

Maryland Department of Labor, Licensing and Regulation  
Division of Workforce Development and Adult Learning  
Report to the Governor and General Assembly

HOUSE BILL 830: Alternatives to the General Educational Development Tests—Study

December 1, 2013

PURPOSE

House Bill 830 passed in the 2013 session of the Maryland General Assembly, requiring the Division of Workforce Development and Adult Learning (DWDAL) to conduct a study of alternative methods for obtaining the equivalent of a high school diploma and requiring the DWDAL to submit the results of the study to the Governor and the General Assembly on or before December 1, 2013.

DWDAL is pleased to submit the following in response to House Bill 830.

BACKGROUND

The GED® tests have been utilized by U.S. states, U.S. territories and Canadian provinces to measure high school equivalency and award state recognized credentials for decades. The tests were originally developed in 1942 to provide a method of evaluating high school equivalency for returning veterans who had left school to serve in the U.S. armed forces. In the 1960's, states began to utilize the "General Educational Development" tests to measure skill levels of the general public and award equivalency credentials. By 1974, all states were utilizing the GED® tests to award these credentials.

Revision of the GED® tests occurred in 1978, 1988, and 2002, each time shifting the content and format to meet the standards for a high school education that were in place nationally at the time. The current 2002 series GED® tests include multiple choice items in 5 subject areas: Mathematics, Science, Social Studies, Language Arts Reading, and Language Arts Writing. Additionally, testers are required to hand write an essay in response to a prompt. The passing score is 2250 points and the maximum score possible is 4000 points. These scores were established during a national norming study utilizing a sample of high school graduating seniors that reflects all demographics and ability levels. Passing is set where the top 60% of the sample students score. An individual receiving a score of 3050 points on the GED® test is estimated to rank in the top 10% of graduating seniors, and scores of 3500 and above are estimated to rank in the top 1%. States may not set a lower passing score, but are free to adopt a higher scoring standard for issuance of the credential. The *2012 Annual Statistical Report on the GED® Test*, issued by the 2013 GED Testing Service LLC, does not list any U.S. states utilizing a higher standard, although Puerto Rico and the Canadian provinces have set higher thresholds than the standard prescribed GED® Testing Service.

In order to utilize the tests, states must sign an agreement with the GED Testing Service® to issue a state recognized high school equivalency credential to all individuals who meet the passing standard, and each state is required to appoint a Jurisdictional GED Administrator™ to oversee the testing and issuing of credentials. While Maryland has historically awarded the *Maryland High School Diploma* to individuals who pass all subject area GED® tests, it is one of only a dozen states that credential with a high school diploma (Arkansas, Connecticut, Florida, Hawaii, Kansas, Maryland, Nebraska, New Jersey, New Mexico, Oklahoma, Pennsylvania, and Utah), according to the *2012 Annual Statistical Report on the GED® Test*. Other states award credentials with such various names as ‘high school equivalency diploma,’ ‘high school equivalency certificate,’ ‘GED Diploma,’ and ‘GED certificate.’

In Maryland, only state residents may sit for the GED® tests. The diploma awarded is jointly signed by the President of the Maryland State Board of Education and the Secretary of the Maryland Department of Labor, Licensing and Regulation. Residency documentation is required for all, and 16 – 18 year olds must also provide documentation of school withdrawal. No one who is under age 16 or still enrolled in a K-12 school may take the tests. (Maryland adults over age 18 may also earn the diploma by completing the *National External Diploma Program [NEDP]*.)

Maryland does not mandate pre-requisite coursework or passing scores on the Official GED Practice Test in order to register for the GED® tests, although these practices are enforced in a number of states. Testers who do not meet the passing standard initially may re-take the tests up to three times in a year, and any passing subject area test scores will be retained for 5 years, allowing multiple attempts to complete the requirements.

GED® tests have been available only in a pencil-and-paper delivery format until 2011, when the national GED Testing Service® announced a new partnership with Pearson VUE, described as a not-for-profit/for-profit joint venture. GED® also announced that as of January 2014, the tests would be delivered solely on computer in official Pearson VUE testing centers, and the content and format of the tests would be aligned to the *Common Core State Standards*. The new tests would depart from the exclusively multiple choice/single essay question format, offering a number of short or extended responses to be keyed by the tester. Since that announcement, states have been encouraged to launch computer based testing for the current series of tests in order to be ready for the 2014 tests. In preparation for the transition, Maryland has been involved in a gradual roll-out of computer testing since March 2013. Thirteen centers are fully operational as of the date of this report, with new centers coming on board daily. All paper and pencil testing sites are expected to have been converted or replaced by the first quarter of 2014, with multiple sites planned in higher demand areas. Additionally, DWDAL has worked extensively with adult education instructional programs throughout the state to train instructors to teach the depth of knowledge required in the new tests.

The 2011 announcement by GED Testing Service® received a strong reaction from the nation’s adult education field. Controversy surrounded the questions of whether the typical testers would be able to pass a test of increased rigor, and whether they would be able to complete tests on computers. There has also been considerable concern regarding cost issues, and the fact that a traditionally non-profit service to a low income population would become a profit market for a large corporation. In

addition to the need to provide technology for test administration, states were unpleasantly surprised by the announcement that the price of the tests would be passed to test-takers (\$120). In reality, it is very difficult to compare the actual cost of administering computer versus paper testing, especially when comparing states that de-centralize the administration of testing to independent centers that set their own testing fees. Many, but not all states have subsidized at least a portion of the test fees, and there are states where testing has been free. The highest fees charged according to the *2012 Annual Statistical Report on the GED® Test*, have been \$380.

Maryland, as a highly centralized state in terms of GED® test administration, has been able to compare costs, evaluate the need for increased state support for testers, implement the necessary budgetary adjustments and continue to engage partner institutions to offer the facilities for testing. Continuing the administration's commitment to adult education in Maryland, in January, Marylanders will continue to pay the same \$45 test fee that has been in place for the full battery of tests, despite the \$120 cost imposed by GED Testing Service®/Pearson VUE. In other words, the state will support the remaining \$75 of the testing fee, once test-takers have registered and paid their \$45 fee.

#### COMPARISON OF ALTERNATIVE METHODS OF MEASURING HIGH SCHOOL EQUIVALENCY

Requiring high school graduates to demonstrate basic computer skills along with competencies aligned to the Common Core will be standard practice going forward. Despite the initial trepidation from the adult education community, the changes to the GED® tests are very timely if the diploma awarded to GED® graduates is to be truly equivalent to a traditionally earned diploma. There is not complete agreement with this nationally, however, and a number of states will discontinue GED® testing in January 2014, adopting instead tests that are currently under development. Some states will offer as many as three different tests of high school equivalency. Six states (including Maryland) and the District of Columbia also offer the NEDP, which is a competency based demonstration measure resulting in a high school diploma for adults. There are yet other states that are implementing or developing concordance rules where a number of measures of academic proficiency (such as an earned Associate's Degree or a certain number of college credits, or scores on other standardized tests including the ACCUPLACER® or SAT tests) may be used to credential high school equivalency. Adult educators across the nation have also questioned whether the new high school assessments being developed to measure Common Core proficiencies for high school graduation (Partnership for Assessment of Readiness for College and Careers [PARCC] and Smarter Balanced) could be tailored to provide a high school equivalency assessment. There has not been any formal action to develop an adult version of these new high school assessments as of this time.

Attached as Appendix A is a table of state utilized high school equivalency tests, which has been developed by the National Adult Education Professional Development Consortium (NAEPDC). The table shows the tests to be utilized by each state. This table must be examined with the caution that it is a dynamic tool, and changes are imminent by the month, if not the week. Also, the table does not include NEDP and other measures that do not fall strictly into the category of a high school equivalency test. The table is available at <http://www.naepdc.org/HSESummaryUpdated9-18-13.pdf>.

For additional information, DWDAL has surveyed all states to identify all recognized measures of high school equivalency in place, as well as anticipated implementation. The results of the survey are included in Appendix B of this report, showing a summary table and the information from the 16 states that responded as of the date of this report. Additionally, states that are currently involved in reviewing proposals from test vendors have indicated a response is forthcoming. DWDAL will continue to collect this information and provide updates to this report as requested.

#### House Bill 830

The bill specifically requires a “study to identify alternative methods for an individual to earn the equivalent of a high school diploma without passing the General Educational Development tests.” In conducting the study, the bill requires consideration whether:

- An alternative method presents greater opportunities for individuals to obtain the equivalent of a high school diploma;
- An alternative method adequately measures the major subject area knowledge and skills considered to be the outcomes of a high school education;
- The costs of an alternative method as compared with the costs of the GED® tests justify the adoption of an alternative method;
- Other jurisdictions have studied or adopted an alternative method;
- An alternative method provides foreign language and disability accommodations.

For the purposes of this report, only state sanctioned measures of high school equivalency have been included. DWDAL is aware that offers to “award” a high school diploma are plentiful, but these are not state issued or acknowledged credentials, and in most cases are not accepted by employers of postsecondary education institutions. These options have not been referenced in this report.

#### Alternative Tests of High School Equivalency

The concern over changes to the GED® prompted exploration of other possible tests by a small but growing number of states. To date, the Educational Testing Service (ETS) in partnership with the Iowa Testing Program (ITP), and McGraw-Hill have announced that they are in the process of developing tests of high school equivalency. The table in Appendix A shows the states that have selected each of these tests. Additional states are still considering alternatives to the GED® tests. These two major tests are summarized below according to the following aspects: cost, format, test development and norming, alignment with Common Core State Standards, availability of accommodations for disability, foreign language versions availability, and the availability of a practice test.

## HiSET™

The Educational Testing Service (ETS) and Iowa Testing Program (ITP), two non-profit assessment organizations have developed the HiSET® High School Equivalency Test. It is described as an “accessible, affordable alternative to the GED® test for states, educators, test takers and test center administrators.”

Cost: ETS has stated that the cost of the test will be \$50; however the states that have announced adoption of the HiSET™ will be charging \$90 to the test-takers. The additional fees would cover state administrative costs (state costs would include staffing a credentialing office and managing the data and student record requests). It is unclear how local test administration costs would be covered (local costs would include compensation of proctors and supporting technology utilized to administer computer based tests).

Format: HiSET™ will be available in both paper and computer formats and will be administered at state-selected test centers. The test-taker will register online and select either the paper or computer option. The test is very similar in format to the 2002 series GED® tests, with the same five subject areas in a multiple choice item format, and one essay question. Both the computer and paper forms will utilize this format. The number of items and time limits for the subject areas tests is also duplicative of the 2002 series GED® tests.

Test Development and Norming: Due to the short turn-around time to produce the test, ETS reached out to ITP, an original writer of GED® test items, according to an ETS spokesperson. Promotional literature from ETS indicates that the process of validating the test content included the review of local, state and national curriculum guidelines; the input of school administrators, curriculum specialists and secondary and postsecondary educators; and a survey of educators. Lists of the expert participants in this validation study have not been provided.

Alignment with Common Core State Standards: The publishers have stated that the phase 1 HiSET™ program will reflect “a substantial alignment with Common Core State Standards (CCSS) in English Language Arts and Mathematics.” Phase 2 of the HiSET program will reflect a greater alignment with the Common Core State Standards according to the HiSET web page.

Availability of Accommodations for Disabilities: Accommodations will be available as reviewed and approved by ETS.

Foreign Language Forms: The HiSET will be available in Spanish.

Availability of Practice Test Forms: A free practice test will be available on the HiSET website, which can be downloaded. A practice test with diagnostics will be available for \$7.50 for each subject area test. These are paper tests.

## TASC

CBT/McGraw-Hill is developing the Test Assessing Secondary Completion (TASC) and claims the test will be aligned to common Core State Standards.

Cost: McGraw-Hill lists \$52 as the base price for the tests. The base price includes scoring and reporting to states on the scores, but does not include any state or local administrative costs of delivering the tests.

Format: Computer-based test (CBT) or as a paper-based test (PBT) versions of the test will be available in 2014. According to CTB McGraw Hill's promotional publications, CTB plans three forms of each test to be available. The 2014 TASC design includes multiple choice, evidence based writing, gridded response items for mathematics, stimulus based science and social studies item sets, as well as depth of knowledge framework questions, which include recall and skill concept questions. The 2015 TASC test design adds Common Core items and increased rigor with constructed response and technology enhanced items and higher levels of strategic thinking and extended thinking questions. A 2016 version is also planned.

Test Development and Norming: The company identifies field testing in 2013 for item analysis and revision; research that includes scaling, bias studies, operational form construction, comparability of computer based and paper based tests and comparability of Spanish and English tests. The standard setting process is in development but the claim is that pass scores will use a variety of methods and scale locations at which an expected 60% of high school students in the nation would pass all five TASC tests. CTB states that diverse samples of adult learners will also be a part of field testing. CTB's promotional material identifies a long history of expertise in item development, including participation in development of PARCC and Smarter Balanced assessment tools. CTB is using evidence-based item development processes to create new and innovative item types. The company claims that TASC has been carefully researched and tested and utilizes state-of-the-art psychometric methods to provide results that are valid and technically defensible; however no specific information about these studies is available at this time.

Alignment with Common Core State Standards: CTB McGraw Hill promotional materials claim that the TASC is aligned with the Common Core and plans deeper alignment over a three year period. "CTB is currently engaged in developing innovative items and assessments that address the Common Core State Standards (CCSS). The CTB development team is assisting in the planning and development of transition assessments to support the implementation of the CCSS according to various state timelines. In addition to state contracts, CTB is also developing innovative items for the two assessment consortia: the Smarter Balanced Assessment Consortium (Smarter Balanced) and the Partnership for Assessment of Readiness for College and Careers (PARCC). CTB publishing staff is working closely with both consortia to refine and evaluate item specifications and task templates for these initial rounds of item development." CBT claims that they will develop appropriate and meaningful College and Career Readiness scores as well as passing scores.

Availability of Accommodations for Disabilities: CTB McGraw Hill’s website makes the following claims:

“CTB/McGraw-Hill supports the intent of the ADA Amendments Act of 2008 and is committed to supporting access to the TASC for individuals with disabilities. To this end, the TASC design includes accessible formats and allowable resources that are available to all examinees. In addition, examinees with a documented need may apply for special testing accommodations.

Examinees have access to three types of support during TASC testing: Allowable Resources, Alternate Formats, Special Testing Accommodations: Special testing accommodations must be approved by CTB/McGraw-Hill. The examinee must submit a completed TASC Special Testing Accommodations Request Form to CTB/McGraw-Hill in advance of the scheduled test date; CTB will process and send decision letters within 30 working days of the receipt of request forms.”

Foreign Language Forms: The TASC will be available in English and Spanish (three versions of each test), as well as large print (three versions of each test), Braille (two versions of each test) and audio versions (three versions of each test.)

Availability of Practice Test Forms: McGraw Hill Education offers a new product, The Official Guide Book, issued in February 2013, containing the Official Practice Test for the Test Assessing Secondary Completion, as well as authentic questions, review and practice materials for all five subject areas and practice test items based on the Common Core State Standards. The list price of this book is \$20.00.

#### Other Measures of High School Equivalency

##### The National External Diploma Program

The National External Diploma Program (NEDP) is an applied performance assessment system that measures the high school level skills of adults and out-of-school youth and results in high school diploma for adults who demonstrate mastery on all required competencies. The NEDP is a program of the Comprehensive Adult Student Assessment System (CASAS), a developer of assessments utilized in a number of state implemented adult education programs. CASAS assessments are approved for state reporting of performance on federal measures to the National Reporting System for Adult Education (NRS). The NEDP is also recognized by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) as an authorized adult education activity.

The NEDP evaluates the reading, writing, math and workforce readiness skills of participants in life and work contexts and assesses high school level skills awarding a traditional diploma so graduates can meet their academic and career goals. The program:

- Is designed for self-directed youth and adults with life and work experiences and a general familiarity with the computer.
- Offers flexible scheduling and confidentiality.

- Evaluates 70 competencies in ten content areas including Financial Literacy, Health Literacy, Civic Literacy, Geography, History, Science, and Twenty-First Century Workplace.
- Evaluates competencies that are based on skills outlined in the Common Core College and Career Readiness standards.

Participants enroll in the NEDP through a DLLR funded and monitored adult instructional program and complete the applied performance assessments which are evaluated by a local and a state level Advisor/Assessor. Students typically complete the program in 7 – 12 months. Tuition for the program is capped at \$200 in Maryland, but local programs vary as to the fees charged to that limit. Approximately 570 Maryland High School Diplomas are issued each year in Maryland to NEDP graduates. All states administering this program issue a state or local high school diploma to completers. Currently Connecticut, the District of Columbia, Maryland, New York, Rhode Island, Virginia, and Washington utilize the NEDP. There are 76 agency providers over these seven jurisdictions. In Maryland, the program is offered by 13 local providers. While a valuable option for many of Maryland’s adults, this is a high cost program due to the individualized nature of the delivery whereby a participant meets weekly with a trained Advisor/Assessor. Targeted support for the program, from state and federal funds, is approximately \$781, although providers may use additional grant or local funds to augment program resources.

#### Unique State Approaches to the Credentialing of High School Equivalency

Many states utilize a ‘credit recovery’ system for adults, allowing high school non-completers to attend state or local school district classes designed to fulfill credit deficiencies in their transcript. Once all credits required have been earned, the individual receives the high school diploma. This is a difficult program to implement in that it may be costly to offer all courses needed by adults who are short of credits. Generally, the programs are tuition based and geared to the most commonly missed credits. Most Maryland counties offered this option to adults until the high school assessments became a graduation requirement. At that time, this practice was no longer accepted in Maryland.

Washington State and Pennsylvania award a high school diploma at the time of earning an Associate’s Degree or specified number of postsecondary credits for individuals who did not graduate from high school. One barrier to this approach is that financial aid for college courses is not available to those without a high school diploma, making this option unavailable to a large portion of those who need a high school diploma.

New Jersey has proposed a concordance table where various measures of academic proficiency would be considered in combination to meet the requirements for a high school equivalency credential. In this type of model, the various measures might include scores on standardized tests such as Accuplacer, SAT or high school assessments combined with one another, or combined with articulated thresholds of secondary or postsecondary credit attainment.

## CONCLUSION

For calendar year 2014, Maryland is prepared to implement the new computer only GED® tests and the NEDP. DLLR and the Maryland State Board of Education will continue to jointly award the Maryland High School Diploma to successful completers of each of these programs.

The implementation of additional options for the awarding of this diploma would require an in-depth review by both awarding entities in order to ensure that an option meets all current standards for high school graduation. While new tests of high school equivalency will be available after January 1, 2014, the technical information on test development and norming is scant or forthcoming. Both alternative tests are said to have been field tested, but actual test-taker data for the adults who need credentials is not available. A thorough review is warranted when this data becomes available.

Review and evaluation of the various methods of measuring high school equivalency should be an ongoing process jointly undertaken by the Maryland Department of Labor, Licensing and Regulation and the Maryland State Board of Education.

# **APPENDIX A**

## **National Adult Education Professional Development Consortium Table**

### HIGH SCHOOL EQUIVALENT ASSESSMENT SUMMARY

STATE	Educational Testing Service ETS-HISET	GEDTS/PearsonVUE GED	CTB-McGraw-Hill TASC	RFI/RFP/RFQ in progress for 2014	RFI/RFP/RFQ planned for 2015
Alabama		X			
Alaska		X			
Arizona		X			X
Arkansas		X			
California		X			X
Colorado		X			
Connecticut		X			
Delaware				X	
Florida		X			
Georgia		X			
Hawaii		X			X
Idaho		X			
Illinois		X			
Indiana			X		
Iowa	X				
Kansas		X			
Kentucky		X			
Louisiana	X				
Maine	X				
Maryland		X			
Massachusetts				X	
Michigan		X			X
Minnesota		X			
Mississippi		X			
Missouri	X				
Montana	X				
Nebraska		X			
Nevada				X	
New Hampshire	X				
New Jersey				X	
New Mexico		X			
New York			X		
North Carolina		X			X
North Dakota		X			
Ohio		X			
Oklahoma		X			
Oregon		X			
Pennsylvania		X			
Rhode Island		X			
South Carolina		X			
South Dakota		X			
Tennessee	X	X			
Texas		X			
Utah		X			
Vermont		X			
Virginia		X			
Washington		X			X
West Virginia				X	
Wisconsin		X			
Wyoming				X	
<b>TOTAL</b>	<b>7</b>	<b>36</b>	<b>2</b>	<b>6</b>	<b>6</b>

# **APPENDIX B**

## **Maryland Survey**

MARYLAND SUMMARY OF HIGH SCHOOL EQUIVALENCY MEASURES BY STATE

STATE	HiSET	GED	TASC	RFI/RFP/RFQ FOR 2014	RFI/RFP/RFQ FOR 2015	NEDP	OTHER MEASURES*
Alabama		X					
Alaska		X					
Arizona		X			X		
Arkansas		X					
California		X			X		
Colorado		X					
Connecticut		X				X	X
Delaware				X			
District of Columbia		X				X	
Florida		X					
Georgia		X					
Hawaii		X			X		
Idaho		X					
Illinois		X					
Indiana			X				
Iowa	X						
Kansas		X					
Kentucky		X					
Louisiana	X						X
Maine	X						
Maryland		X				X	
Massachusetts				X			
Michigan		X			X		
Minnesota		X					PLANNED FOR 2015
Mississippi		X					
Missouri	X						
Montana	X						
Nebraska		X					
Nevada	X	X	X	X			
New Hampshire	X						
New Jersey	X	X	X	X			
New Mexico		X					
New York			X			X	
North Carolina		X			X		
North Dakota		X					
Ohio		X					
Oklahoma		X					
Oregon		X					
Pennsylvania		X					X
Rhode Island		X				X	
South Carolina		X					
South Dakota		X					
Tennessee	X	X					
Texas		X					
Utah		X					X
Vermont		X					
Virginia		X				X	
Washington		X			X	X	X
West Virginia				X			
Wisconsin		X					
Wyoming	X	X	X				
<b>TOTAL</b>	<b>10</b>	<b>40</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>6</b>

Data is based on responses to a survey Maryland conducted in October and November 2013, along with data available from the GED Testing Service.

\*The States utilizing other measures may be under-reported due to a less than 100% response rate on Maryland's survey.

**MARYLAND SURVEY: State High School Equivalency Measures**

<b>Name of State:</b> Alabama	<b>GED (Y or N):</b> Yes	<b>TASC (Y or N):</b> No	<b>HiSET (Y or N):</b> No	<b>Other Test:</b> None	<b>NEDP (Y or N):</b> No	<b>Other Measure of HS Equivalency*:</b> None
<b>Cost to student</b>	\$120					
<b>Administrative Cost to State</b>	None					
<b>Credential Awarded</b>	Alabama High School Equivalency diploma					
<b>Foreign Language(s) Available</b>	Spanish and French					
<b>Accommodations for Disabilities Available</b>	As reviewed and approved by GED Testing Service					

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: State High School Equivalency Measures

Name of State:	GED (Y or N):	TASC (Y or N):	HiSET (Y or N):	Other Test:	NEDP (Y or N):	Other Measure of HS Equivalency*:
Connecticut	Y	N	N		Y	Adult High School Credit Diploma (AHSCDP)
Cost to student	\$13 registration fee if 21 + and non-veteran				N	None
Administrative Cost to State	\$400,000 annually				\$19,500 from federal PIP grants in addition to state administrative costs*	\$1,030,696* Amount represents total state administrative costs for all adult education programming including but not limited to secondary completion options
Credential Awarded	High School diploma				Local School District High School Diploma	Local School District Adult High School Diploma
Foreign Language(s) Available	Spanish				No	No
Accommodations for Disabilities Available	Yes				As described in CASAS/NEDP Assessment Accommodations Policy	Yes via the Universal Design Principle

**MARYLAND SURVEY: State High School Equivalency Measures**

<b>Name of State:</b>	<b>GED (Y or N):</b>	<b>TASC (Y or N):</b>	<b>HiSET (Y or N):</b>	<b>Other Test:</b>	<b>NEDP (Y or N):</b>	<b>Other Measure of HS Equivalency*:</b>
<b>DE</b>						
<b>Cost to student</b>	<b>\$120</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>In DE, GED is a secondary credential, not an equivalency diploma.</b>
<b>Administrative Cost to State</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Credential Awarded</b>	<b>Secondary Credential</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Foreign Language(s) Available</b>	<b>Y</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Accommodations for Disabilities Available</b>	<b>Y</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

\*May include any other measure of high school equivalency officially recognized in your State.

State Code is currently being considered by our State Board of Education allowing for alternative tests to be reviewed by the Delaware Dept. of Education that would lead to a secondary credential. The Board is expected to make a decision in December or January. In order for a test to be considered they have to follow a RFI process that would be evaluated by the DDOE.

**Patricia Tyler**

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**Subject:** FW: Maryland Survey Request

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**From:** Smith, Beverly E. [mailto:besmith@tcsg.edu]  
**Sent:** Wednesday, November 13, 2013 2:41 PM  
**To:** Patricia Tyler  
**Subject:** RE: Maryland Survey Request

Provided below is the information for Georgia. As information, we do our own credentialing in Georgia. We also have a customer service center where GED graduates can come in and get duplicate diplomas and/or transcripts. Our Administrative fees fund this operation.

Let me know if you have any questions.

<b>Name of State:</b>	<b>GED (Y or N):</b>
Georgia	Y
<b>Cost to student</b>	<b>\$160</b>
<b>Administrative Cost to State</b>	<b>\$40</b>
<b>Credential Awarded</b>	<b>GED Diploma</b>
<b>Foreign Language(s) Available</b>	<b>Spanish</b>
<b>Accommodations for Disabilities Available</b>	<b>As reviewed and approved by GED Testing Service.</b>

MARYLAND SURVEY: State High School Equivalency Measures

Name of State:	GED (Y or N):	TASC (Y or N):	HiSET (Y or N):	Other Test:	NEDP (Y or N):	Other Measure of HS Equivalency*:
Louisiana	N	N	Y	N	N	None
Cost to student			1) \$90/full battery* -ETS Fee: \$50 (*two additional attempts included) -State Test Fee: \$10 -Test Center Fee: \$30 (\$6/subtest)  2) \$21/subtest -ETS Fee: \$15/subtest -Test Center Fee: \$6/subtest			
Administrative Cost to State						
Credential Awarded			Louisiana High School Equivalency Diploma			
Foreign Language(s) Available			Spanish			
Accommodations for Disabilities Available			As reviewed and approved by ETS			

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: State High School Equivalency Measures

<u>Name of State:</u>	<u>GED (Y or N):</u>	<u>TASC (Y or N):</u>	<u>HiSET (Y or N):</u>	<u>Other Test:</u>	<u>NEDP (Y or N):</u>	<u>Other Measure of HS Equivalency*:</u>
Maryland	Y	N	N	N	Y	None
Cost to student	\$11.25/subject \$45.00/full battery				Up to \$200	
Administrative Cost to State	\$18.75/subject \$75.00/full battery				\$281K State Funds \$437.5K Federal Funds	
Credential Awarded	"Maryland High School Diploma"				"Maryland High School Diploma"	
Foreign Language(s) Available	Spanish expected Jan. 2014 (in Maryland the Language Arts test must be taken in English)				No	
Accommodations for Disabilities Available	As reviewed and approved by GED Testing Service®				As described in NEDP Assessment Accommodations Policy	

\*May include any other measure of high school equivalency officially recognized in your State. For example a state may issue a high school diploma for individuals who have earned an Associates Degree.

**MARYLAND SURVEY: State High School Equivalency Measures**

<b><u>Name of State:</u></b>	<b><u>GED 2002 (Y or N):</u></b>	<b><u>TASC (Y or N):</u></b>	<b><u>HiSET (Y or N):</u></b>	<b><u>Other Test:</u></b>	<b><u>NEDP (Y or N):</u></b>	<b><u>GED 2014</u></b>
Minnesota	Y	N	N	Adult Diploma in 2014/15	N	Y
<b>Cost to student</b>	Ranges from \$50 to \$120 per battery			\$0		\$120/battery
<b>Administrative Cost to State</b>	State provides \$125,000 subsidy			\$40,000		State provides \$125,000 subsidy
<b>Credential Awarded</b>	"Minnesota GED Diploma"			Minnesota Adult High School Diploma		"Minnesota GED Diploma"
<b>Foreign Language(s) Available</b>	Spanish and French					Spanish
<b>Accommodations for Disabilities Available</b>	State approved			Locally determined per Section 504		GED TS approved

\*May include any other measure of high school equivalency officially recognized in your State. For example a state may issue a high school diploma for individuals who have earned an Associates Degree.

MARYLAND SURVEY: State High School Equivalency Measures

Name of State:	GED (Y or N):	TASC (Y or N):	HiSET (Y or N):	Other Test:	NEDP (Y or N):	Other Measure of HS Equivalency*:
Montana						
Cost to student			\$50			
Administrative Cost to State			Up to \$15(test center choice)			
Credential Awarded			High School Equivalency Diploma			
Foreign Language(s) Available			Spanish			
Accommodations for Disabilities Available			Yes, sent directly to ETS for approval			

\*May include any other measure of high school equivalency officially recognized in your State.

**MARYLAND SURVEY: State High School Equivalency Measures**

<b>Name of State:</b> Nevada	<b>GED (Y or N): YES</b>	<b>TASC (Y or N): YES</b>	<b>HiSET (Y or N): YES</b>	<b>Other Test: NO</b>	<b>NEDP (Y or N): NO</b>	<b>Other Measure of HS Equivalency*:</b>
<b>Cost to student</b>	Up to \$95	Up to \$65	Up to \$65			
<b>Administrative Cost to State</b>	N/A	N/A	N/A			
<b>Credential Awarded</b>	Nevada Certificate of HSE	Nevada Certificate of HSE	Nevada Certificate of HSE			
<b>Foreign Language(s) Available</b>	Spanish	Spanish	Spanish			
<b>Accommodations for Disabilities Available</b>	Yes	Yes	Yes			

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: State High School Equivalency Measures

Name of State: NH	GED (Y or N): N	TASC (Y or N): N	HiSET (Y or N): Y	Other Test:	NEDP (Y or N): N	Other Measure of HS Equivalency*:  Local school district issue Adult High School Diplomas
Cost to student			\$95.00			Students pay tuition cost by course but state subsidizes all of the programs
Administrative Cost to State			\$35.00, \$10.00 comes from the student fee			
Credential Awarded			NH High School Equivalency Certificate			
Foreign Language(s) Available			Spanish, French more under consideration			
Accommodations for Disabilities Available			Yes			

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: New York State State High School Equivalency Measures

<b>Name of State:</b>	<b>GED (Y or N):</b>	<b>TASC (Y or N):</b>	<b>HISET (Yor N):</b>	<b>Other Test:</b>	<b>NEDP (Y or N):</b>	<b>Other Measure of HS Equivalency*:</b>
New York		Yes			Yes	24 college credits
<b>Cost to student</b>		0				
<b>Administrative Cost to State</b>		\$80 per admin \$2.8 million appropriation				
<b>Credential Awarded</b>		NYS HSE diploma			Right now leads to local HSE from a local school district but plans are to change to NYS HSE diploma	
<b>Foreign Language(s) Available</b>		Spanish				
<b>Accommodations for Disabilities Available</b>		Yes				

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: State High School Equivalency Measures

Name of State:	GED (Y or N):	TASC (Y or N):	HiSET (Y or N):	Other Test:	NEDP (Y or N):	Other Measure of HS Equivalency*:
Ohio	Y	N	N	NA	NA	NA
Cost to student	*\$40-\$120					
Administrative Cost to State	TBD					
Credential Awarded	Y					
Foreign Language(s) Available	Spanish					
Accommodations for Disabilities Available	Y					

“Cost to Student” – The 2014GED® will cost \$120 but eligible students may access a voucher worth up to \$80 to defray the additional costs from the current OH GED cost of \$40. These funds are being provided through state legislative action. We don’t administer the GED directly, so, I’ll check on the Administrative Cost to State data.

**MARYLAND SURVEY: State High School Equivalency Measures**

<b>Name of State:</b> Pennsylvania	<b>GED (Y or N):</b>	<b>TASC (Y or N):</b>	<b>HiSET (Y or N):</b>	<b>Other Test:</b>	<b>NEDP (Y or N):</b>	<b>Other Measure of HS Equivalency*:</b> The CSSD is awarded based on successful completion of 30 semester hours of postsecondary level instruction at an accredited institution of postsecondary education
<b>Cost to student</b>	\$30/subtest \$120/full battery					No charge, although the applicant must submit an official copy of the transcript from the postsecondary institution.
<b>Administrative Cost to State</b>	State doesn't contribute to the cost of the tests.					N/A: The GED State Administrator handles these applications as part of his overall job duties.
<b>Credential Awarded</b>	Commonwealth Secondary School Diploma					Commonwealth Secondary School Diploma
<b>Foreign Language(s) Available</b>	Spanish expected Jan. 2014					N/A
<b>Accommodations for Disabilities Available</b>	As approved by GEDTS®					N/A

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: State High School Equivalency Measures

<b>Name of State:</b> UTAH	<b>GED (Y or N):</b> Y	<b>TASC (Y or N):</b> N	<b>HiSET (Y or N):</b> N	<b>Other Test:</b> N	<b>NEDP (Y or N):</b> N	<b>Other Measure of HS Equivalency*:</b> Carnegie unit diploma following the same units of standard as K-12
<b>Cost to student</b>	\$120 for entire battery; cost as of 2014 remains the same	N	N	N	N	<b>Varies by program – however students cannot be charged more than \$100 per program year</b>
<b>Administrative Cost to State</b>	N	N	N	N	N	N
<b>Credential Awarded</b>	Diploma based on successful passing of tests issued by state	N	N	N	N	<b>Diploma based on completion of credits – diploma issued by school districts</b>
<b>Foreign Language(s) Available</b>	Y – Spanish	N	N	N	N	YES
<b>Accommodations for Disabilities Available</b>	Y	N	N	N	N	YES

**MARYLAND SURVEY: State High School Equivalency Measures**

<b>Name of State:</b>	<b>GED (Y or N):</b>	<b>TASC (Y or N):</b>	<b>HiSET (Y or N):</b>	<b>Other Test:</b>	<b>NEDP (Y or N):</b>	<b>Other Measure of HS Equivalency*:</b>
Washington State	Y	N	N	N	N	(1) HS Completion and credit retrieval programs (2) HS 21+ (3) AA obtainment for students 21 and over
<b>Cost to student</b>	\$120					(1) Varies from \$0 to \$100+ a credit (2) \$25 a quarter (3) Cost of AA degree
<b>Administrative Cost to State</b>	\$0					\$0
<b>Credential Awarded</b>	Certificate of High School Equivalency					WA State High School Diploma
<b>Foreign Language(s) Available</b>	Spanish					No
<b>Accommodations for Disabilities Available</b>	As reviewed and approved by GED® Testing Service					As supported by colleges' Student Services

\*May include any other measure of high school equivalency officially recognized in your State.

MARYLAND SURVEY: State High School Equivalency Measures

Name of State: Wyoming	GED (Y or N):	TASC (Y or N):	HiSET (Y or N):	Other Test:	NEDP (Y or N):	Other Measure of HS Equivalency*:
Cost to student	Y \$120	Y \$52	Y \$50	N	N	N
Administrative Cost to State	Must be "No cost to the State"	Must be "No cost to the State"	Must be "No cost to the State"	N	N	N
Credential Awarded	WY High School Equivalency Cert.	WY High School Equivalency Cert.	WY High School Equivalency Cert.	N	N	N
Foreign Language(s) Available	Y Spanish, cannot combine	Y Spanish, cannot combine	Y Spanish, cannot combine	N	N	N
Accommodations for Disabilities Available	Y ADA compliant	Y ADA compliant	Y ADA compliant	N	N	N

# Centers will be required to sign individual contracts with each vendor to offer the product and services each provides. The state cannot enter into a contract that creates a public debt (uses taxpayer funds) without a competitive process. The state will require an MOU or User Agreement to secure Sovereign immunity and Administrative oversight of the main program, including authority to set policy and procedure to maintain compliance with Statute and Administrative Rules already in place.

\*May include any other measure of high school equivalency officially recognized in your State.