

Tyler, J. & Lofstrom, M. (2010). Is the GED an effective route to postsecondary education for school dropouts? *Economics of Education Review*, 29, 5, 813-825.
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The authors asked if the General Education Diploma is the best route to postsecondary education for a high school dropout. The authors are aware of the many advantages and disadvantages facing future GED holders. The authors initiate the study by using the Texas Schools Microdata Panel (TSMP) to gather the data. They selected a sample of 8th graders and followed their progress. The author's findings rendered more questions relating to the effectiveness of the GED program so more research was recommended to answer the question.

I will be using this article because I am interested in whether this is the route to postsecondary education. I have met a lot of people who have participated in this program and have heard negative talk as to the GED diploma's worth. Using this articles findings could assist me in developing interview questions or a survey as to why this particular route suggested or recommended to a high school dropout.

Miller, M. T., Grover, K. S., Deggs, D. M., D'Amico, M., Katsinas, S. G., & Adair, L. (2016). Adult education in community colleges: New challenges to old problems. *Journal of*

Adult Education, 45, 2, 17-23. Retrieved from

<http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The purpose of the study was to find out what changing role community colleges play relating to the GED program from the perspective of state leaders. In the past they have played key roles in offering Adult Education programs especially GED and other high school equivalency programs however over the years that has changed. The findings were not all community colleges offerings were aligned with high school equivalency programs, and or job readiness. In regards to the GED program, low optimism regarding adult learners attending a community college was not a major agenda. A survey consisting of a series of community college, high school, and adult education questions was sent to various state community college directors and based on their response recommendations were made. However, it was noted that until the national and state leadership agree on the vision for the adult education and the GED program the role of community colleges would continue to not focus on this population.

This article speaks of how the leadership at community colleges feels about adult learners attending and the level of non-support offered. I will use this article to relate to the administration's need to reach out and network with other agencies concerning the need of the students and the community. This article could also be used to educate to community colleges the negative role they are playing relating to the community.

Murnane, R. J., Willett, J. B., & Tyler, J. H. (2000). Who benefits from obtaining a GED?

Evidence from high school and beyond. *The Review of Economics and Statistics*, 82, 1, 23-37. Retrieved from <http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The question was asked who benefits from obtaining a GED and a study was initiated. The authors were not satisfied with the past study implying that the labor market value of the GED credential does not depend on the skills with which dropouts leave school. They launched their own study using the same data and methodology, asking the question about the past and present economic changes. Their findings were that the labor market benefited in the early 1990's because the GED participants left school with a very low academic score. Those unskilled people were working in warehouses or factories. Those who obtain postsecondary education increase their earnings potential and the GED is not the labor market equivalent of a high school diploma. It is recommended that the GED holder obtain some postsecondary education or training.

This article might be useful as it relates to employment and earnings of a GED diploma holder. I could use this article to encourage potential GED Holders to continue their education at a trade school or a 2 year community college as it relates to making more than minimum wage.

Murnane, R. J., Willett, J. B., & Boudett, K. P. (1997). Does a GED lead to more training, post-secondary education, and military service for school dropouts? *Industrial and Labor*

Relations Review, 51, 1. Retrieved from

<http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The data from the National Longitudinal Survey of Youth (NLSY) and GED Testing Service (GEDTS) was used to investigate if acquiring a GED would lead to more training, a college degree, and or enlistment into the military for school dropouts. The authors found that both male and female GED holders would have more of an opportunity to attend college and obtain better employment and training than not having a GED at all. They did recommend that given this evidence it is not wise to encourage a school dropout to obtain a GED in order to gain training or employment. The authors did not find that having a GED would lead to enlisting into the military. The authors did find that women with a GED are more likely to obtain company training.

This article has some good information as it relates to the future of the GED recipient. I may consider using this article for statistics. I could also use this article to educate participants the limitations and options not available if dropping out of school and or receiving the GED diploma and not pursuing at least 2 years or more in education or vocational training.

Tyler, J. H. (2004). Does the GED improve earnings? Estimates from a sample of both successful and unsuccessful GED candidates. *Industrial and Labor Relations Review*, 57, 4, 579-598. Retrieved from <http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The study used data from the Florida general education development GED program and unemployment insurance UI administrative records to determine whether having a GED improves work earnings. The male participants selected were those who passed the exam and obtained the diploma and those who failed. The four empirical methods and data used to answer the question were very complex. The findings were not simple or straightforward. The author did indicate obtaining a GED did not guarantee or improve earnings. Recommendations were discussed as to how to re-test the data collected given the many ways of interpretation.

This article I might consider if needed to discuss wage earnings for high school dropouts especially in applying for first time employment with no intent to further their education. I could also use this article to educate participants that receiving the diploma does not guarantee a higher minimum wage or earnings.

Heckman, J. J., Humphries, J. E., Lafontaine, P. A., & Rodriguez, P. L. (2012). Taking the easy way out: How the GED testing program induces students to drop out. *Journal of Labor Economics*, 30, 3, 495-520. Retrieved from

<http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The purpose of this study is to see if the GED program influences students to drop out of high school. The authors presented three different locations of studies and the findings unfortunately were that the GED program option induces students to drop out of high school. The data used to track and examine the findings were the three high school

administrative records, GED Testing Service (GEDTS), National Center for Education Statistics (NCES), and the Digest of Educational Statistics table. The recommendation was for states to implement policies to remove the availability of the GED for school-age children.

This article was very informative. I was not happy about the findings because in my opinion the GED program gives a GED holder an opportunity to attend college or a vocational trade school. I am debating how this negative could be used as a positive since the program was never created to induce students to drop out of high school. I may consider adding as an interview or survey question.

Tuck, E. (2012). Repatriating the GED: Urban youth and the alternative to a high school diploma. *High School Journal*, 95, 4, 4-18. Retrieved from <http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The purpose of this study was to find out why one would pursue the GED credential if some scholars doubt its equivalency to a high school diploma. The findings were that the youth placed this diploma as their only chance to gain first time employment, obtain personal gratification, and or attend college. The educational researchers, practitioners, and policymakers did not take into account the youths perspectives when researching the usefulness or significance of the GED program. The methods used to gather the data was interviewing and the Gateways and Get-aways project conducted the youth participatory action research (PAR), which positioned the youth GED learners as the experts on their

lives. Recommendations were that while the GED diploma is not equal to a high school diploma the policy makers and educators should look beyond higher education expectations to determine the value of the GED credential.

This article gave great insight on the different challenges GED participants faced and why one would participate into the GED program. I will use this article to educate the student in the differences in obtaining a high school diploma versus a GED diploma as relating to college access. This article could also be used in developing interview questions or a survey as relating to the additional support needed outside of academics.

Brinkley-Etzkorn, K. E. & Skolits, G. (2014). Anticipated effects of the GED test on educators and young adult learners. *Journal of Research & Practice for Adult Literacy, Secondary & Basic Education*, 3, 3, 8-21. Retrieved from <http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

This study was initiated because adult educators and state policy makers had concerns about how the new 2014 GED test would affect students, teachers, and staff. The changes included the delivery format, via computer only, an added college and career readiness component, and the implementation of the common core state standards. The study chose one GED program site and targeted participants ages 17 – 21. They chose a qualitative approach in collecting data in which they observed and interviewed teachers, students, and staff. They also collected data from the sites records and website. The findings were that the new test did have a negative impact for students, teachers, and staff.

Recommendations were proposed to assist students with preparing for the new 2014 test and future changes in how the current GED program provides services to student.

I will use this article because of its discussion about the GED programs past history, current goals, and the needs of the students, as well as teachers and staff working with this population. This article also will help me develop interview questions relating to the GED programs present goals, needs of the student, staff, and teachers, as well as the future access for participates.

Shaw, D., Tham, Y. S., Hogle, J. & Koch, J. (2015). Desire: A key factor for successful online GED adult learners. *Journal of Research & Practice for Adult Literacy, Secondary & Basic Education*, 4, 1, 21-35. Retrieved from <http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

The purpose of this study was to find out what influences online GED participants to complete or drop out of the online GED program. The goal was to have 30 participants; however only 12 actually participated in the study after many solicited invitations. Through surveys and interviews, the findings were that desire was the most important factor in obtaining the GED diploma. The authors indicated because of the small sample size of drop-out students participating, the results are tentative. They recommend another study involving more drop-out students than successful students to hear their views.

This article has some good findings even with limitations. I plan to use this article as it relates to support needed to complete the GED program and because of the author's finding that all 12 participants were satisfied with the online GED curriculum plan that prepares them to take the GED test.

Patterson, M. B. (2014). Post GED credential college prospects for adults with special needs.

Journal of Research & Practice for Adult Literacy, Secondary & Basic Education, 3, 3, 22-35. Retrieved from <http://eds.b.ebscohost.com.proxy.lib.odu.edu/ehost/>

This study was about how GED credential adult learners with special needs transition to college. The results from a past research project called Perception and Pathways used interviews and questionnaires to gather the data. This same data was used in which this particular study highlighted the barriers and support the GED credential learner with special needs encountered and experienced while enrolled. The findings concludes and recommends that with the prospective increase of this population enrolling into higher education the need to be aware of the type of support needed to assist this population is very important.

I plan to use this article as it relates to adult learners with special needs needing support physically, emotionally, and socially while attending a 2 or 4-year institution. This article can be used to educate the administration and staff as to how to assist this population and encourage more support. I could also use this article to help develop interview questions.

Abertini, V. (2009). Social networks and community support: Sustaining women in need of community-based adult education programs. *New Directions for Adult & Continuing Education*, 2009, 122, 23-32. doi: 10.1002/ace.331

This study purposed the need for community-based Adult education programs for women using social networks and community support. Great issues mentioned however not a research article. The statistics are alarming as it relates to women and the GED program. After further reading this article, I find that this idea has not been fully evaluated and researched.