepared, compared with 22% of instructors at four-year colleges.⁴

Data from the National Center for Educational Statistics reveals that approximately 53% of undergraduates enroll in remedial courses in postsecondary education across the U.S. According to a recent study by the Education Commission of the States and Center for Community College Policies, 58.6% of freshmen who enter Florida's community college system require remedial or developmental education.⁵ Data from 2003 was similar, with approximately 55% of incoming freshmen in Florida's community college system requiring some type of remedial or developmental course of study.

Developmental or remedial education refers to those courses or programs that address the needs of under-prepared and nontraditional students who lack the reading, writing, or math skills necessary for college-level work (U.S. Department of Education, National Center for Education Statistics, 2003). While developmental course work can assist many first year students, research has shown that the number of developmental courses and the kinds of courses that students take makes a difference. Nationally, nearly one-half of undergraduates enrolled in remedial courses took a remedial writing course and 35% took remedial reading (National Center for Education Statistics, 2001).⁶ The success of under-prepared readers in college "is directly and significantly related to taking and passing a reading skills course" (Cox, Friesner, & Khayum, 2003, p. 170)⁷ and "deficiencies in reading skills are indicators of comprehensive literacy problems and they significantly lower the odds of a student completing any degree" (Adelman, 1996, p. 56).⁸ Adelman (2004) states that students who have to take remedial reading in college for more than a year have very low persistence rates: only 5% complete college.⁹

Nearly all colleges and universities accept the GED diploma as a high school equivalency credential. GED Tests, however, are not to be used as a substitute for placement or admissions tests.

The Commission on Educational Credit and Credentials recommends that postsecondary institution officials, employers, training program officials, licensing

⁴ *Rising to the challenge: Are high school graduates prepared for college and work? A study of recent high school graduates, college instructors, and employers.* February 2005. Peter D. Hart Research Associates/Public Opinion Strategies. Washington, DC.

⁵ Jenkins, Davis and Boswell, Katherine. *State policies on community college remedial education: Findings from a national survey.* (September 2002). Education Commission of the States and Center for Community College Policies.

⁶ National Center for Education Statistics. Retrieved from the World Wide Web on 04/18/05 at: <http://nces.ed.gov/>.

⁷ Cox, S.R., Friesner, D., & Khayum, M. (2003). *Do reading skills courses help under prepared readers achieve academic success in college?* *Journal of College Reading and Learning*, 33(2), 170-196.

⁸ Adelman, C. (1996). The truth about remedial work: It's more complex than windy rhetoric and simple solutions suggest. *The Chronicle of Higher Education*, 43(6), 56.

⁹ Adelman, C. (2004). *Principal indicators of student academic histories in postsecondary education, 1972–2000.* Washington, DC: U.S. Department of Education.

boards, and all branches of the armed services accept the high school credential awarded on the results of the GED Tests in the same manner as they accept regular high school diplomas.

Many GED candidates want to “just take the test” and go on to college. However, if a student attains only those skills required to minimally pass the GED Test, it is likely that the student will not have the skills needed to be successful in obtaining specified scores on the College Placement Test (CPT) or other required entry assessment instruments. (Information on the scores required is located in the References and Resources section of this manual, F.S. 6A-10.0315 College Preparatory Testing, Placement, and Instruction and the Table of Remedial Cutoff Scores.)

Many students who enter the college system are faced with the prospect of taking remedial courses in the areas of writing, reading, and mathematics prior to enrolling in degree credit courses. These same students may even use financial aid monies, such as Pell Grants, to pay for the remedial courses, thus, decreasing the available financial resources that may be required to complete a degree program.

Although grade point averages cannot be determined from GED Test scores, GED percentile ranks can be viewed as an approximate “class rank.” GED percentile rankings represent the GED graduate’s performance relative to the performance on the GED Tests of a representative group of graduating high school seniors. The following chart shows a correlation between national class ranking, the total score obtained on all five GED Tests, and an average GED score. This chart provides interesting data for those students who plan on attending a college or university setting after obtaining their GED.

National Class Rank	Total Score of 5 Tests	GED Average Score
Top 1%	3440	680
Top 5%	3230	640
Top 10%	3100	620
Top 25%	2850	570
Top 33%	2700	540
Top 50%	2510	500
Top 67%	2310	460
Top 70%	2260	450

GED Testing Service (2003)¹⁰

If students attain a higher score on the GED Test, they are more likely to achieve a higher score on college-entrance assessment instruments, such as the CPT, ACT, or SAT. Higher scores mean that students are not as likely to require remedial or developmental courses of study.

Purpose

The **Florida GED PLUS College Preparation Program** is designed to provide GED students with the necessary skills for successful transition into college-level courses of study. The program focuses not only on assisting students in passing the GED Test, but also on attaining college-ready skills in the areas of writing, reading, algebra, research and word processing, goal setting, and time management.

Programmatic Goals and Objectives

It is the goal of **Florida GED PLUS** to enable GED students to prepare for, enter, and succeed in postsecondary education in order to improve and enrich their personal life and that of their families. The goals and the objectives of the program are to provide change in the student's learning, as well as the GED Preparatory Program, in order

¹⁰ General Education Development Testing Service. Retrieved from the World Wide Web on 04/28/05 at: <http://www.acenet.edu/AM/Template.cfm?Section=GEDTS>.

for students to better achieve their personal goals of succeeding in postsecondary education.

The program focuses on assisting students in attaining college-ready skills in the areas of writing, reading, mathematics (including algebra), and the goal-setting, time-management, critical-thinking, and problem-solving skills necessary to be successful in a college atmosphere. **Florida GED PLUS** provides students with the academic skills and learning strategies that will successfully facilitate their transition from the GED classroom to enrollment in degree credit college classes.

Programmatic Benefits

Attending an adult education program provides students with many positive outcomes. For those students who obtain a GED diploma, one of these outcomes often includes the ability to attend a college setting.

The benefit of **Florida GED PLUS** is to not only provide students with the skills needed to obtain a GED diploma, but also to assess their readiness for college diploma granting credit courses. This often requires that students obtain skills necessary to get a higher score than the 450 average required to minimally pass the GED Test. By attending the **Florida GED PLUS College Preparation Program**, students are placed into a curriculum that teaches college-ready skills that are needed to obtain a higher score on the GED Test and to pass the college entrance exam with a score that does not require a developmental or remedial program of study.

Florida GED PLUS is not a program that is necessary for all GED Preparatory students. The benefits of the enhanced curriculum are for those students who wish to enroll in college upon completion of their GED and want to possess the academic skills necessary for the rigors of higher education. By possessing higher-order skills in writing, mathematics, and reading comprehension, as well as critical thinking and problem solving, students can lessen or eliminate the need to enroll in and pay for remedial/developmental courses. With the potential of funding restrictions for remedial classes and the number of undergraduate credits that students may take at state institutions without a steep surcharge, being well-prepared is a positive asset. Higher scores on the GED Test correlate to a higher class ranking which generally means that students are more successful in additional educational endeavors.

It is equally important for educational partnerships to understand the benefits of providing this program. Specifically, the postsecondary institution will have a better-prepared student. The college system also will not have to spend as many of its valuable resources (space, instructors, materials, etc.) on remedial/developmental programs.

An institution providing **Florida GED PLUS** will be able to improve the success rate of the college-bound student through providing the enhanced curriculum. The program will also achieve a better placement rate based on student success resulting in more students enrolling in the college system without additional funding being spent for such items as additional facilities and instructors.

Another benefit of the program is that it provides GED instructors with an enhanced curriculum to better prepare all students for the GED Test, the workforce, and real-life situations through the inclusion of algebra and algebraic thinking, a variety of writing activities, reading comprehension strategies, problem-solving and critical-thinking skills, etc.

Use of the **Florida GED PLUS** model benefits students, adult education delivery systems, colleges, and the workforce. A student's ability to graduate from college in a timely manner and with the least amount of fiscal output is increased when a student enters the college system with sufficient skills to obtain satisfactory scores on entrance exams and is not required to enroll in developmental or remedial courses. This outcome and the increased self-esteem for students who succeed are the major benefits of the **Florida GED PLUS College Preparation Program**.

Institutional Considerations

The **Florida GED PLUS College Preparation Program** can be operated in conjunction with the regular GED Preparatory Program. Institutions that offer this enhanced program should ensure that students have the necessary basic academic skills in order to successfully complete the curriculum. A strong counseling component is also necessary in order to identify students appropriate for the program, as well as to provide students with the information and support needed to be successful.

Institutions considering implementing the enhanced program should have instructors skilled in the areas of college-level writing, reading comprehension, and higher-order math, including algebra. It is recommended that teachers be credentialed in the academic areas to ensure content excellence in the curriculum.

Identification of potential students for the enhanced curricular program is definitely a consideration. Students who might otherwise not enroll in GED Preparatory class due to satisfactory assessment scores on the TABE or Official GED Practice Test should be counseled regarding enrollment into this type of curricular program if they plan to attend college. Students who have been attending an adult education program and are interested in enrolling in college are also potential candidates for the program. Having adequate numbers of students to fund this enhanced program is a major consideration for all institutions.

Institutions must also consider the availability of classroom space and materials for use with the enhanced curriculum. A college-bound curriculum requires not only a credentialed instructor, but also the types of college-preparatory materials and technology that students may encounter when entering the college system.

Remediation of academic and process skill deficits for students under-prepared for college has become a major community college function. Helping academically deficient students prepare themselves for college has long been a feature of American education and should continue to be a feature of all adult education programs.

Program Policies and Procedures

*In order to be successful, the **Florida GED PLUS College Preparation Program** requires certain policies and procedures be followed.*

Implementation Models

College transition academic skills can be taught in many different ways. Programs may have one instructor and one counselor who split the instruction with the instructor teaching the academic portion while the counselor focuses on college survival types of skills. Another model is to provide instructors for specific content areas, such as mathematics, language arts, and college survival skills.

An important goal of the **Florida GED PLUS** model is to provide students with class time dedicated to the development of higher-level writing, reading, and mathematical skills that include algebraic thinking. The addition of computer literacy skills, goal setting, time management, test-taking skills, critical thinking, and problem solving can also be part of the implementation model. Important factors in setting up the transition model include:

- Flexible curriculum design
- Meaningful, ongoing assessment and feedback
- Goal setting
- Clear classroom expectations
- Creative instruction
- Clear understanding of the academic expectations of the collaborating college

Like other adult education programs, the **Florida GED PLUS** program can be an open-entry, open-exit program in which a student may enroll at any time during the term or school year. However, the program may be better implemented in the format of a typical college credit course using an 8-week or 16-week format. An institution may opt to implement specified enrollment periods dependent on the needs of the students and the institution.

It is recommended that **Florida GED PLUS** be implemented using the instructional strategies used in the collaborating colleges. These include such instructional models as: lecturing, discussion, small- and large-group instruction, project-based learning online and research-based learning, and individualized instruction. Institutions

implementing this enhancement program should ensure that students have the skills to complete homework assignments, group projects, and research-based papers.

Different Types of Models

The following are examples of implementation models for different types of institutions, prepared by representatives of such institutions. They are not required models, but are included to provide suggestions on different areas that should be considered in implementing **Florida GED PLUS**.

Large Community College Model

Delivery System

In order for students to be successful in transitioning from the GED program to the college setting, it is recommended that a college credit course scheduling format is implemented rather than the open-entry, open-exit format. To accommodate students desiring to enter the program in mid-term, an 8-week course system is suggested.

Other recommendations for implementation are to:

- Require that all **Florida GED PLUS** students first complete College Survival Skills
- Require one-on-one advising prior to admittance into the program to assess eligibility, explain the program, and complete all necessary paperwork
- Establish and strictly enforce an attendance policy of 85% or higher attendance
- Explore the use of technology to enhance the **Florida GED PLUS** program in a meaningful and impacting way

Assessment

Assessment is a necessary component for measuring progress. It is recommended that the institution:

- Require pre-testing to assess initial program eligibility
- Establish periodic assessment points throughout the course(s) in order to document progress
- Require post-testing to determine high likelihood of success for passing both the GED and CPT tests

Case Management

A case management process should be established to track student progress and assist students with non-academic educational barriers while enrolled in the program. It is recommended that the institution develop follow-up strategies to insure that students are tracked after they complete the GED Test in order to evaluate programmatic success.

Small Community College Model

Program Structure and Costs

Institutions may want to look at different structural components when implementing the **Florida GED PLUS** program. These components may include a fixed programmatic time for group instruction, expanded activities, counseling services, and an enhanced data collection system.

Programmatic cost is always an important factor in implementing any educational program. In a small community college model, programmatic costs may include such things as:

- Instructor (6 hours per week)
- Counselor/counseling services (6 hours per week)
- Administrator (in-kind cost of 5%)
- Support services (in-kind cost of 5%)
- GED Test fee scholarship (\$50 per student)
- Student texts/materials (dependent on program, includes materials for use outside of the classroom)
- Classroom materials (\$250)

Student Incentives

Incentives for the purpose of student recruitment and retention may include:

- GED Test fee scholarships
- Paid texts
- Preferential college registration times
- College activities

Student Requirements (Contract)

Contracting with a student regarding what is expected from the student and what is expected from the program can be a useful tool in setting realistic goals. Some requirements that an institution may wish to implement are:

- Regular attendance (80% or higher)
- Completion of assignments at the mastery level
- Participation in activities
- Permission for data tracking during the program of study and after program completion and a signed release of information for purposes of the study and possible press release information

Marketing

Use of the local media to market the **Florida GED PLUS** program is a useful tool in the recruitment process. Institutions may wish to develop press releases, posters, brochures, presentations, and other promotional items that can be provided to the community.

Large School District Model

An institution may wish to take a step-by-step approach to implementing the **Florida GED PLUS College Preparation Program**. One such model would be to:

- Identify an adult education or area technical center willing to house the program
- Identify and train a minimum of two part-time hourly teachers from the selected location who are eager to train for and implement the **Florida GED PLUS** program and are committed to continuous professional development
- Market the program to high school and adult education counselors at their quarterly meetings (timing is critical)
- Provide programmatic literature to counselors
- Clarify entrance criteria and the built-in flexibility available in recruiting students as well as the benefits to students and adult education
- Provide district collaboration with teachers in the selection of texts and other materials
- Purchase materials using district rather than school-based funds
- Determine data collection needs
- Train all adult/vocational education counselors to identify potential candidates for the **Florida GED PLUS** program based on TABE results and /or other appropriate assessments
- Schedule classes depending on the success of recruiting efforts
- Market the program via radio announcements and through schedules listed in local periodicals and in public transportation locations
- Expand program to other locations as needed
- Determine instructional strategies based upon enrollment (e.g., direct instruction, individual, small- and large-group activities, computer-based instruction)

Large School District Model Using Community Schools

An institution may wish to institute the **Florida GED PLUS College Preparation Program** in community schools to increase program accessibility. This model functions as a pull-out from the regular adult education program and can take advantage of existing services available at the site.

Program Structure and Costs

This type of pull-out program is implemented using a fixed schedule. The transition program operates on a 6, 8, or 12-week cycle, dependent on student need. In a community school model, the program requires:

- Instructional services (six hours per week minimum with an additional two to three hours for planning and review of students' progress). The program should identify and train a minimum of two part-time hourly teachers from the selected community school to implement **Florida GED PLUS**. Instructional staff is expected to participate in ongoing professional development, as well as be credentialed in appropriate areas.
- Counselor/counseling services (six hours per week). If a counselor is available to the regular adult education program, then no additional costs are generally required in order for counseling services to be provided for the **Florida GED PLUS** program.
- Training and information is be provided to all adult/vocational education counselors to identify potential candidates for the **Florida GED PLUS** program based on TABE results and/or other assessments deemed appropriate to enable students from other locations to enroll in the program.
- District level staff monitors enrollment in the program and opens additional programs in local community schools to meet the need of adults throughout the service area.
- District level staff coordinates the program with the local community school and the collaborating community college. District level staff serves as a liaison to the community college and is responsible for setting up student visitations, identifying a point of contact, and other duties that are required to meet the needs of the students.
- The Assistant Principal for Community Education serves as the on-site administrator and assists the program as needed.
- Student texts/materials (dependent on program, includes materials for use outside of the classroom) are identified based on the course outline. Teachers and administrators ensure that all appropriate materials are available to students.

Student Incentives

Incentives for student recruitment and retention include:

- GED Test fee scholarships

- Opportunities to visit community college programs with access to both academic and financial aid counseling

Student Requirements (Contract)

Due to the nature of this program and its inherent benefits to students, each student is required to sign a contract prior to enrollment. For students under the age of 18, a parent and/or guardian must also agree to the terms of the program. The contract includes, but is not limited to:

- Regular attendance (80% or higher)
- Completion of assignments at the mastery level
- Participation in activities
- Permission for data tracking during the program of study and after program completion and a signed release of information for purposes of the study and possible press release information

Marketing

Various forms of local media should be used to market the program. District level personnel are responsible for the development of press releases, posters, brochures, presentations, and other promotional items. It is important to:

- Market the program to high school and adult education counselors at their quarterly meetings (timing is critical)
- Provide programmatic literature to counselors in ample quantities
- Market the program via radio announcements and through schedules listed in local periodicals and in public transportation locations

Marketing/Promotion

Good marketing makes potential clients or partners aware of a solution to a problem or need. The need for the GED student is to participate in a program that assists him/her to obtain the skills necessary to pass the GED with a college-ready score. The need for a local college is to have students enroll who are ready for college degree credit granting courses, rather than remedial or developmental courses.

Successful marketing of **Florida GED PLUS** requires that the educational institution initially contact the collaborating colleges regarding information on the program and benefits to that institution. In order to successfully engage potential collaborative partners within one's targeted area, it is important to:

- be well-prepared for all activities with potential partners;
- market, market, and market again the positive outcomes of the program to both the potential partner as well as the student; and

- deliver continuous follow-up.

When initiating a marketing plan for *the Florida GED PLUS College Preparation Program*, an institution should:

- Research the need for the program in a geographical area, as well as the benefits available to all collaborative partners
- Develop partnerships with the local academic and business community
- “Over plan” when developing partnerships
- Ensure that all materials look professional and are written in the language of the targeted audience – both students and the academic community
- Develop a program that provides partners the opportunity to “buy-in” to the program because of the benefits to the student as well as the academic entities and the local business community
- Remember that businesses require an educated workforce and are generally supportive of programs that raise the standard of education and lower the drop-out rate

Marketing campaigns regarding the implementation of *Florida GED PLUS* should address:

- General Awareness – media campaigns, events, and newsletters
- Targeted Activities and Direct Recruiting – counseling of current and potential students, presentations at meetings and educational events, and individualized contacts

Marketing materials for *Florida GED PLUS* should include:

- Review of the research to show the need for the program
- Overview of the program, delivery, and other services
- Specific objectives, strategies, and programmatic goals
- Outcomes (emphasizing benefits) of the program and success stories
- Information on accessing the program

When developing a marketing program, remember that not everyone has access to the Internet. Develop materials that reach all levels of the population and use a wide variety of media such as print, radio, television, personal appearances, and the Internet.

It’s never enough to just plan and market the program; institutions must also deliver the program and show success. Stay in continuous contact with the collaborative partnerships that have been developed to ensure satisfaction and develop lasting

relationships, as well as deliver on promises, measure results, and share information. The success of any marketing effort hinges on one critical element – continuous follow-up and continuous programmatic improvement.

Advisement Procedures

Recruitment

Initially, student recruitment is one of the most challenging aspects of delivering the **Florida GED PLUS College Preparation Program**. Successful recruitment is ongoing and relies on building awareness of the program's goals and successes within the institution and its staff prior to the initiation of the recruitment process. To be effective, multiple approaches should be used in the recruitment process.

- Face-to-face contacts with local agencies, such as One-Stop Centers, social and human service agencies, faith-based organizations, public schools where parents may need to continue their education, community colleges, and other higher education facilities, provide needed information on the transition program that can be shared with individuals in the community.
- Presentations should be made to ABE students who will be entering the GED program and those students who possess high level scores on entrance assessments. Students need to be aware of choices that they have in planning for their academic future.

Due to the nature of adult education programs, it is recommended that an institution recruit three to four times as many adults as expected to enroll. Thus, in order to enroll 10 to 12 students per programmatic cycle, one should recruit between 30 to 48 students. Students have many barriers to their educational success. Recruitment is an important step in the success of any adult education program.

Counseling

Counseling is a necessary component of **Florida GED PLUS**. All students entering **Florida GED PLUS** should be provided with counseling regarding the programmatic structure, content, goals, and outcomes. Counseling is also strongly recommended during participation in the program as part of the on-going nature of the program's continuous improvement. Because the decision to participate in the program is a serious one with high-stakes outcomes, counseling and advisement services must be provided so that students can make informed decisions regarding enrollment into the program and enrollment into the college system.

Depending on the staffing of the institution, the counseling function can be provided by counselors, instructors, and/or professional support staff. The primary goals of the counseling component are to:

- Inform students accurately and completely about the requirements, goals, and objectives of the program
- Provide the intake and orientation process
- Develop a plan for student progression

- Maintain continuous contact with students throughout the program
- Ensure that strategies are implemented to successfully retain students
- Assist students in enrolling in a college credit earning program
- Encourage self assessments, such as learning styles which are available on the Internet at no cost to the student or institution

Incentives

It is imperative that students be aware of the benefits of enrolling and completing the **Florida GED PLUS College Preparation Program**. When recruiting or counseling potential candidates, discuss the reasons why completing **Florida GED PLUS** will afford them a better opportunity for success when enrolling in a postsecondary institution.

Some of the advantages for students enrolling in the program include:

- Improved academic skills with which to enter college
- No tuition costs for education to attain skills necessary to enter regular college-level classes that will earn credits toward a degree or certificate
- Flexibility of program scheduling and more locations for attending classes for student convenience and access
- Decreased use of remedial/developmental programs at the college level that require tuition be paid
- Maintenance of Pell Grant monies or other financial aid dollars for credit courses rather than remedial/developmental courses
- Improved self-esteem upon entering the college system
- Higher potential scores on the GED and on college placement tests

Secondary institutions offering the program should collaborate with local colleges and provide such incentives as scholarships for students achieving identified goals on the GED Test or the College Placement Test.

Assessment

Assessment Instruments

The assessment phase of the intake process is designed to gather data about a student's academic skill level. This data provides the classroom teacher with a clear picture of the student's academic strengths and weaknesses, as well as placement suitability of a student into the **Florida GED PLUS College Preparation Program**.

The Test of Adult Basic Education (TABE) is the most widely used assessment instrument for the GED program and was developed specifically for the adult learner. State Board of Education Rule 6A-6.014 allows programs to use a number of other approved assessment instruments, including:

- Test of Adult Basic Education (TABE) Forms 7 and 8, Complete Battery or Survey or the current approved version (TABE Forms 9 and 10 have been approved for use by LEAS through a memo from the Office of Workforce Development. A revised State Board of Education Rule to include TABE Forms 9 & 10 has been submitted for approval in March 2006.)
- Test of Adult Basic Education Work-Related Foundations Skills (TABE-WR)
- Adult Measure of Essential Skills (AMES)
- Wonderlic Basic Skills Test (WBST)

Although the Official GED Practice Tests are not included on the state approved list, these tests provide valuable information for program placement and identification of areas of student strengths and weaknesses. This data is useful in providing specific instruction for the individual student.

Entrance Criteria

As with the GED program, **Florida GED PLUS** is open to any student age sixteen or over who does not have a State of Florida recognized high school diploma. A student of legal school age must have declared his/her intent to withdraw from the regular school program or provide proof of withdrawal. State Board of Education Rule 6A-6.014 makes special provision for students to participate in adult education programs. This is also the recommendation for **Florida GED PLUS**

It is further recommended that a student's records be reviewed by a counselor and instructor to ensure that the student has the appropriate skills necessary to successfully complete **Florida GED PLUS** and transition into a college setting. Completion of an Adult Learning Plan (ALP) should be on file to document the student's skill levels, individual goals, and criteria used for inclusion in the program.

The following are suggested criteria for entrance into the program:

- a minimum of a 10.0 grade level equivalent in reading, mathematics, and language or a corresponding scale score on a state approved assessment instrument; or
- an overall average score of 450 or above on the Official GED Practice Test (OPT); or
- a successful passing score on the FCAT as indicated through a review of the student's high school records.

If a student does not meet the criteria, an academic admission team may be convened to identify additional criteria that may be used to allow entrance into the program. These criteria may include, but not be limited to:

- successful completion of high school level courses in Language Arts and Algebra;

- successful participation and/or completion of Adult Basic Education or General Education Preparatory courses; and/or
- SAT/ACT scores commensurate with those scores that indicate enrollment into college developmental/remedial courses.

GED Preparatory Course Numbers should be used to enroll students into the **Florida GED PLUS College Preparation Program**. The ICS number for the Comprehensive GED Preparation (all subject areas) is 13203.

The course numbers for secondary institutions are as follows:

Course Number	GED Course Name and Subject Area
9900021	Writing Skills
9900022	Social Studies
9900023	Science
9900024	Interpreting Literature and the Arts
9900025	Mathematics
9900026	Comprehensive GED Preparation, all subject areas included

Exit Criteria

The goal of **Florida GED PLUS** is to prepare students for entry into a college credit granting program of study without enrollment into remedial/developmental courses. In order to best assist students in meeting this goal, it is recommended that students who exit this program:

- Obtain a passing score of 600 or higher on all areas of the GED Official Practice Test prior to taking the GED Test
- Obtain an average of 550 or higher on the GED Tests
- Complete a program of study to the mastery level that includes:
 - Writing Skills
 - Reading Comprehension
 - Higher Levels of Mathematics, including Pre-Algebra and Algebra
 - College Survival Skills (including basic computer literacy, testing, note-taking, setting goals, and time management)

Teacher Credentialing

It is recommended that instructors be highly qualified in the academic area in which they teach. For example, an algebra teacher should be certified or credentialed in the area of mathematics. This situation parallels a college setting where instructors are generally certified or credentialed in their area of concentration. This system also meets the federal definition of a “highly qualified” teacher as described in the *No Child Left Behind Act* of 2001.

Professional Development

Professional development should not be viewed as an event that occurs on a particular day of the school year; rather, it should be an integral part of the daily work life of educators. In order for **Florida GED PLUS** to be successful, teachers, administrators, and other professional support staff need time to work in study groups, conduct action research, participate in seminars, workshops, and institutes, plan lessons together, and meet on a regular basis to discuss program implementation, progress, successes, and future requirements or needs.

The National Education Association recommends that 50% of teachers' time be given to professional development. Although providing even 10 – 20% of teachers' work time for these activities may seem like an unachievable goal, a continuous improvement model is necessary in order for teachers to have the support and expertise required to implement an ambitious reform initiative, such as that recommended for **Florida GED PLUS**.

Professional development can take many different forms. It is recommended that teachers attend those workshops that are provided for **Florida GED PLUS**, as well as workshops, conferences, and institutes that support the area of concentration in which they teach. An example would be attendance at the National Council for Teachers of Mathematics Conference in order to participate in workshops dealing with higher levels of math.

Professional development is available to adult education teacher statewide through the Adult Education Regional Training Councils (AERTC), as well as online training modules and lesson plans through Florida TechNet. Both of these resources can assist programs in meeting the increased need for professional development for this program.

Professional development integrated into the regular work schedule is also an excellent way to incorporate new ideas and strategies into the curriculum. Integration techniques for professional development may include such things as serving on academic committees, working as part of an academic team, sharing new strategies learned with fellow educators, or reading the latest research in one's area of concentration.

Goals of professional development for **Florida GED PLUS** are similar to the general goals of any successful continuous improvement program. Basic goals should include:

- *Focusing professional development on core problems of teaching and learning.* Teachers need more opportunities to become intellectually engaged with their subject matter and to deepen their understandings of key concepts in order to continue improving instruction.
- *Balancing individual and organization interests in professional development and restructuring incentives so that they are more closely aligned.* Professional development arrangements should support school-wide improvement, as well as the development of the **Florida GED PLUS College Preparation Program**, stimulate individual growth and engagement in teaching, and support career advancement.
- *Embedding more professional development in the workplace so it is more closely related to teachers' work experience.* Teachers should have access to their colleagues and be encouraged to share, discuss, and reflect on the project. Time should be provided for these informal as well as formal collegial activities.
- *Improving the productivity of professional development.* Teachers who attend professional development should be accountable for transferring their learning to the classroom and sharing information with fellow teachers to ensure that funds are targeted and well-used. The sharing of new strategies and skills relevant to assisting students in achieving higher standards is a necessary component of **Florida GED PLUS**.

Collaborative Partnerships

Developing a strong collaborative partnership requires time and effort. These partnerships help create a pathway for students, enabling them to see how they can progress from adult education programs to the college system. Partnerships are essential to the success of **Florida GED PLUS**. The collaborating colleges must recognize the importance and benefits of the program to their institution. When initiating partnerships, always remember W.I.I.F.M. (What's in it for me?). A general rule is that no one does anything unless he/she understands W.I.I.F.M. To bring in collaborative partners requires that they are convinced it is worth their time and effort to become involved.

Successful partnerships are also based on reciprocity. All of those involved **Florida GED PLUS** have overlapping responsibilities. Each entity needs the help of the other in both formal and informal structures. The collaboration must also provide a variety of opportunities for both institutions, as well as the student involved.

There are five key elements in effective partnerships.

- **Shared Goals** – Shared goals are essential to the success of **Florida GED PLUS**. Students and teachers, as well as institutions and collaborating colleges, must have common goals regarding the implementation of the program and the programmatic benefits received.
- **Communication** – Counseling is an integral part of **Florida GED PLUS**. Students need to understand the requirements of the program and the

potential benefits to them. This is also true of the collaborative partnerships developed between agencies and the academic team.

- Trust – In order to best assist students, information needs to be exchanged between the program and the collaborating college. Ensure that releases of information are obtained and that students are informed about sharing information.
- Cooperation – Information, ideas, and resources should be shared by those involved with the program. This may include such things as providing college visitations for students in the program or revamping the curriculum to better meet the needs of local colleges.
- Willingness to Take Risks – **Florida GED PLUS** is a new concept for adult educators, students, and collaborating colleges. This requires that all partners be willing to experiment and cooperate in the building of a new system.

Successful collaboration with local colleges requires that the **Florida GED PLUS College Preparation Program** not only initially meet with potential partners, e.g., Community Based Organizations (CBOs), school districts, college adult education departments, etc., but also provide ongoing communication with those partners. Continual feedback assists the program in making changes to improve the transition process and ultimately the success of the student.

Programmatic Needs, Resources, and Facilities

Florida GED PLUS requires the same type of facilities as other adult education programs. Classrooms should strive to reflect a college classroom atmosphere with a challenging curriculum available to students. College-level texts should be available for use in the different academic areas, as well as resources on such items as financial aid, area colleges, goal setting, time management, and career pathways.

With the increased use of technology in the college setting, computers with Internet access are recommended so that students have appropriate resources for research and are able to use a word processing program for the completion of assignments.

Evaluation

Data Collection

Because **Florida GED PLUS** is an enhancement system, the data collection system that is used for adult education programs should be employed. Pilot programs are asked to collect additional data for evaluation of effectiveness in a longitudinal research study.

Reporting

Although institutions may wish to report additional information on **Florida GED PLUS** for internal planning and assessment, the State of Florida Reporting System, including required data for the National Reporting System (NRS), is to be used for all students enrolled in the program. Districts and community colleges must submit data that includes demographic information on the students enrolled in adult education

programs and the progress of those students. There are several key data elements that are critical for districts and community colleges to collect in order to continue receiving funds for adult education programs. Maintenance of accurate records on all GED students is a very important responsibility.

Delivery System

Transitioning into college credit courses requires different skills for both students and instructors.

Delivery System - Students

Counseling

An effective counseling system is absolutely necessary for any successful educational program. Educational counseling includes all support services and activities necessary to ensure that the student completes the **Florida GED PLUS College Preparation Program** and successfully enters a postsecondary system. Some programs provide counseling services through a department or individual guidance counselor. However, some programs do not have this resource so counseling is provided by the instructor and/or support staff at the center. Whatever model is used, counseling services are an absolute necessity for success.

Services that should be provided through the counseling system include:

- Recruitment, intake, and enrollment into the program
- Student orientation
- Pre- and post-assessment and counseling regarding a student's strengths and areas of need
- Workshops or counseling sessions in such areas as the college admissions process, financial aid, career exploration, goal setting, time management, test-taking strategies, an overview of the college system, etc.
- Linkages with representatives from collaborating colleges
- Individual counseling (both personal and professional) and support as needed throughout the program
- Referrals to educational entities and/or social agencies when student needs arise that hinder educational completion

A counselor and instructor should work together throughout the **Florida GED PLUS College Preparation Program** to ensure that a student's needs are being met, as well as to ensure that programmatic and student goals are achieved.

Reasons for Non-Attendance

Research has explored the primary reasons for student non-participation in educational programs. These include situational, institutional, and dispositional barriers that arise from a person's attitude toward self and learning.

- Situational barriers arise from a situation in life at a given time. Cost (such as tuition charges and transportation expense) and reduced mobility (such as poor physical health, inadequate transportation, lack of adequate time, or physical handicap) are contributing factors to lack of participation.
- Dispositional barriers, such as a person's negative feelings towards the educational system, may stem from previous educational experiences or a feeling that one is incapable of learning.
- Institutional barriers are those found within the educational system itself. These include complex course registration systems and requirements, inconvenient course scheduling, or inaccessible locations. Any practice or procedure that excludes or discourages a student from participating in educational activities is termed an institutional barrier.¹¹

When planning for the **Florida GED PLUS** program, it is necessary to understand real needs and potential obstacles for students and to eliminate as many of those obstacles as possible.

Assessment

Pre- and post-testing of students in adult education programs is mandated by the state of Florida. Students in the **Florida GED PLUS College Preparation Program** should be assessed using the state-approved assessment instruments.

Accommodations for testing should follow the same rules and requirements as for any other adult education student.

Collaboration

Institutional collaboration assists students in the transitioning process. Strong linkages between school districts and area colleges provides students with such opportunities as field trips, familiarity with college procedures, and the opportunity to experience segments of the college campus life prior to enrollment. This type of collaboration is also necessary when **Florida GED PLUS** is offered through a college delivery system.

Student Support and Retention

Many students will achieve their goal of attaining higher scores on high-stakes testing and enrolling in a college system. However, some students will not follow through on their plans. It is important that institutions offering **Florida GED PLUS** identify the reasons that students leave programs. This will allow teachers and staff to implement more successful motivation and retention strategies.

The GED student who leaves a program before completion may be any age or race, from any cultural or socio-economic background. All students face obstacles to continuing their goals. Assist students with situational barriers by providing access to services that will help them with such issues as transportation problems, child-care, employment concerns, or lack of time.

¹¹ Cross, K. P. (1986). *Adults as learners: Increasing participation and facilitating learning*. Jossey-Bass. San Francisco: CA.

Institutional barriers may also cause some students to leave the classroom. Rules and procedures, paperwork, program location, scheduling inconveniences, past negative experiences with schools, and a perception that a school is a non-friendly environment can result in poor student retention. Make sure that the educational facility provides excellent customer service to each student. Classrooms should be welcoming places where students feel comfortable to learn.

Students may leave the program due to a fear of failure, low self-esteem; or an unrealistic view of the program itself. A strong support system and good communication, as well as understanding the student's learning style and background, are necessary to assist in retaining students who may otherwise not complete the program.

Institutions implementing **Florida GED PLUS** need to provide both extrinsic and intrinsic motivators throughout the program in order to increase retention. Certificates of achievement, positive praise, and ultimately completion of the GED and College Placement Test (CPT) can be extrinsic motivators.

Institutions may also want to include fiscal motivators such as scholarships to the local collaborating college. A special graduation ceremony and/or recognition for higher-level achievement at the institution's graduation are also extrinsic motivators.

To help intrinsically motivate students, institutions should:

- Develop a customer-friendly environment – Provide an effective orientation program and follow-up counseling for each student. Students often have unrealistic expectations about their education. A student's first impression of the **Florida GED PLUS** classroom is a strong indicator of retention.
- Create a successful first class – There are many skills that the **Florida GED PLUS College Preparation Program** teaches. Make sure that a student's first impression is most lasting. Use "get-acquainted" activities and ensure that each student leaves each session with some skill or information that is useful in reaching his/her goal.
- Build on a student's strengths – Give students an opportunity to use real-life experiences in their learning. Provide students with knowledge that they can use immediately as they are learning skills to assist them in their goal of attending college. Remember, success is motivating; failure is not motivating.
- Offer choices – As adults, GED students are used to making choices in their daily lives. Use students' real-life skills to motivate them when learning subjects necessary for completion of the **Florida GED PLUS College Preparation Program**. Discuss the different ways that materials will be used in a college setting.
- Break large tasks into manageable steps – The many diverse tasks necessary for success in college may intimidate some students. Show students how to "take apart" a major topic and how to transfer skills they have learned to their daily lives.

- Provide feedback and follow-up – Provide feedback to students that is immediate, specific, and positive. If a student is not in attendance, take the time to make contact. Students need to feel that their contributions are valued.
- Use self evaluation – Teach students how to evaluate their own work. This is an important skill for higher education and in one’s daily life. Self evaluation needs to address two basic questions: “What was done well?” and “How can I improve it?”
- Teach relevance – It is motivating for students to know that what they are learning is directly applicable to their goal of college attendance. Ensure that students understand the relevance of everything that is required in the **Florida GED PLUS College Preparation Program**.
- Use group work and teams – College classrooms require group work and projects, as well as independent study. Completing projects together can be an excellent learning tool as well as being very supportive and motivating.
- Provide a positive role model – **Florida GED PLUS** instructors should be role models for students. Make sure that students are known by name. It is intrinsically motivating to realize that you are important enough for a teacher to not only know your academic strengths and weaknesses, but also something about you as a person.
- Support the concept of partnerships by building collaborative partnerships with students. One of the most important partnerships in the **Florida GED PLUS** program is that between the student and the teacher.

Delivery Methods - Classroom

Delivery Methods

The curriculum design and delivery methods of **Florida GED PLUS** are flexible. They should be developed and modified based on the collaborating institutions, the delivery institution, programmatic instructors, and the needs of the students.

The suggested time frame for the course of study is recommended to be 60 - 120 hours. This would equate to a part-time, semester long program for most students. However, since the goal of **Florida GED PLUS** is to prepare students for diploma granting credit at the college level, the length of time is dependent on the student’s entry level skills and needs.

Florida GED PLUS can be delivered through diverse methods. Some programs may wish to use a more individualized approach with some lecture and group activities. Other systems may wish to use a more cooperative learning approach or even distance learning for segments of the program. It is important that all institutions implementing **Florida GED PLUS** provide students with experiences similar to those that they will experience when entering college. Ideally, these experiences should mirror college activities, course scheduling formats, and instructional practices.

Vella (1994) recommends that the following twelve principles be followed in the classroom to ensure effective adult learning:

- Needs assessment – participation of the learner in naming what is to be learned
- Safety in the environment between teacher and learner for learning and development
- Sound relationship between teacher and learning for learner and development
- Careful attention to sequence of content and reinforcement
- Praxis – action with reflection or learning by doing
- Respect for learners as subjects of their own learning
- Cognitive, affective, and psychomotor aspects: ideas, feelings, actions
- Immediacy of the learning
- Clear roles and role development
- Teamwork – use of small groups
- Engagement of the learners in what they are learning
- Accountability – How do they know that they know? ¹²

Curricular Components

Florida GED PLUS includes the reading, writing, higher-order math and algebra, critical thinking/problem solving, college survival skills, and computer literacy skills necessary for academic success at the college level. The program also supports the skills needed for a student to successfully pass the GED Test and college placement exams, such as the ACT, CPT, or SAT.

A suggested course outline for the **Florida GED PLUS College Preparation Program** is included as a separate chapter in this manual. Included in the References and Resources section is F. S. 6A-10.0316 – College-Level Communication and Computation Skills.

Instructional Strategies

Adults learn best when they connect new information with past experiences or knowledge and are able to apply this new knowledge to real-life situations. To be most effective, classroom instruction should include the best practices of teaching, using a variety of approaches, materials, and resources that will be experienced at the college level. This includes not only lecture and discussion, but also project-based, small- and large-group instruction, and individualized learning. It is important

¹² Vella, J. (1994). *Learning to listen, learning to teach*. pp. 3-22. Jossey-Bass. San Francisco: CA.

that teachers incorporate activities into the curriculum that allow students to gain the higher-order, critical thinking, and problem-solving skills that they will need in the college setting. As with all instruction, the more interactive, the more learning that will take place. **Florida GED PLUS** should provide a differentiated learning atmosphere to best serve the learning styles of all students.

Assessment to Support Instruction

Assessment is a necessary tool for entrance into and exit from the **Florida GED PLUS College Preparation Program** and for the continuous tracking of a student's progress and instructional needs. Good assessment information provides accurate estimates of student performance and enables teachers and other decision makers to form appropriate decisions. A comprehensive assessment plan that includes both formative and summative assessment tools should be implemented with **Florida GED PLUS**.

Formative assessment, such as the Official GED Practice Test and teacher-developed instruments, should be used to improve the quality of student learning and any curricular modifications deemed necessary. This type of assessment is also necessary to provide feedback to the teacher and the student in regards to which learning goals and objectives have been met.

Institutions implementing **Florida GED PLUS** must also administer summative assessment tools. Summative assessment should be comprehensive in nature so as to provide programmatic accountability, as well as to evaluate a student's level of learning at the end of the program. Upon completion of **Florida GED PLUS**, it is recommended that students be able to pass the Official GED Practice Test with a 600 in each of the academic levels. This score is reflective of the program's goals and objectives.

Tracking Your Success

Evaluating one's success is essential to the success of any project.

Data

Data collection and evaluation are core elements of program planning and are intended for intra-institutional improvement and to document program success across the state. Like all adult education programs, the **Florida GED PLUS College Preparation Program** should use data not only to evaluate its success, but also to continually improve the program. Data should be obtained from a variety of sources, including the intake, assessment, and exit processes, as well as information provided both during the program and after program completion.

It is recommended that programs implementing **Florida GED PLUS** obtain and evaluate documentation on:

- the student recruitment process, including who has been contacted and what methods were used in the process, such as marketing materials, counseling techniques, community outreach, etc.;
- the number of enrollments into the program;
- the number of program completers and the time frame in which each student completed the program;
- the number of students who drop out of the program and the reasons for their exiting;
- entrance and exit assessment data, including such tools as the TABE, Official GED Practice Test, ACT, SAT, CPT;
- the college(s) into which each student enters and the course of study; and
- the costs associated with implementing this program.

It is also recommended that programs obtain a student's permission to track his/her attendance in the college system, as well as academic progress during the first year in transition. A draft form for obtaining information from students is included in the References and Resources chapter of this document.

Information regarding barriers to success is also helpful in evaluating program effectiveness. This information can be provided from the intake or exit process, as well as from information gained from assessment tools and within the program itself.

Evaluation

Student

Institutions offering this enhanced program of study should track the number of program completers, their entrance and exit scores, length of time in the program, the number of students who enter college, and the number who make satisfactory scores on college entrance exams in order to enroll in degree credit courses, rather than remedial/developmental college courses. This data provides the institution with information on the program's success, as well as areas that may need further evaluation.

Teacher

Staff input is important to the evaluation of a program. Institutions implementing **Florida GED PLUS** should have staff complete a self-evaluation of the program at designated times during the school year. This self-evaluation should identify such areas as program needs and program successes. This information can be used in conjunction with the more objective student outcome information to determine any changes that are needed.

Evaluations of instructors should adhere to the procedures of the institution in which the program is being offered.

Program

Programmatic evaluative information is available through state generated reports. However, each institution will want to compile information on the percentage of completers of **Florida GED PLUS** and compare their success in attaining higher GED scores and enrollment into college degree credit courses versus the past success rate of the institution. Accurate outcome data is highly important in assessing the effectiveness of a program. Institutions may also want to compare GED scores of students who complete the enhanced program to the scores of other GED Test takers.

Programmatic evaluation or assessment meets the needs of many diverse audiences for **Florida GED PLUS**.

Data should be used to:

- Set standards and goals for the program
- Monitor programmatic quality
- Formulate policies
- Determine effect of the program on student outcomes
- Designate program priorities
- Carry out curriculum evaluation and refinement

- Direct resources including personnel and money

Florida GED PLUS is an initiative designed to address state-targeted initiatives for better prepared graduating students. The program not only provides an enhanced GED curriculum, but also collaboration between a high school and college program of study. Providing adult students with the educational skills necessary to succeed in their academic goal of attending college and enrolling in degree credit courses is the underlying rationale for implementing the **Florida GED PLUS College Preparation Program** curricula statewide.

Funding

Funding for the implementation of **Florida GED PLUS** at pilot sites is at the discretion of the pilot site institution. Every opportunity should be taken to utilize existing state funded resources such as the Adult Education Regional Training Councils and Regional Literacy Centers, web-based curriculum, and program resources available through FLDOE, ACE, and Florida TechNet. In addition, it is the intent of the project team to seek further programmatic funding for the short term through state leadership funds. For the long term, it is intended to seek additional state funds to support this program through the state education funding formula.

References and Resources

Florida GED PLUS Course Outline

Summary

The **Florida GED PLUS College Preparation Program** is recommended as a semester long course of study for students who attend class twice a week (part-time student). The length of time for a student to achieve mastery of the curriculum is dependent on the entrance level and skills of the individual. The course has been developed to cover roughly 60 – 108 hours of class time. The focus is on enhancing skills in reading, writing, and higher mathematics. A module on college survival skills provides some essential skills and knowledge for success in any subject matter area.

Florida GED PLUS Reading Content Guidelines

Students need strategies to assist them in previewing, organizing, and comprehending text at the college level. This requires that students possess a vocabulary that is appropriate for entry into the college system, as well as strategies that can be used in any subject area. When implementing this section of the curriculum, college-level texts should be used as part of the instruction. This allows students to have experiences with different levels of texts as well as different writing styles and formats.

Students should be able to:

1. Read materials at beginning college level, including various types of fiction, nonfiction, poetry, and drama
2. Exhibit an increased amount of reading in diverse subject areas with appropriate rate and fluency for beginning college level (reading should be completed both in and out of the classroom)
3. Use different types of reading comprehension skills dependent on the text
 - a. Skimming
 - b. Scanning
 - c. Careful reading
 - d. Intensive reading
4. Select and apply
 - a. SQ3R Study Method
 - b. GIST
 - c. About Point
 - d. Cornell Notes

- e. Mapping and graphic organizers
 - f. KWL (Know – Want – Learned Method)
 - g. Venn Diagram (compare and contrast organizers)
 - h. Scaffolding
 - i. Cloze Technique
5. Read diverse passages of 200 words or more in different content areas and answer correctly questions that require higher-order critical thinking skills, such as:
- a. Comprehension
 - b. Application
 - c. Analysis
 - d. Synthesis
 - e. Evaluation
6. Use and apply vocabulary written at an ending high school/beginning college level
7. Deliver a classroom presentation and/or speech that is persuasive, narrative, and/or descriptive
8. Understand and identify different types of figurative language, such as similes, metaphors, personification, onomatopoeia, alliteration, irony, etc.
9. Summarize plots, themes, conflicts, characters in literature
10. Develop questions for reading materials
11. Use the World Wide Web to build research skills and identify resources

Florida GED PLUS Writing Content Guidelines

College requires many different types of writing dependent on the subject area. Students must be able to apply the rules of Edited American English, as well as develop, edit, and revise written documents. In addition, college placement exams require a well-written essay in order to attain a satisfactory score. The length of the essay required is generally 300 to 500 words in order to adequately cover the topic.

Students should be able to:

1. Effectively demonstrate competence in the different kinds of writing expected in college
 - a. Tests
 - i. Short answers
 - ii. Short essays
 - iii. Longer essay
 - b. Formal essay writing including student-selected topics; student selected genre including poetry, lyrics, stories, and journals
 - c. Workplace documents
 - i. Memoranda
 - ii. Directions/instructions

- d. Critiquing/evaluation of writing samples
 - e. Research and report writing
2. Understand the basics of research
 - a. Uses
 - b. Sources
 - c. Citation examples
 - d. Importance
 - e. Plagiarism
 3. Understand diverse writing assignments assigned in a college-level program
 - a. Critical thinking processes
 - i. Relationships such as compare and contrast, cause and effect, pros and cons, persuasion
 - ii. Style such as irony, sarcasm, humor
 - b. Use of research and diverse resources
 - c. Summarization of materials
 4. Demonstrate basic writing form
 - a. Opening thesis paragraph
 - b. Development of main point with use of direct quotations, paraphrases, summary, statistics, and research examples
 - c. Transitions
 - d. Closing thesis paragraph
 5. Review/discuss, practice, and expand upon common grammar and writing problems
 - a. Word usage, such as fragments, modification, improper subordination, parallel structure, etc.
 - b. Sentence structure, such as subject-verb agreement, verb tense errors, pronoun reference, etc.
 - c. Mechanics, such as spelling, capitalization, and punctuation
 - d. Organization, such as effective text division, unity/coherence, form
 - e. Different question types such as sentence correction and construction shift
 6. Present written work in required college format
 7. Use basic note-taking procedures (outline lectures)
 8. Understand basic question types, such as correction and construction shift

Florida GED PLUS Mathematics Content Guidelines

Students must be literate in the areas of mathematics, pre-algebra, and algebra in order to successfully enter an intermediate algebra level course of study at the college level. Instructors may not be able to cover all of the competencies required by the mathematic curriculum with each student; however, the following outlines the basics of the math program.

Students should be able to:

1. Solve problems based on:
 - a. Number operations and number sense
 - b. Measurement
 - c. Geometry
 - d. Data analysis, charts, tables, graphs
 - e. Statistics
 - f. Probability

2. Understand the basics of algebraic thinking by completing operations/word problems that deal with:
 - a. Integers and rational numbers
 - b. Absolute values and ordering
 - c. Algebraic operations, including simplifying rational algebraic expressions, formulas, factoring, working with monomials, expanding polynomials, and manipulating rational roots and exponents
 - d. Simplifying algebraic fractions and factoring
 - e. Solving equations, inequalities, and systems of linear equations
 - f. Solving quadratic equations by factoring
 - g. Verbal problems presented in algebraic context
 - h. Geometric reasoning
 - i. The translation of written phrases into algebraic expressions
 - j. Graphing

3. Solve questions stated in different test question formats for commonly used assessments:
 - a. CPT
 - b. SAT
 - c. OPT
 - d. ACT

4. Use mathematical skills in real-life contexts:
 - a. Industrial
 - b. Construction
 - c. Financial
 - d. Medical
 - e. Business
 - f. Culinary

5. Understand different question types and strategies for solving problems

Florida GED PLUS College Survival Skills Content Guidelines

The **Florida GED PLUS** College Survival Skills guidelines are provided to assist the **Florida GED PLUS** teacher in providing students with information that will help them be better prepared to enroll in college. The information provided in this chapter is not intended as a full-length course, many of which are already available on the Internet as well as at local community colleges. It is intended to provide teachers with information they can use to provide mini-lessons or workshops for students.

The **Florida GED PLUS** Advisory Committee recommended the addition of a College Survival Skills curriculum as part of the program. It can be integrated into the academic program or offered in a workshop format. In interactive, problem-solving sessions, students learn about the college degree system, goal setting, time management, listening and note-taking skills, test-taking strategies, and basic computer literacy skills, including use of the World Wide Web for research purposes.

The **Florida GED PLUS** Advisory Committee has identified the following objectives for college survival skills.

The student should be able to:

1. Understand the college system, including:
 - a. Types of degrees available at different institutions
 - b. Credit system used to advance toward degrees
 - c. Grading system commonly used by college instructors
 - d. The structure of different types of classes and the expectations of teachers
 - e. How to select a college
 - f. How to identify and apply for financial aid
 - g. Support services available for students with learning disabilities
2. Develop and manage short- and long-term goals, including:
 - a. Recognizing the importance of values in goal setting
 - b. Setting long-term goals
 - c. Setting short-term goals
 - d. Evaluating goals and making adjustments as needed
3. Use effective time management skills, including:
 - a. Using general strategies to set schedules and organize activities/tasks
 - b. Prioritizing activities/tasks
 - c. Identifying time wasters
 - d. Recognizing the need for self-discipline and perseverance
 - e. Avoiding procrastination
4. Understand the importance of effective study skills, including the use of:
 - a. Active rather than passive listening
 - b. Note-taking strategies
 - i. Developing a shorthand system
 - ii. Using abbreviations

- iii. Recognizing verbal and non-verbal cues
 - iv. Identifying main ideas and details
 - v. Organizing notes by outlining
 - c. Graphic organizers including Cornell Notes
- 5. Use effective study skills to prepare for tests:
 - a. Recognize types of tests used in college
 - b. Recognize and apply all levels of critical thinking required by various test types
 - c. Use techniques to reduce test anxiety
 - d. Incorporate appropriate test preparation strategies, including:
 - i. Note cards
 - ii. Chapter reviews
 - iii. Mnemonic devices
 - iv. Linking the subject to the learner's own experience
- 6. Employ basic computer literacy skills, including an understanding of:
 - a. General operation of a personal computer or laptop
 - b. Organization of files and data
 - c. College formats for written material
 - d. The Internet and how to access and evaluate materials for purposes of research and information
 - e. Basics of distance learning
- 7. Develop personal effectiveness:
 - a. Communication skills, negotiation skills, interpersonal skills, emotional intelligence, forming and maintaining relationships
 - b. Stress management
 - c. Health education, hygiene, dangers of substance abuse
 - d. Money management

State Board of Education Administrative Rules

Chapter 6A-10

6A-10.0315 College Preparatory Testing, Placement, and Instruction.

(1) For admissions after October 1, 1991, for enrollment for the academic terms beginning January 1992 through July 31, 1995, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using one (1) or more of the tests listed in this subsection, and shall enroll in college preparatory communication and computation instruction if the test scores are lower than those listed below.

(a) ACT Assessment, American College Testing Program.

Composite	14
English	15
Mathematics	13

(b) Enhanced ACT, American College Testing Program.

Reading	16
English	16
Mathematics	16

(c) SAT, The College Board.

Verbal	340
TSWE	31
Mathematics	400

(d) SAT I, The College Board administrations between March 1, 1994, and March 31, 1995.

Verbal	340*
Mathematics	400

Administrations after March 31, 1995

Verbal	420*
Mathematics	440

*Students with scores below the cut score on the verbal subtest of the SAT I shall be considered to have fallen below the cut score in both reading and writing for placement and reporting purposes.

(e) MAPS, The College Board	
Reading Comprehension	13
TSWE	31
Elementary Algebra	209
(f) New MAPS, The College Board.	
Reading Comprehension	109
Conventions of Written English	311
Elementary Algebra	613
(g) CPT, Computerized Placement Tests, The College Board.	
Reading Comprehension	72
Sentence Skills	78
Elementary Algebra	51
(h) ASSET, American College Testing Program.	
Reading Skills	22
Language Usage	43
Elementary Algebra	12
(I) New ASSET, American College Testing Program.	
Reading Skills	37
Writing Skills	37
Elementary Algebra	37

(2) For admissions beginning August 1, 1995, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using the Florida College Entry-Level Placement Test. Students earning scores less than those listed below shall enroll in college preparatory communication and computation instruction:

	Standard Score
(a) Reading Comprehension	72
(b) Sentence Skills	78
(c) Elementary Algebra	51

(3) For admissions beginning with the academic term in the fall 1996, first-time-in-college applicants for admission to community colleges and universities who apply to enter degree programs shall be tested for reading, writing, and mathematics proficiency prior to the completion of registration, using the Florida College Entry-Level Placement Test. Students earning scores less than those listed below shall enroll in college preparatory communication and computation instruction:

	Standard Score
(a) Reading Comprehension	83
(b) Sentence Skills	83
(c) Elementary Algebra	72

(4) Community colleges and universities shall have the option of delaying implementation of the provisions of Subsection (3) of this rule upon notification by the president of the institution to the Commissioner. No institution shall be permitted to exempt the provisions of Subsection (3) of this rule for more than one (1) academic year, and no exemptions may be in effect past June 30, 1997.

(5) Community colleges and universities may identify optional placement tests to supplement those listed in Subsection (2) of this rule that may be useful. If such optional tests are identified, each institution shall be responsible for designating the scores that will be used for placement purposes and the courses into which the student will be placed.

(6) For admissions prior to the fall 2000 academic term, students who present scores on either the College Board's SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, may be exempted from taking the Florida College Entry-Level Placement Test at the option of the president of the community college or university:

	Standard Score
SAT-I, The College Board	
Verbal	420
Mathematics	440
Enhanced ACT, American College Testing Program	
Reading	16
English	16
Mathematics	16

(7) For admissions beginning with the academic term in the fall of 2000, students who present scores on either the College Board's SAT-I or the American College Testing Program's Enhanced ACT test that meet or exceed the scores shown below, may be exempted from taking the Florida College Entry-Level Placement Test at the option of the president of the community college or university:

	Standard Score
SAT-I, The College Board	
Verbal	440
Mathematics	440
Enhanced ACT, American College Testing Program	
Reading	18
English	17
Mathematics	19

(8) Community colleges and universities may negotiate agreements with local school districts to permit, on a voluntary basis, high school students to take the Florida College Entry-Level

Placement Test at the beginning of the tenth grade before enrollment in the eleventh grade for the purpose of obtaining remedial instruction prior to entering postsecondary education.

(9) Each community college president shall negotiate agreements with its local service area school district to permit the Florida College Entry-Level Placement Test to be administered to high school students. The agreement shall provide the opportunity for students to have the option of taking the Placement Test at the beginning of the tenth grade for the purpose of obtaining counseling regarding future college and career planning and for the purpose of providing remedial instruction that may be appropriate. High school eleventh or twelfth grade students also may be given the option of taking the Placement Test.

(10) Each state public university president may negotiate an agreement with local school districts to permit the Florida College Entry-Level Placement Test to be administered to high school students. The negotiations with the school district shall take into consideration any previous or anticipated agreement negotiated by the community college president as described in Subsection (9) of this rule to minimize any confusion in the administration of the test to high school students. The agreement negotiated by a university president shall be subject to the conditions of Subsections (11) and (12) of this rule except that the test administration responsibilities would be assumed by the university.

(11) The agreement shall provide for the administration of the Placement Test under the control and supervision of the community college. The agreement shall incorporate plans to administer the Placement Test according to specifications developed by the Commissioner. These specifications shall include how the test is to be administered, when, to whom, at what cost, how the costs will be paid, and how the test results will be reported.

(12) The agreement shall be sent to the Commissioner for review and approval prior to implementation. If the agreement does not adhere to the specifications defined in Subsection (11) of this rule, it shall not be approved.

(13) Nothing provided in Rule 6A-10.0315(1), FAC., shall be construed to prevent the enrollment of a student in college preparatory instruction if the community college or university determines that such enrollment would enhance the student's opportunity for future academic success. The determination of enrollment would be made after counseling with the student and the analysis and consideration of other assessment techniques and measurements, which may include transcripts, grade evaluations, diagnostic, placement or psychological instruments; or other proven indicators or predictors of academic performance. Students who are initially placed in college preparatory instruction and subsequent performance indicates the students have been misplaced may be moved into college level courses if they meet the requirements of Paragraph (19)(b) of this rule.

(14) Students whose first language is not English may be placed in college preparatory instruction prior to the testing required herein, if such instruction is otherwise demonstrated as being necessary. Such students shall not be exempted from the testing required herein.

(15) Test modifications and exemptions in Rule 6A-10.0311(5), FAC., shall apply in the case of applicants with records of physiological disorders.

(16) Institutions affected by this rule shall accept test scores on any one of the tests identified in Rule 6A-10.0315(1), FAC. Individual student scores shall be valid for two (2) years.

(17) During their first term, full-time students who are registered for at least twelve (12) credits, shall begin competency-based preparatory instruction based on the placement test results. Part-time students shall enroll prior to completing twelve (12) credits.

(18) Students shall not enroll for more than three (3) attempts in each course to complete college preparatory instruction. Students who withdraw from a course under major extenuating circumstances may be granted an exception. Such exceptions require approval under guidelines established by the boards of trustees or the Board of Regents. Students enrolled in English as a second language may be exempted from this limitation based on a plan submitted by the institution and approved by the Board of Regents or the State Board of Community Colleges for their respective institutions.

(19) Uniform standards for completion of competency-based college preparatory instruction shall correspond to those listed herein for placement in college credit instruction. Once competence has been certified, other public community colleges and universities shall accept the certification upon student transfer. Competence shall be certified upon:

(a) Successful completion of courses in which the competencies specified in Rule 6A-10.033(1)(c)1., FAC., are taught, and

(b) Passing a criterion-referenced assessment which tests the competencies specified in Rule 6A-10.033(1)(c)1., FAC.

(20) Students enrolled in college preparatory instruction shall be permitted to take courses concurrently in other curriculum areas for which they are qualified. Pursuant to Section 240.117(4), Florida Statutes, students who test into college preparatory instruction and subsequently enroll in college preparatory instruction must successfully complete the required college preparatory studies by the time they have accumulated twelve (12) hours of college credit coursework or they must maintain continuous enrollment in college preparatory coursework each semester until the requirements are completed while performing satisfactorily in the degree earning coursework.

(a) College preparatory students may not enroll in the following categories of college credit courses while completing their college preparatory coursework:

1. College preparatory students who are deficient in mathematics may not enroll in any mathematics courses that meet the requirements of Rule 6A-10.030, FAC., or other courses that require mathematics skills that are beyond the skill level of the student.
2. College preparatory students who are deficient in English and/or reading skills may not enroll in English or humanities courses that meet the requirements of Rule 6A-10.030, FAC., or other courses that require communication skills that are beyond the skill level of the student.
3. College preparatory students who are deficient in all three (3) areas may enroll in college-level courses such as orientation courses, college success courses, or other courses that are not dependent on college-level computation and communication skills.

(21) The Commissioner shall report to the State Board of Education by November 30 each year the results of the common placement testing.

Specific Authority 229.053(1), 239.301(10), 240.117(1) FS. Law Implemented 239.301, 240.117 FS. History - New 7-15-84, Amended 6-6-85, Formerly 6A-10.315, Amended 5-17-88, 7-25-91, 10-18-94, 8-28-95, 6-25-96, 3-28-2000.

6A-10.0316 College-Level Communication and Computation Skills Effective August 1, 1992

The communication and computation skills identified herein, pursuant to Section 229.053(2)(d), Florida Statutes, are associated with successful performance of students in college programs through the baccalaureate level.

(1) The following skills, by designated category, are defined as college-level communication skills:

(a) Reading with literal comprehension includes all of the following skills:

1. Recognizing main ideas in a given passage.
2. Identifying supporting details.
3. Determining meaning of words on the basis of context.

(b) Reading with critical comprehension includes all of the following skills:

1. Recognizing the author's purpose.
2. Identifying the author's overall organizational pattern.
3. Distinguishing between statement of fact and statement of opinion.
4. Detecting bias.
5. Recognizing author's tone.
6. Recognizing explicit and implicit relationships within sentences.
7. Recognizing explicit and implicit relationships between sentences.
8. Recognizing valid arguments.
9. Drawing logical inferences and conclusions.

(c) Listening with literal comprehension includes all of the following skills:

1. Recognizing main ideas.
2. Identifying supporting details.
3. Recognizing explicit relationships among ideas.
4. Recalling basic ideas, details, or arguments.

(d) Listening with critical comprehension includes all of the following skills:

1. Perceiving the speaker's purpose.
2. Perceiving the speaker's organization of ideas and information.

3. Discriminating between statements of fact and statements of opinion.
4. Distinguishing between emotional and logical arguments.
5. Detecting bias.
6. Recognizing the speaker's attitude.
7. Synthesizing by drawing logical inferences and conclusions.
8. Evaluating objectively.

(e) Composing units of discourse providing ideas and information suitable for purpose and audience includes all of the following skills:

1. Selecting a subject which lends itself to development.
2. Determining the purpose and the audience for writing.
3. Limiting the subject to a topic which can be developed within the requirements of time, purpose, and audience.
4. Formulating a thesis or statement of main idea which focuses the essay.
5. Developing the thesis or main idea statement by all of the following:
 - a. Providing adequate support which reflects the ability to distinguish between generalized and specific evidence.
 - b. Arranging the ideas and supporting details in a logical pattern appropriate to the purpose and the focus.
 - c. Writing unified prose in which all supporting material is relevant to the thesis or main idea statement.
 - d. Writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts.

(f) Transmitting ideas and information in effective written language which conforms to the conventions of standard American English includes all of the following skills:

1. Demonstrating effective word choice by all of the following:
 - a. Using words which convey the denotative and connotative meanings required by context.
 - b. Avoiding inappropriate use of slang, jargon, clichés, and pretentious expressions.
 - c. Avoiding wordiness.
2. Employing conventional sentence structure by all of the following:

- a. Placing modifiers correctly.
 - b. Coordinating and subordinating sentence elements according to their relative importance.
 - c. Using parallel expressions for parallel ideas.
 - d. Avoiding fragments, comma splices, and fused sentences.
3. Employing effective sentence structure by all of the following:
- a. Using a variety of sentence patterns.
 - b. Avoiding overuse of passive construction.
4. Observing the conventions of standard American English grammar and usage by all of the following:
- a. Using standard verb forms.
 - b. Maintaining agreement between subject and verb, pronoun and antecedent.
 - c. Using proper case forms.
 - d. Maintaining a consistent point of view.
 - e. Using adjectives and adverbs correctly.
 - f. Avoiding inappropriate shifts in verb tenses.
 - g. Making logical comparisons.
5. Using standard practice for spelling, punctuation, and capitalization.
6. Revising, editing, and proofreading units of written discourse to assure clarity, consistency, and conformity to the conventions of standard American English.

(g) Speaking involves composing the message, providing ideas and information suitable to topic, purpose, and audience which includes all of the following skills:

1. Determining the purpose of the oral discourse.
2. Choosing a topic and restricting it according to purpose and audience.
3. Fulfilling the purpose by the following:
 - a. Formulating a thesis or main idea statement.
 - b. Providing adequate support material.
 - c. Organizing suitably.

d. Using appropriate words.

e. Using effective transitions.

(h) Speaking involves transmitting the message, using oral delivery skills suitable to the audience and the occasion by all of the following skills:

1. Employing vocal variety in rate, pitch, and intensity.
2. Articulating clearly.
3. Employing the level of American English appropriate to the designated audience.
4. Demonstrating nonverbal behavior which supports the verbal message with eye contact and appropriate posture, gestures, facial expressions, and body movements.

(2) The following skills, by designated category, are defined as college-level computation skills:

(a) Demonstrating mastery of all of the following arithmetic algorithms:

1. Adding, subtracting, multiplying, and dividing rational numbers.
2. Adding, subtracting, multiplying, and dividing rational numbers in decimal form.
3. Calculating percent increase and percent decrease.
4. Solving the sentence a percent of b is c, where values for two of the variables are given.

(b) Demonstrating mastery of all of the following geometric and measurement algorithms:

1. Rounding measurements to the nearest given unit of the measuring device used.
2. Calculating distances, areas, and volumes.

(c) Demonstrating mastery of all of the following algebraic algorithms:

1. Adding, subtracting, multiplying, and dividing real numbers.
2. Applying the order-of-operations agreement to computations involving numbers and variables.
3. Using scientific notation in calculations involving very large or very small measurements.
4. Solving linear equations.
5. Solving linear inequalities.
6. Using given formulas to compute results, when geometric measurements are not involved.
7. Finding particular values of a function.
8. Factoring a quadratic expression.

9. Finding the roots of a quadratic equation.

10. Solving a system of two (2) linear equations in two (2) unknowns.

(d) Demonstrating mastery of all of the following statistical algorithms, including some from probability:

1. Identifying information contained in bar, line, and circle graphs.

2. Determining the mean, median, and mode of a set of numbers.

3. Using the fundamental counting principle.

(e) Demonstrating mastery of logical-reasoning algorithms by deducing facts of set inclusion or set non-inclusion from a diagram.

(f) Demonstrating understanding of arithmetic concepts by all of the following skills:

1. Recognizing the meaning of exponents.

2. Recognizing the role of the base number in determining place value in the base-ten numeration system.

3. Identifying equivalent forms of positive rational numbers involving decimals, percents, and fractions.

4. Determining the order relation between real numbers.

5. Identifying a reasonable estimate of a sum, average, or product of numbers.

(g) Demonstrating understanding of geometric and measurement concepts by all of the following skills:

1. Identifying relationships between angle measures.

2. Classifying simple plane figures by recognizing their properties.

3. Recognizing similar triangles and their properties.

4. Identifying appropriate units of measurement for geometric objects.

(h) Demonstrating understanding of algebraic concepts by all of the following skills:

1. Using properties of operations correctly.

2. Determining whether a particular number is among the solutions of a given equation or equality.

3. Recognizing statements and conditions of proportionality and variation.

4. Identifying regions of the coordinate plane which correspond to specified conditions and vice versa.

(i) Demonstrating understanding of statistical concepts including probability by all of the following skills:

1. Recognizing properties and interrelationships among the mean, median, and mode in a variety of distributions.

2. Choosing the most appropriate procedure for selecting an unbiased sample from a target population.

3. Identifying the probability of a specified outcome in an experiment.

(j) Demonstrating understanding of logical-reasoning concepts by all of the following skills:

1. Identifying statements equivalent to the negations of simple and compound statements.

2. Determining equivalence or non-equivalence of statements.

3. Drawing logical conclusions from data.

4. Recognizing that an argument may not be valid even though its conclusion is true.

(k) Inferring relations between numbers in general by examining particular number pairs.

(l) Generalizing and selecting applicable generalizations in geometry and measurement by both of the following skills:

1. Inferring formulas for measuring geometric figures.

2. Selecting applicable formulas for computing measures of geometric figures.

(m) Generalizing and selecting applicable generalizations in algebra by using applicable properties to select equivalent equations and inequalities.

(n) Generalizing and selecting applicable generalizations in statistics, including probability, by inferring relations and making accurate predictions from studying statistical data.

(o) Generalizing and selecting applicable generalizations in logical reasoning by both of the following skills:

1. Recognizing valid reasoning patterns as illustrated by valid arguments in everyday language.

2. Selecting applicable rules for transforming statements without affecting their meaning.

(p) Demonstrating proficiency for solving problems in the area of arithmetic by the following skills:

1. Solving real-world problems which do not require the use of variables and which do not involve percent.

2. Solving real-world problems which do not require the use of variables and which do require the use of percent.

3. Solving problems that involve the structure and logic of arithmetic.

(q) Demonstrating proficiency for solving problems in the area of geometry and measurement by both of the following skills:

1. Solving real-world problems involving perimeters, areas, or volumes of geometric figures.

2. Solving real-world problems involving the Pythagorean property.

(r) Demonstrating proficiency for solving problems in the area of algebra by both of the following skills:

1. Solving real-world problems involving the use of variables, aside from commonly used geometric formulas.

2. Solving problems that involve the structure and logic of algebra.

(s) Demonstrating proficiency for solving problems in the area of statistics, including probability, for both of the following skills:

1. Interpreting real-world data involving frequency and cumulative frequency tables.

2. Solving real-world problems involving probabilities.

(t) Demonstrating awareness of the ways in which logical reasoning is used to solve problems by drawing logical conclusions when facts warrant them.

(3) The Articulation Coordinating Committee shall file with the Commissioner and the State Board, on or before November 30 of each odd-numbered year, its recommendations for changes, if any, in the above definitions of college-level communication and computation skills.

(4) This rule will take effect August 1, 1992.

Specific Authority 229.053(1)(2)(d) FS. Law Implemented 229.053(2)(d), 229.551(3)(h) FS.
History - New 8-1-92.

CPT to TABE Correlation

The following chart was developed by Pat Smittle, Santa Fe Community College, Gainesville, to help testing personnel and counselors determine the grade level equivalency of students testing on the Computerized Placement Test (CPT). The chart shows the correlation from CPT to TABE.

CPT (correlated to TABE 7 & 8) Complete Battery

GL	CPT Reading to TABE Reading	CPT Language to TABE Language	CPT Arithmetic to TABE Math Computations	CPT Arithmetic to TABE Applied Math	CPT Arithmetic to TABE Total Math
12	77	79	79	50	54
11	72	76	54	48	49
10	67	74	49	41	47
9	58	65	48	39	41
8	52	58	40	35	38
7	50	NC	36	31	31
6	48	55	31	28	29
5	41	51	28	25	25
4	36	47	26	NC	24
3	32	41	25	24	20
2	NC	32	23	20	NC
1	27	31	NC	NC	NC

GL = Grade Level Equivalency

NC = No correlation available

College Placement Remedial Cutoff Scores

Entry-level placement assessments are required for all students entering Florida's community colleges and state universities. Performance on these assessments is one of many indicators of a student's preparedness for college-level coursework. The CPT, SAT-I, and ACT are the assessments used to place students in English and Math courses at colleges and universities in Florida. Students who test below the cutoff score for an area are required to enroll in remedial/developmental coursework.

Remedial Cutoff Scores	
CPT	
Elementary Algebra	72
Reading	83
Sentence Skills	83
SAT-I	
Verbal	440
Math	440
ACT	
Reading	18
English	17
Math	19

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**Florida GED PLUS College Preparation Program
SAMPLE STUDENT DATA FORM**

We are trying to determine if the **Florida GED PLUS Program** can better prepare college-bound students for college success. In order to determine if it is successful, or where it needs improvement, we need to track the progress of those who participate in the program. All information you provide will be confidential. It will be stored by ID number, not your name. Your data will be available only to the researchers at Florida Atlantic University and will be very carefully protected. FAU is strictly bound by the national requirements for the protection of research data.

We hope that you will decide to participate. Your participation can help us to improve the college experience for many GED graduates who will follow you.

The following information will be needed:

Name

Last 4 digits of your social security number
(used as an identification code to protect confidentiality of stored data)

Current Address

Current Telephone

Current Email address

Permanent Address (address of someone who will always know how to contact you)

Gender

Age

Number of months spent in the **Florida GED PLUS Program** and areas studied

GED Scores

College you plan to attend

Follow-up information:

College attended

Classes taken in freshman year

After year one of college, there will be an annual follow-up until you leave college.

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