



TO: Adult Career and Continuing Education Services (ACCES)
Committee

FROM: Kevin G. Smith

SUBJECT: Update on Pathways to a High School Equivalency (HSE)
Diploma

DATE: March 2, 2017

AUTHORIZATION(S):

SUMMARY

Issue for Discussion

To provide the Committee with updates on the three pathways to a New York State High School Equivalency Diploma.

Reason(s) for Consideration

For information.

Proposed Handling

This item will come before the Board of Regents ACCES Committee at its March 2017 meeting.

Procedural History

There are three pathways to a High School Equivalency diploma:

National External Diploma Program - The authorization of the National External Diploma Program (NEDP) as a local HSE diploma was first adopted at the November 1984 Regents meeting, which added Section 100.8 as part of a new Part 100. The regulation allowed boards of education to award a local HSE diploma based upon experimental programs approved by the Commissioner, and was effective September 1, 1985.

The regulations were amended again in 2005, 2008, 2011, 2012, 2013, 2014, and 2015 to continue to allow school districts to issue local diplomas. In May 2016, an amendment was made to CR 100.7 and CR 100.8 to discontinue the NEDP as a local diploma and establish it as the third pathway to a state-issued HSE diploma. The New York State Education Department (NYSED) began the issuance of these diplomas on September 1, 2016.

24 College Credits - The HSE diploma via college credit has been available in accordance with CR 100.7 since the 1960s. The last regulatory change regarding this program became effective in September 2004, when language was added to CR 100.7 to ensure that college credits were from an approved institution and followed the prescribed course and credit distribution.

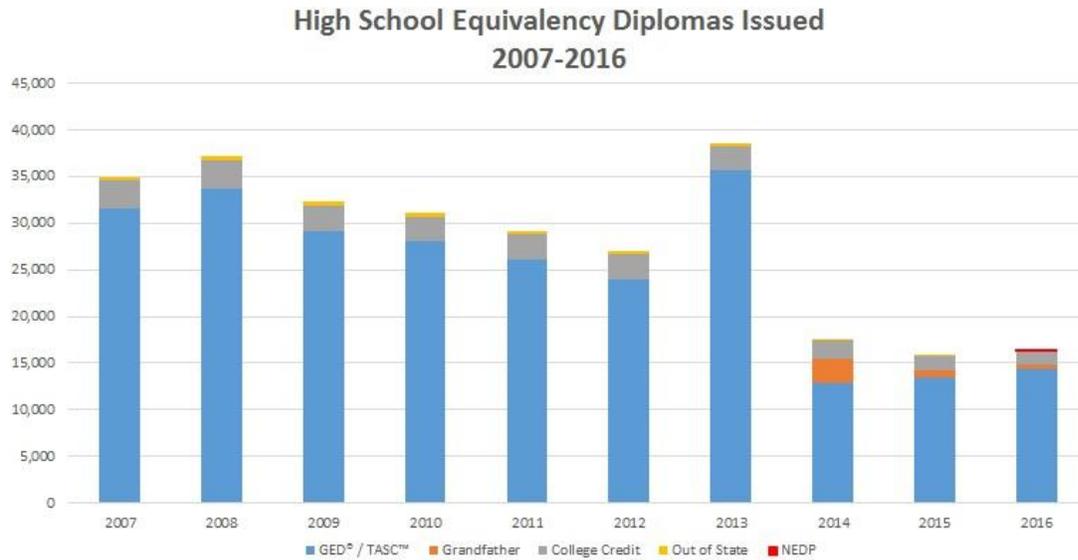
High School Equivalency Exam - The high school equivalency (HSE) diploma via a test of general educational development (the GED®) has been available since the 1940s. In October 2011, the ACCES Committee was informed of changes to the GED® test that raised concerns regarding the State's reliance on the test as the primary pathway to a HSE diploma. An update was provided at a joint meeting of the P-12 Education Committee and the ACCES Committee at the April 2012 meeting. At the September 2012 ACCES Committee meeting, the Board of Regents agreed to issue a Request for Proposal (RFP) for a new HSE test, provide multiple pathways to a HSE diploma, and transition the adult education system to Common Core and career/college readiness standards. Updates were provided at the November 2012, February 2013, June 2013, and September 2013 ACCES Committee meetings. In December 2013, the Regents approved an amendment to Section 100.7 of the Regulations of the Commissioner of Education (CR) to permit acceptance of passing scores on one or more subtests of the 2002-2013 GED® test for the corresponding subtest on the new HSE test, the Test Assessing Secondary Completion (TASC™). The Board was last informed on the State's progress with the new HSE test at the Board's February 2015 meeting, when the Board received an update on the first year of implementation of the new test.

Background Information

Three Pathways to HSE Diplomas Granted in New York State

Taking and passing the New York State HSE exam is the primary pathway for adults and out-of-school youth to obtain an HSE diploma. This year, 14,368 New Yorkers passed the TASC™ test and were issued their NYS HSE Diplomas (95.3% were in English and 4.7 % were in Spanish). In addition, 1,417 individuals received their HSE diplomas by successfully completing the 24 college credit hour requirements. New York State also allows eligible residents who previously lived outside of NYS and passed GED® subtests prior to 2014 to apply them in combination with passing TASC™ subtests taken in NYS since 2014, to earn a NYS HSE Diploma. In 2016, there were 34 Out-of-State HSE diploma recipients. Another 225 individuals received their diplomas as a result of completing the NEDP (191 of which were local NYS diplomas, with 34 granted via NYSED.) **Figure 1** shows the number of diplomas issued via the three pathways since 2007.

Figure 1.



Data extracted on 02/22/2017

I. National External Diploma Program (NEDP)

History of the NEDP

The third pathway to a state HSE diploma was established in 2016 through the NEDP. On May 17, 2016, the Board of Regents approved an amendment to CR 100.7 that adds the NEDP as a third pathway to a NYS HSE Diploma and lowers the age of eligibility from age 21 to age 18; beginning September 1, 2016. Prior to this date, local Boards of Education awarded the local diploma under CR 100.8. The NEDP launched in Syracuse in the 1970's, and is an online, competency-based, applied performance assessment system in which participants demonstrate their proficiency through completing a series of tasks that parallel job and life situations. NEDP participants must achieve 100% mastery of all required competencies. The NEDP is administered through the Comprehensive Adult Student Assessment Systems, Inc. (CASAS) throughout the United States.

How NEDP Works

To participate in NEDP in NYSED funded programs, NYSED mandates that NEDP applicants receive a minimum score of 9.0 on the math and reading sections of the Test of Adult Basic Education (TABE), a national adult education examination provided by DRC (the same vendor for New York State's TASC™ test). Before beginning the NEDP generalized assessment process, CASAS also mandates that students in all NEDP programs complete three diagnostic tests in math, reading, and writing. In order to move forward with NEDP, students must score at the 9th grade level on these assessments.

In lieu of taking traditional paper-and-pencil standardized exams, NEDP participants meet one-on-one with an assigned, trained practitioner in order to demonstrate mastery of competencies in 10 content areas, via a variety of performance tasks completed at home and through in-office visits and competency progress reports. The assessment portion of the program is entirely web-based. NEDP competencies are academic and life skills acquired through life and work experiences, and are clustered into the following content areas: Communication and Media Literacy; Applied Math/Numeracy; Information and Communication Technology; Cultural Literacy; Health Literacy; Civic Literacy and Community Participation; Geography and History; Consumer Awareness and Financial Literacy; Science; and, Twenty-First Century Workplace. While CASAS reports that many participants complete the program in six months, the average completion time is about one year.

The NEDP is non-traditional: it is a highly structured, criterion-referenced assessment in which participants must achieve 100% mastery across all areas. The self-paced, flexible study and assessment schedule make it ideal for adult learners, easing the burden of studying while meeting familial and work obligations. The 1199 Service Employees International Union (SIEU), a major user of and advocate for NEDP in NYS, reports that the assessment serves populations typically underserved in other high school diploma programs. English Language Learners also benefit from NEDP, as they may be proficient in their native language but unable to master the highly specific content knowledge (such as U.S. History) needed to succeed on a NYS Regents Exam or HSE exam. Special needs students are also served by NEDP, as they are able to set their own pace and demonstrate incremental progress over the course of the program rather than the “all-or-nothing” option of a high-stakes assessment.

Current Use and Expansion in New York State

Under CR 100.7, NEDP leads to a New York State HSE Diploma (starting September 1, 2016). For specific numbers of enrollees and graduates from 2007 to 2016, refer to **Table 1**.

Table 1. Number of NEDP participants in New York State

Year	Enrolled	Graduated
2007	1,017	435
2008	834	385
2009	985	448
2010	1,127	550
2011	1,134	592
2012	1,072	514
2013	965	476
2014	762	329
2015	616	195
2016	606	225

In order to facilitate the expansion of NEDP across New York State, NYSED’s current contract with CASAS provides partial financial support for current organizations wishing to expand current NEDP programs, or organizations interested in launching a

program for the first time. In addition to recruiting agencies across New York State, NYSED has been working closely with CASAS to produce comprehensive resources to provide programs with guidance to facilitate program planning, sustainability, and management.

NYSED has also expanded support for adult education programs funded under the Employment Preparation Education (EPE) state aid program for schools and BOCES that provide NEDP, by generating aid in eight NEDP content areas and doubling the number of EPE contact hours that can be generated to tutor NEDP students. Comprehensive information and training will be made available for new NEDP providers, posted online on the NYSED ACCES website (<http://www.acces.nysed.gov/aepp/employment-preparation-education>), and disseminated through Regional Adult Education Network (RAEN) and STAC (Support and Technical Information Center).

II. College Credit

The second pathway to a HSE diploma was established in 1963, when New York State issued the first HSE diploma based on successful completion of college credits. This college credit pathway to a HSE diploma is through earning 24 college credits, in accordance with CR 100.7, distributed among the following subject areas: English, Math, Social Science, Natural Science, and the Humanities. Credits in the applicant's designated degree program are also required. The HSE Office evaluates each application individually, using a clearly defined rubric, which is available to the public. Applicants are typically non-traditional ability-to-benefit students, home schooled students, and/or students who have earned a high school diploma outside of the United States. With this program, many non-traditional students are able to earn degrees while pursuing their HSE diplomas, increasing their marketability.

III. High School Equivalency Exam

History of HSE Exam

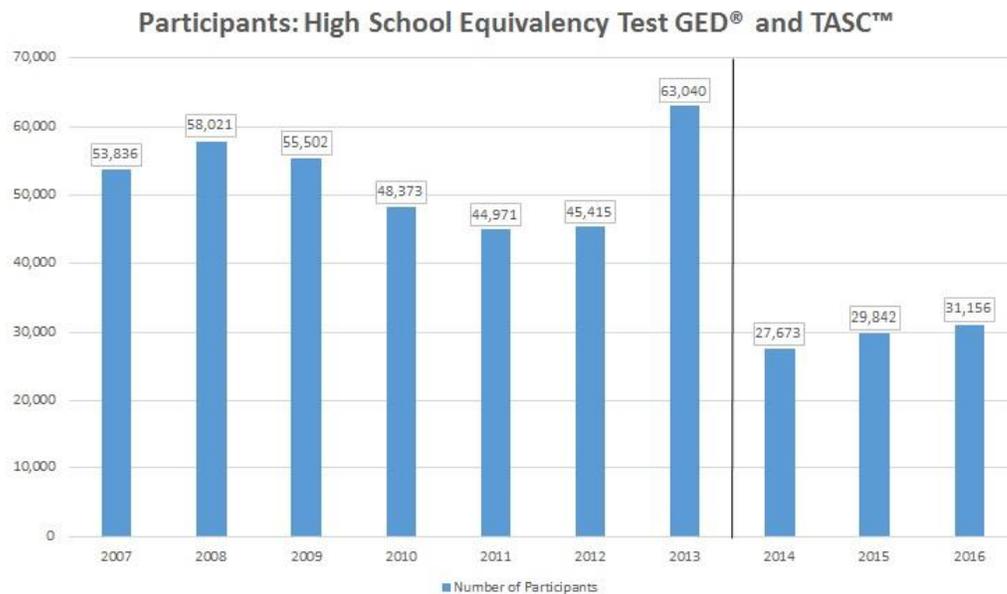
The GED[®] exam marked the first pathway for HSE diplomas in New York State in the 1940s. In March 2011, the GED Testing Service (GEDTS) informed states that a new GED[®] test would be released in 2014 that was fully aligned with Common Core State Standards (CCSS), solely available on computer, and would be double the cost of the 2002-2013 GED[®] test. This led the Board of Regents in September 2012 to request the NYSED to issue an RFP for a new HSE exam.

On November 28, 2012, an RFP was issued that required vendors to produce a HSE test that would gradually phase in national college and career readiness standards and computer-based testing (CBT) over a three-year period. On March 7, 2013, NYSED's Commissioner John King announced that the winning bidder was CTB/McGraw-Hill with the TASC[™] test. In 2015, the adult education portion of CTB/McGraw-Hill, including the TASC[™] test, was bought by Data Recognition Corporation (DRC). DRC/CTB is now the vendor for the TASC[™] test.

New York State was the first state in the country to issue and award an RFP for an HSE exam other than the GED®. Today, 16 states use the TASC™ test and 21 states have chosen options either in place of or in addition to the GED® test to help students earn their state-issued HSE certificates.

News about the phasing out of the 2002-2013 GED® series resulted in a surge of individuals sitting for the HSE test in 2013; people rushed to take the GED® test for the first time, or to complete subtests that they had not yet passed. **Figure 2** highlights the spike in participation rates in NYS in 2013, as well as the subsequent decline in participation after the release of the new, more rigorous HSE exam in 2014.

Figure 2: NYS HSE Participation Rates



Data extracted on 02/22/2017

Table 2 captures national data on GED® testing numbers, which are reflective of the phenomenon that occurred in NYS: a testing surge in 2013, with a precipitous drop in numbers in 2014. A similar scenario played out in 2001, in which people rushed to test on the GED® prior to its reintroduction with more rigorous content in 2002. Currently, there are three HSE exam vendors on the market; however, nationally, the total number of HSE test administrations has not returned to pre-2014 levels.

Table 2: National GED® Analytics: 2000-2014^{1 2}

Year	Number of people who took at least one GED® section	Number of people who have completed the full GED®	Number of people who passed the full GED®	GED® completers passing rate ^A	GED® starters passing rate ^B
2000	830,063	718,159	497,674	69.3%	60.0%
2001	1,033,967	945,131	658,015	69.6%	63.6%
2002	557,364	467,332	329,515	70.5%	59.1%

2003	657,239	552,396	387,470	70.1%	59.0%
2004	665,927	570,217	405,724	71.2%	60.9%
2005	680,874	587,689	423,714	72.1%	62.2%
2006	676,020	580,107	398,409	68.7%	58.9%
2007	691,899	600,023	429,149	71.5%	62.0%
2008	737,233	642,183	469,168	73.1%	63.6%
2009	747,809	645,281	448,131	69.4%	59.9%
2010	720,294	622,651	451,973	72.6%	62.7%
2011	691,576	601,576	434,126	72.2%	62.8%
2012	674,051	581,083	401,388	69.1%	59.5%
2013	816,213	713,960	540,535	75.7%	66.2%
2014 (estimated)	248,000	143,333	86,000	60.0%	34.7%

^A The number of people who passed the full GED[®] compared to the number who completed the full GED[®].

^B The number of people who passed the full GED[®] compared to the number who completed at least one GED[®] section.

¹ 2000-2013 GED Testing Program Statistical Report, GED Testing Service

² Numbers from 2014 are based on preliminary data from GED[®] Testing Service as reported by Kaitlin Mulhere, "GED numbers down amid time of transition for high school equivalency exams," Inside Higher Ed, January 20, 2015 <https://www.insidehighered.com/news/2015/01/20/ged-numbers-down-amid-time-transition-high-school-equivalency-exams>

Table 3 shows the New York State-specific data for 2011 - 2016. The number of testers in 2014 was less than half of what it was in the testing surge of 2013.

Table 3: Historic NYS HSE Pass Rates

Year	Completers	Passers	Completers Pass Rate	With Grandfathering
2011	43,416	26,095	60.1%	
2012	42,324	23,905	56.5%	
2013	59,255	35,666	60.2%	
2014	25,432	12,809	50.4%	60.7%
2015	25,469	13,504	53.0%	56.1%
2016*	27,040	14,368	53.1%	54.5%

*Data extracted on 2/22/2017

Administration of the 2014 TASC™ test

To further support the transition to the TASC™ test, on December 17, 2013, the Board of Regents authorized an amendment to Commissioner's Regulation Section 100.7. This allowed passing scores on up to four GED[®] subtests to be used with passing TASC™ test scores on the remaining subtests to obtain a NYSED HSE Diploma. This practice is referred to as "Grandfathering."

NYSED projected that, beginning in 2014, pass rates would decline because of the more rigorous exam. However, as shown in **Table 3**, the pass rate has remained relatively stable, partly due to the supports that NYSED provided for adult educators in the State, as well as collaboration with the vendor to ensure the transition to and

alignment with the national College and Career Standards for Adult Education and the HSE examinee population in NYS.

HSE Examinee Profile in New York State

The percentage of HSE testers are nearly evenly distributed between genders. From 2014 to 2016, 50.2% of test takers were male and 49.8% were female. The average age of a male tester is 27, while the average age of a female tester is 30. Race/ethnicity distributions (which are self-reported) are indicated in **Table 4**. The White and African American categories have been trending lower. The number of testers identifying as Other or Multi-Racial spiked in 2015, and declined in 2016, but is still well above historical averages.

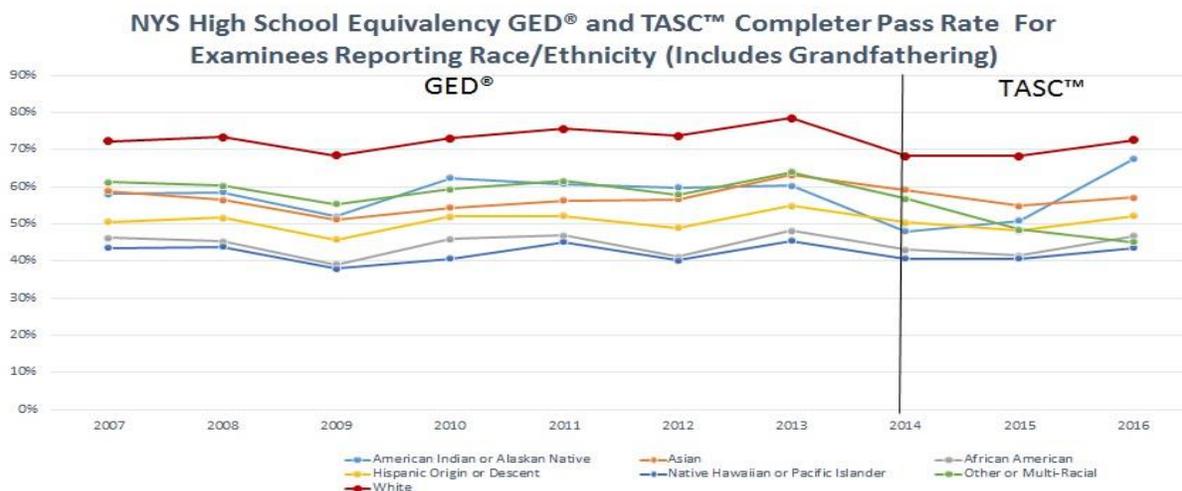
Table 4: NYS HSE tester Race/Ethnicity 2011-2016*

Year	American Indian or Alaskan Native	Asian	African American	Hispanic Origin or Descent	Native Hawaiian or Pacific Islander	Other or Multi-Racial	White
2011	1%	4%	34%	26%	0%	8%	26%
2012	1%	4%	35%	26%	1%	9%	25%
2013	1%	4%	37%	28%	1%	9%	22%
2014	1%	5%	35%	32%	1%	6%	20%
2015	1%	3%	22%	19%	1%	39%	14%
2016*	2%	4%	29%	27%	1%	19%	18%

*Data are as of 2/22/2017

The data in **Figure 3** indicates that individuals self-reporting as White historically have, and continue to have, a higher pass rate, ranging between 70% and 80% on the HSE exam than individuals in any other race/ethnicity grouping. Native Hawaiian or Pacific Islanders, and African American groups continue to have the lowest pass rates, ranging between 40% and 50%.

Figure 3. NYS HSE tester Race/Ethnicity Completer Pass Rate



Data extracted on 01/19/2017

TASC™ test Administration

The TASC™ test is available in both paper and computer-based format, and is composed of five subtest sections: Reading, Writing, Mathematics, Science, and Social Studies. It is available in English and Spanish languages, and braille, large print and audio formats. The test contains various item types, including selected response, gridded response, constructed response, and an essay. Computer-based testing also includes drag and drop, multiple selected response, and other technology-enhanced items.

The cost of the complete battery of five subtests is \$52, or \$10.40 per subtest. NYS testing rules and policies allow a tester to take a subtest, after failing one, up to a total of three times in a calendar year. HSE testing is free in NYS; Section 317 of Education Law prohibits any fee for admission to the test. Additionally, NYS does not have a readiness requirement, which makes testers demonstrate whether or not they are prepared and likely to pass before taking the HSE test. The test vendor does make readiness tests (paper and computer-based) available to preparation programs for a fee.

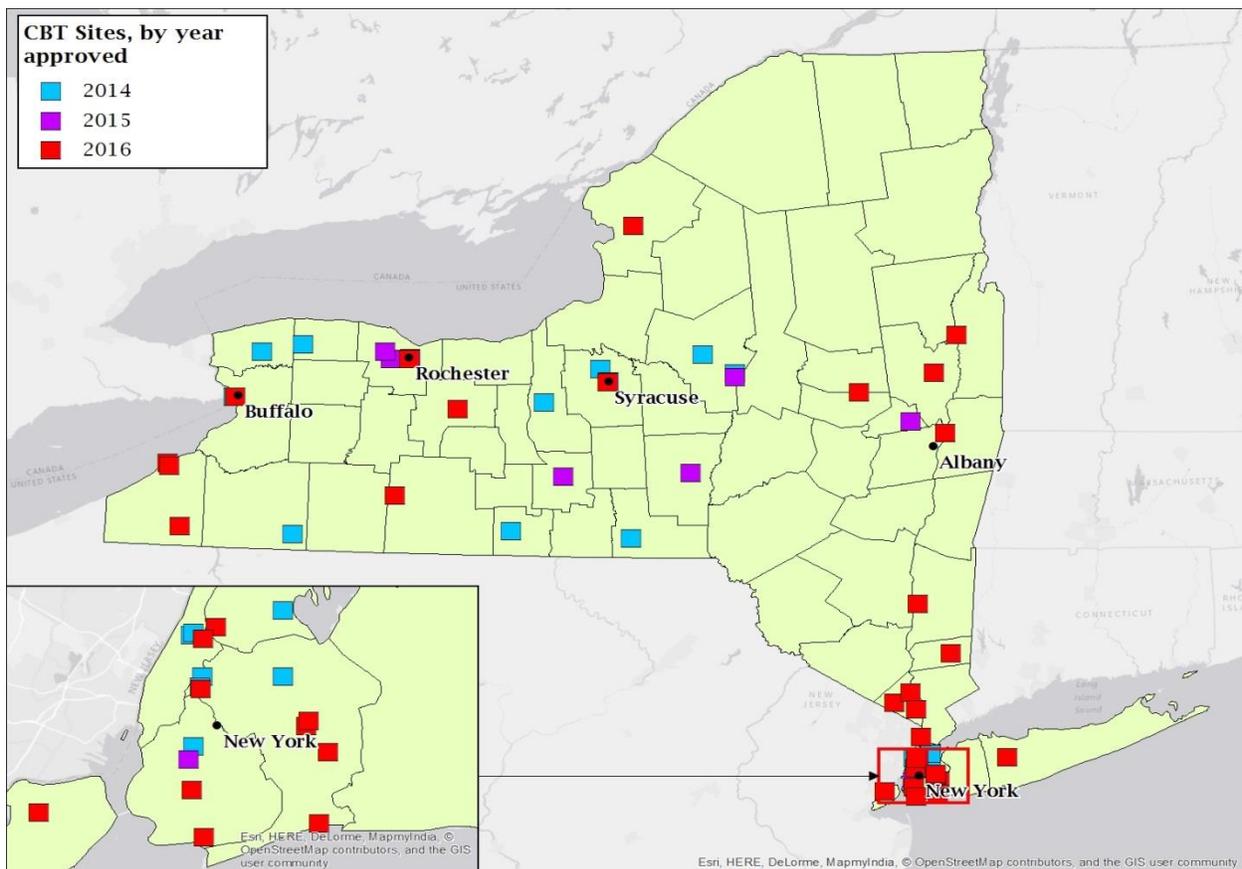
The test is administered by the vendor and NYSED-trained public and private test centers throughout the State. After the test is administered, the test information is transmitted to the vendor for scoring. Upon completion of scoring, the vendor delivers results to NYSED, whereupon NYSED conducts a final evaluation to determine whether or not the tester has earned a HSE diploma. NYSED then sends a diploma or a failing transcript to the tester. Test results are made available to testers via the vendor's online examinee portal.

Additionally, the NYSED HSE Office provides a variety of services to assist testers, test centers, and the public. Testers may check the online NYSED HSE status report for pass/fail results at any time. The HSE Office also has a hotline that fields about 2,000 calls per month. The HSE website is a comprehensive source of information; the test center location finder receives over 1,200 hits per month, the HSE online inquiry email account fields between 600 and 700 questions a month, and the HSE Office public window is visited over 100 times per month.

TASC™ test Computer-Based Testing

The TASC™ test was the first online computer-based test sponsored by NYSED. While the RFP set a goal of steadily increasing computer-based test administrations from 2014 to 2016, a NYSED survey found that 86% of test centers lacked the technical expertise or infrastructure to adopt CBT; cost was also a significant barrier. Both NYSED and the vendor have encouraged and promoted the development of CBT sites through tutorials, a toolkit, user testimonials, and technical support. Over the past three years, the percent of CBT administrations has risen from 3% to 12%. CBT administrations continue to grow slowly and steadily. Currently, there are 40 active CBT sites; 13 in New York City and 27 in the rest of State. Additionally, there are more test centers approved for CBT that have not yet exercised the option to offer tests in that mode. **Figure 4** represents the locations and growth of CBT sites in New York State over the past three years.

Figure 4: Computer-Based Testing Sites 2014-2016



The HSE exam vendor also conducted a qualitative research study to better understand the slow implementation of CBT testing for the TASC™ test in NYS. While cost and lack of infrastructure are still the most powerful barriers, the dominant perception is that the paper mode is preferable because it is easier to administer, no additional informational technology staff are needed, and that most examinees are uncomfortable taking a test on a computer. Conversely, the majority of test centers that administer CBT have been pleased with the strengths of this mode, which include system reliability, administrative ease, fewer errors, and faster score reporting.

In September 2016, the HSE vendor migrated to a more robust online delivery platform. This effort was made in part to enhance the ease of test administration, as well as to improve the CBT experience. As part of the effort to address the benefits and ease of the CBT mode, the vendor developed a free Online Training Tool (OTT). The OTT includes brief practice tests in each of the five TASC™ test subtest areas, which allow testers to understand and actively practice with all of the different item types and tools that they would encounter in the TASC™ test online test environment. Practice with these types of tools, as well as increased exposure to computers and digital literacy skills, are critical components to being prepared for college and careers in the 21st century.

Revisions to TASC™ Test Content Expectations

Soon after the TASC™ test was released in NYS in January 2014, NYSED became aware of public concerns surrounding the academic level, rigor, and construction of some TASC™ test items. The math and science subtests were of the most concern,

as some items were found to assess content standards from upper-level math courses (such as trigonometric functions, logarithms, and complex imaginary numbers), while some science items assessed content covered in Regents or College-level Chemistry and Physics courses (such as Lewis Electron Dot Chemical Bonding Diagrams and orbital velocity calculations).

NYSED worked with the vendor to better calibrate and define the content expectations of the TASC™ test, with the objective of creating assessment limits that more closely matched requirements for high school graduation. In collaboration with the test vendor, detailed Item Specifications were developed that included sample items and stems coupled with “Evidence Statements” detailing measurable content, and “Assessment Limits” describing content from the given standard that is within the proper scope of HSE. Some modifications to the Test Blueprint were made as a result of this work, most of which occurred in math and science. This work was done by NYSED content specialists and other professional staff, with frequent collaboration with colleagues in the adult education arena, CUNY Adult Educator Teachers and Leaders, and other practitioners.

NYSED College and Career Readiness Training Initiatives

With the new HSE test aligned to the national College and Career Readiness standards for Adult Education, NYSED geared up to support and inform HSE instructors of the changes in content expectations through the NYSED College and Career Readiness Training Initiative. This initiative has successfully resulted in the training of a total of 127 Teacher Leaders located throughout the State. These Teacher Leaders have led more than 181 turnkey workshops with the assistance of Regional Adult Education Network (RAEN) Centers. Workshops continue to spread in all seven regions of the State, marking a total of 1,643 teachers being verified as receiving the NYSED/CUNY training in the content areas of Math, ELA with Social Studies and Science integration, coupled with strategies for working with individuals who speak multiple languages and have learning difficulties. This is not an unduplicated count, since a number of teachers received multiple trainings. Trainings and teachers are tracked through electronic sign in sheets that are recorded in the central data system, Adult Student Information System & Technical Support (ASISTS).

NYSED/CUNY has successfully conducted 11 College & Career Readiness Institutes, dating back to March 2014. The Teacher Leaders work closely with their respective RAEN Center to turnkey the Institute training topics to program managers, teachers, and case managers in their regions. The Institutes also include Teacher Leaders from DOCCS and the EOCs throughout the state. **Table 5** illustrates the variety of topic areas shared with the Teacher Leaders.

Table 5: Teacher Leader Professional Development and Support

Date	Content Area	Topics Areas Covered
March 2014	ELA	Sequencing, Vocabulary, Summarizing and Paraphrasing, Persuasive Essay Writing
	Math	Student-Centered Classroom, Perseverance, Revealing Student Thinking in Mathematics
October 2014	ELA	Primary Sources, Using Maps and Graphs, Sentence Combining
	Math	Harmful Preconceived Notions, Metacognition and Math: Developing Problem-Solving Strategies
January 2015	Science	Matter & Energy; Physical Properties & Physical Change; Liquid, Solids, and Gas; The Atom
March 2015	Math	Math Pedagogy of the NYSED Teacher Leaders, Open-Ended Activities with Visual Patterns
August 2015		CUNY HSE Curriculum Framework published
December 2015		Implementing the CUNY HSE Framework in ELA/Social Studies and Math
December 2015	Science	Science (Unity & Diversity), Through Darwin's Eyes, Teaching Science through Inquiry, Through Math, Through Reading & Writing
March 2016	Career Pathways; Career Toolkits	CUNY Career Kits, Worker Narratives, Analyzing Job Offers Interpreting Labor Market Graphs
July 2016	Science	Item Specifications Broadcast
March 2016	All	Teacher Leader Mini-Grants
November 2016	ELA	Informational essay, constructed response, new Social Studies curricula based on high emphasis areas from the item specifications
	Math	Using instructional routines to develop sense-making, exploring new teaching resources
November 2016	Science	Connecting TASC™ test topics through a timeline
February 2017	Math	Item Specifications Broadcast

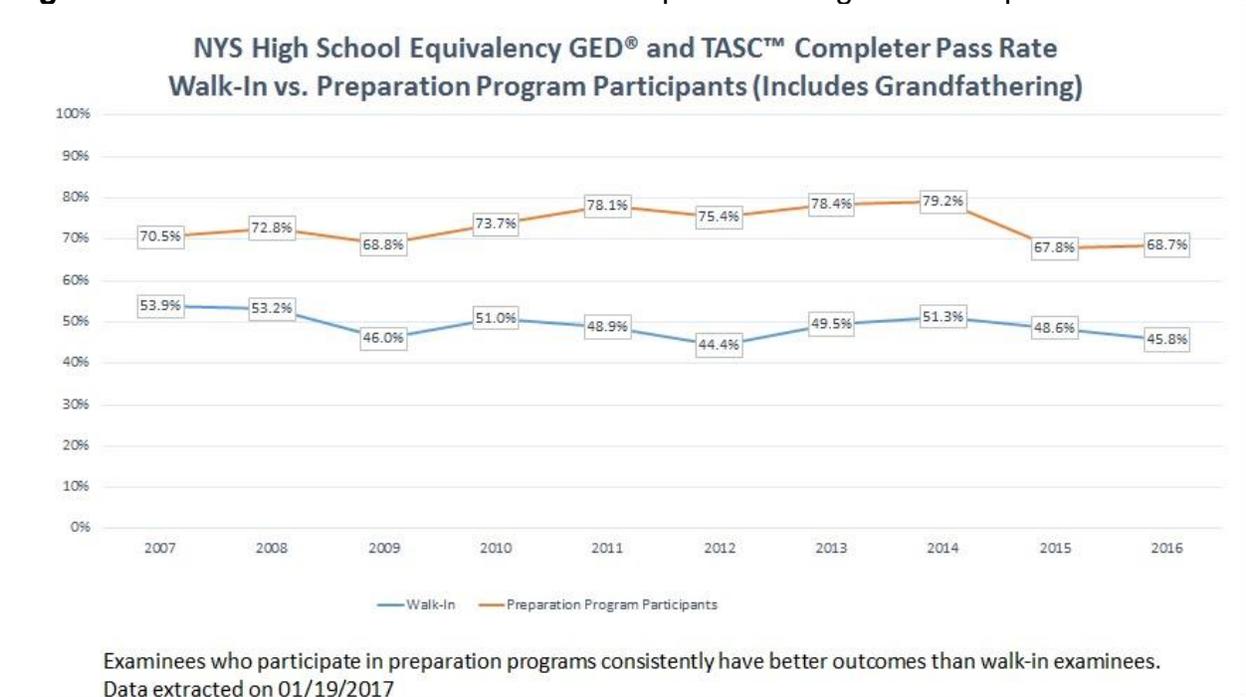
Once the Item Specification documents were completed in July 2016, NYSED, CUNY, and DRC/CTB collaborated to produce a live broadcast for adult educators so that they could understand the shifts in the Test Blueprints for science and the parameters of the test. The webinar was recorded and posted to the NYS Adult Education website, www.CollectEdNY.org. In February 2017, a similar broadcast was produced elucidating the content of the math subtest, and introducing the Item Specifications that will serve as another tool for the field. The Test Blueprint changes and the Item Specifications were also explored at the Adult Education Teacher Leaders Institute conference in November 2016. There was strong consensus among the 70 plus HSE teachers at the conference that the Test Blueprint shifts are appropriate and welcome.

In addition to the Training Institutes, in January 2015, two websites were successfully launched and maintained for the use of any adult education teacher throughout the State. The site www.TeachingtotheCoreNY.org provides College and Career Readiness resources as well as an overview of the Training Institutes, listing all

Teacher Leaders and their respective areas of expertise. The CUNY-hosted site www.CollectEDNY.org is designed specifically for adult educators across the State, who are encouraged to try high-quality, peer-reviewed instructional materials and teaching strategies with students and then share their reviews. Additionally, the CUNY High School Equivalency Framework, which teaches content and skills to students preparing for the HSE exam, was added to www.EngageNY.org in September 2016; more HSE instructional materials will be added in the coming months.

The objective of this support and professional development was to assist adult educators in preparing their students to pass the HSE test and successfully transition to college or the workplace. The positive effect on testers who have participated in HSE preparation programs can be seen by the higher pass rate of this population over walk-ins, as seen in **Figure 5** (the term “walk-in” refers to those who have not attended a formal preparation program).

Figure 5. Pass Rates for Walk-ins and for Preparation Program Participants: 2007-2016



HSE RFP

NYSED exercised the option to extend, for one year, the current contract for an HSE test with DRC/CTB. NYSED issued a new RFP for the implementation of a 2018-2020 HSE exam. There are three HSE exam products on the national market: DRC has the TASC™ test, Pearson has the GED®, and Educational Testing Service has the HiSET. The RFP will ensure that the vendor provides both paper and computer-based testing. The GED® offers only CBT in the United States, while TASC™ test and HiSet offer both CBT and PBT. The current cost of the full battery set by the vendor is \$120 for the GED®, \$52 for the TASC™ test, and \$50 for the HiSET.

Recommendation

The three pathways to an HSE diploma provide equitable access points and a diverse means by which New Yorkers can earn HSE credentials. The alignment of the HSE exam with the Adult Education College and Career Readiness Standards and the evidence-based NEDP pathway undergird the strength and viability of the New York State HSE diploma in both postsecondary and workforce environments.

The first three years of the new HSE exam has proven successful in that pass rates have remained relatively stable, the content of the HSE exam has improved, and results show that our investment in professional development has yielded positive returns for those participating in preparation programs. NYSED still has work to do as we forge ahead in the following efforts:

- Continue to work with our HSE vendor on ensuring an appropriate test for the adult population;
- In conjunction with CASAS, support the growth of NEDP as the third pathway to HSE through limited financial support and technical assistance;
- Continue to accept and review individual applications for HSE diplomas via the College Credit pathway, while exploring the national landscape on this pathway for standardization;
- Grow CBT at our HSE test centers. Infrastructure and financial compensation need to improve, while attitudinal barriers need to shift in the effort to migrate toward increased CBT, and improving digital literacy skills for the adult population;
- Appropriate Test Center Funding: NYSED staff is restructuring the next test center RFP to ensure that the construction supports the changes in the delivery of the HSE assessment and to ensure that test centers are adequately reimbursed for their work;
- Provide frequent and ongoing professional development for adult educators to ensure that they understand the national College and Career Readiness standards for Adult Education and are able to turnkey that information for those preparing to take the test; and,
- Through continued collaboration with other states and the field, explore and evaluate additional pathways to HSE diplomas.

Related Regent's Items

<http://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515accessd1.pdf>