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THE FIRST

STUDY OF IOWA HIGH SCHOOL EQUIVALENCY TEST
PREPARED BY PHIL LANGERMAN

3-1001

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Des Moines 50319

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PREFACE

Pursuant to the authority conferred upon the Department of Public Instruction by provisions of Senate File 173 of the 61st General Assembly, the Department put the Iowa High School Equivalency Certificate program into operation September 1, 1965. This paper concerns a follow-up study of the first 511 persons who took the General Educational Development Test for the purpose of receiving the Iowa High School Equivalency Certificate. An individual data sheet (Appendix F) was developed on each individual using the official Department of Public Instruction files. A questionnaire was then developed and mailed to each of the 511 participants on June 21, 1966 and a follow-up letter was mailed July 11, 1966.

In addition to the basic questionnaire, those who failed were asked to also complete a supplementary form.

Of the 511 people represented in this follow-up study, 386, 75.54% passed the G.E.D. test series meeting the Iowa standards, thereby qualifying for an Iowa High School Equivalency Certificate. The remaining 125 failed to meet the Iowa standards and represent 24.46%.

Returns were received from 334 of the 386 who passed, or 86.52% and from 78 of the 125 who failed, or 62.40%. This means 412 questionnaires out of 511 were returned, an 80.82% total return.

Distribution of Participants based on Sex and Questionnaires Returned

	No.	%
Passed Male Questionnaire Returned	191	37.4
Passed Female Questionnaire Returned	143	28.0
Failed Male Questionnaire Returned	48	9.4

	<u>No.</u>	<u>%</u>
Failed Female Questionnaire Returned	30	5.9
Passed Male No Questionnaire Returned	43	8.4
Passed Female No Questionnaire Returned	9	1.8
Failed Male No Questionnaire Returned	36	7.0
Failed Female No Questionnaire Returned	<u>11</u>	<u>2.1</u>
TOTALS	511	100.0%

There were 318, 62.23% men who initially participated in the Iowa High School Equivalency program and 193, 37.77% women who comprised the total sample of 511 in this study.

A further breakdown shows 234, 73.59% of the men passed and 84, 26.41% failed the G.E.D. test. There were 152, 78.75% women who passed the G.E.D. test and 41, 21.25% who failed.

Questionnaires were received from 191, 81.62% of the males who passed 143, 94.07% of the females who passed in addition to questionnaires that were returned from 48, 57.14% of the male group that failed to achieve the Iowa standards on the G.E.D. tests and 30, 73.17% of the females who failed.

The % return of completed questionnaires between men and women were as follows, 239, 75.15% of the men and 173 or 89.11% of the women who were in the study returned completed questionnaires.

This study is a tabulation and evaluation of the initial people who took part in the Iowa High School Equivalency Certificate Program as a means of determining utilization made of the certificate and to evaluate participants' answers to selected questions about the program.

Tabulation of the data was accomplished by utilizing the data processing equipment of the Department of Public Instruction. The open ended questions were hand tabulated.

A special accommodation is paid to Mr. Glenn Holmes, Professor of Education, Iowa State University and Mr. C. J. Johnston, Chief, Adult Education Section, Department of Public Instruction for their encouragement in my completing this study.

INTRODUCTION AND BACKGROUND

According to a statistical report derived from the 1960 U. S. Census compiled by the Department of Public Instruction in January of 1966 reveals there are 1,541,060 persons 25 years of age and over in Iowa.

Of these 1,541,060 there are 209,642 who have completed less than eight (8) years of school of 13.6% of those persons over twenty-five (25) years of age. There is an additional 612,748 who have completed 8th grade and not high school or 39.7% of those persons over twenty-five (25) years of age. There is a total of 822,390 persons or 53.3% of the Iowan's over twenty-five (25) years of age who possess less than a high school education.

A further breakdown of the 209,642 who have completed less than eight (8) years of school shows 7,745 persons possessing no formal schooling, 38,639 who have one to four years of schooling, 70,909 with four to six years of schooling, and 92,349 with seven years of education, of those persons twenty-five (25) years of age and older in Iowa.

Story County has 35.9% of its population twenty-five (25) years of age and older possessing less than a high school education. In Howard County, the figure is 65.7%. The other 97 counties fall somewhere in between these two extremes.

The reasons for such attrition vary from academic inability to boredom or economic and/or social pressure. It is commendable to use such data as ammunition in the drive to keep the current crop of children in school since it reaches toward the long-range

solution. But it represents only part of the problem. There is an immediate one which cannot wait for today's school child to reach maturity.

Dr. Norman C. Harris, University of Michigan technical education expert, says, "By 1970, one fourth of the nation's labor force will be employed in semi-professional, technical jobs that didn't even exist in 1930."¹

The quotation, given at length here because it defines the immediate problem we are facing, continues:

"At the top will be an estimated 18 per cent of Americans who are engaged in professions which require four or more years of college. Next, some 50 per cent of the work force will hold 'middle manpower jobs' -- ranging from semi-professional and technical to clerical and sales. These will require at least a high school diploma and up to two years of college or technical training. Below will be an estimated 26 per cent, high-school or vocational-school graduates, doing skilled work (carpentering, automobile repair) or semiskilled work (factory production, gas station tending). This leaves only six per cent of the work force for the unskilled jobs that machines can't do--and that require no more than a grade school education.

"Note that 94 per cent of the jobs in this working world around the corner will require a high school education or better. According to the 1960 census, the average educational level for those 25 years of age and over, is 10th grade in Michigan."

Superimposing the Iowa picture onto the quoted national picture results in a disturbing body of thought. By 1970 barely three years from now, approximately 6% of the jobs will be suitable for non-high school graduates - but between 35.9% and 65.7% of Iowa's current labor force will be of necessity

¹Michigan Department of Public Instruction. THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH.

competing for these bottom of the barrel jobs, while many of the 94% of other jobs will remain unfilled because Iowans are not qualified to handle them.

West Virginia's social and economic near-collapse is a grim example of what happens when education lags behind current and projected needs. Iowa, our prosperous "Beautiful Land," could become another such state if we continue to be educationally complacent. It becomes a vicious downward spiral if West Virginia's experience is a prototype for other areas. The adult educational level was low and restricted. When the coal mining industry collapsed, the workers were unable to find work they could do with their existing skills and basic education. Neither were they equipped to initiate new industry. Economics and the natural love for one's home prevented them moving, even if suitable work could be found. Because family finances were so precarious (if not downright non-existent), it became increasingly difficult and, often, impossible, to keep children in school. Monumental governmental effort is trying to interrupt this pattern before the children end up with even less education than their parents.

It is good that we focus our greatest efforts on today's children to keep them in school, adjusting their curriculum as best we know how to meet their projected adult needs.

But more is needed, both to enable the children to stay in school and to strengthen our present socioeconomic base. Iowa's and the nation's present work force must be upgraded now.

The man who cannot support his family as he wants because he is undereducated - the mother who cannot adequately manage the home - the family who feels apart from the main stream of our culture - these adults have their legitimate claim on educators today both for their own welfare and the subsequent welfare of their children. If their needs are not met, it is unrealistic to expect their children to be able to remain in school regardless of desire or ability or excellence of available schools. A child must have food, clothing, shelter and emotional security to be able to stay in school. The undereducated parent, again regardless of desire, cannot provide these things.

For several generations, educators have accepted the concept that adult education is a valid part of public education. The traditional role has been primarily enrichment and the preparation of immigrants for citizenship. Colleges have long offered weekend and evening classes and short courses on professional and semi-professional levels. Such adult education has been generally available in cities, more unusually in smaller communities.

Outside the cities, it has been next to impossible for an adult, aware equally of his educational lacks and his need to carry his weight in the family and community, to obtain the necessary basic education. The proliferation of correspondence schools, ranging from the excellent to the fraudulent, attests to the adult hunger for education which would make up for what was not acquired before the age of twenty.

The concept of adult education has been expanded today. The realistic look at what is needed in employees has been followed by an equally realistic look at what is needed to bring today's work force up to the necessary level. It is an inescapable conclusion that we either upgrade the workers now or downgrade the technology eventually.

The needed upgrading in the work force of today is in basic education, those things scheduled traditionally for high school and lower. Whether we like to admit it or not, we have to recognize that as many as 65.7% of Iowans in some localities (and not less than 35.9% in any locality) are not prepared to function occupationally today. This means that all areas of their lives are affected. Even more frightening is that as many as 23% of Appanoose county residents have not completed the eighth grade. Warren county, which shows up best of the 99 counties in this respect, has 9.1% of its residents with less than an eighth grade education.

To tell these people that they should have stayed in school is pointless. They know it as well as the school superintendent does. The point is that they didn't and now the entire family and community is beginning to suffer consequences, so what are we going to do about it? It is short-sighted, to use the kindest possible term, to turn our backs on such human waste when something can be done.

Two parallel and overlapping programs are needed to meet these human and economic needs. The goal of both programs is the earning of that high school diploma which by 1970 is going

to be minimum job preparation for 94% of us.

One group of undereducated adults will need intensive and supportive teacher-pupil type of education geared to their adult tastes and needs and demands. These are the men and women who live in a marginal world plagued by fears and feelings of inferiority and desire to improve their lot in life coupled with a dreary conviction that "It's too late."

At this point, it is well to quell any possible charge of euphoric thinking by making it clear that we do recognize that there are people who really are inadequate and always will be. There are mentally retarded people who will at best function in those few jobs which do not require a good education. There are the emotionally disturbed who at least temporarily may be unable to function in our society at a meaningful and fruitful level. There are those physically disabled so severely handicapped that they cannot be a part of the main current in America.

But these people are in the minority. Those who cannot be aided in upgrading themselves at all form a miniscule minority of the minority itself. The majority of today's inadequately educated adults are so undereducated for reasons far removed from retardation, emotional disturbance or catastrophic physical disability.

One such reason often lost from sight is family tradition or pattern. Just as college education is taken for granted in some families, so dropping out of school at the seventh or eighth or tenth grade is the natural thing to do in other families. The

pattern was valid and conventional at one time, but with each generation it has become less valid until today the individual with only an eighth grade education is in worse position socially and occupationally than the complete illiterate was less than a century ago.

Most of us are more concerned with retaining the good opinion of our families than acquiring that of anyone else. One of the first hurdles, then, for such an adult as we are talking about is convincing that his need and frequently secret desire for more education is not going to cost him the respect of his family. A perceptive teacher or program recruiter can help him see that a job promotion or raise in pay or increased skill in the kitchen are all things which will bring him approval and that these things result from functional education.

A large group of undereducated adults dropped out of school for reasons over which they had no control and are frank to express their longing to return to school. But the problems in doing so seem overwhelming. The modest paycheck cannot be foregone for a year or two of schooling, not with a wife and four kids to feed. Besides, he'd sure feel like a fool sitting up there at the high school studying with a bunch of kids younger than his own kids.

As for going to another town for some fulltime schooling, even assuming they can live on his wife's paycheck for a year, well, the whole family has put down roots here. Besides, if he quits his job, how can he be sure he'll be able to get another one?

How about going to the night school classes the local high school offers for twelve weeks every fall? Well, yes, he does. He really enjoyed that course in woodworking a couple years ago - wished the class could have lasted longer. And his wife made some really goodlooking slipcovers for that shabby living room furniture in the sewing class. But those courses don't count toward a high school diploma and although the foreman down at the plant seemed impressed, it didn't help much in getting more pay.

Some guy at the Union Headquarters told him about a correspondence course he was taking and it sounded great, just what a man needs to get ahead these days. But when you've been away from school for fifteen years, you're afraid to try to do that much studying by yourself, even if your grades in school were so good you still brag to your kids about them. If only there were some kind of special high school just for adults who have to tuck their studying in somewhere between getting off work pretty tired and grimy and driving the kids back to school for a basketball game.....if only.....if only.....

For many educators, the most satisfying act of their lives is enticing back to school the man or woman who dropped out of school because of boredom or behavior problems or lack of insight. The youngster had ample ability, but school wasn't for him when he was fifteen and could get a job at any filling station in town because he'd work for a lot less at his age than a grown man would. Now, at age thirty-five, he's still doing the same job but it's harder every day because cars are getting more

complicated and studying those manufacturers' manuals is just about impossible with an eighth grade education. He hated school, but it would be nice to be able to keep up today. Maybe, if school were offered today he just might take another crack at it. But not if he's going to have to read "Lady of the Lake." That stubbornness which led him to quit school, if suitably directed today, will keep him at it if someone will help him get started.

Every community has its core of women who dropped out of school because "Who needs all that stuff to keep house and have babies?" The entire role of the woman in American society has undergone a radical change in the last twenty-five years and this girl now feels herself (justifiably) inadequate to guide her children, to run her home, to carry her weight in the community life. She is unable to supplement the family income when that is necessary, and if the burden of major support for the family devolves on her, she is incapable of carrying the burden. She, too, would now like to complete her high school education if it could be done without disrupting the family life. She is convinced that her family is paying far too high a price for her dropping out of school when she was sixteen.

These are the people who today comprise a potential that can be tapped only by further education in a fairly structured setting. They are the people we should be able to count on to carry the brunt of the rapidly changing socioeconomic picture in Iowa, but they are unprepared, even if willing to the point of eagerness. We have a strange paradox in our thinking in this

country: periodic returns to college to upgrade one's education for personal or professional reasons is considered commendable and no one thinks it particularly unfitting for a fifty-year-old engineer to sit in a class of eighteen-year-olds. But a fifty-year-old man returning to high school is likely to be treated as an eccentric.

The solution seems to be to expand the conventional adult education programs from locally sponsored enrichment to official basic education leading to a diploma or high school equivalency certificate.

It is well at this point to emphasize that nothing said here can be construed as an implied derogation of the value of the traditional picture of educational processes during the formative years. The point of this paper is that we have a vast ocean of adults who did not, for whatever reason, complete the conventional educational pattern. They need and frequently profoundly desire further education at a later date and we contend that for the good of the individual, the family, and society in general this need must be met. Often the methods appear unorthodox to the Nth degree. Our contention is that they are new and necessary to meet a situation which exists in spite of our desire to deny it.

RATIONALE OF SENATE FILE 173

The Iowa Legislature is to be congratulated for enacting Senate File 173 which authorized the Iowa High School Equivalency Certificate program. A refreshing blend of humanitarianism and hard-headed business acumen is hard to achieve, but this bill proves it can be done.

At the time data were being finalized for this paper (fall, 1966) 1840 adult Iowa residents had taken advantage of the bill. Eight hundred twenty-one met the standards set and were issued high school equivalency certificates. Others will receive their certificates as their test scores are processed and evaluated. The standards are not cushioned to ease the path: a person must earn at least a minimum standard score of 40 on each of five tests in the G.E.D. test battery, and maintain at least a standard score average of 45 to meet the established standards for Iowa.

These people have benefitted tremendously by now being able to continue their formal education or to take part in vocational education programs. The implications of this sentence, documented by a survey of all those persons who had taken the test, verge on the astounding. One hundred fifty-seven of the successful testees reported that within a very short time of receiving the certificate they received job promotions, pay raises, new and better jobs, college acceptance, and concrete opportunities for other advancement. Almost without exception, these people reported such increases in personal satisfaction and self-confidence that they now have the courage to seek the jobs and

training they have wanted so long. Many of the others who neither sought nor received a change of occupational status report or imply that they are aware of greater job security as a result of the employer's acceptance of the equivalency certificate.

When one ponders on the fact that almost all of these people are wholly or partially responsible for the welfare of others, the impact of increased employment potential and income combined with greater self-respect and assurance assumes huge proportions. The impact does not confine itself to the family constellation, which, however important the family may be in purely humanitarian terms, is a societal economic factor to be treated with respect.

To cite an actual example, disguised only enough to protect the promised anonymity of the afore-mentioned survey, but true enough to facts to be valid: A man in his late twenties with a family had a steady enough work record at the semi-skilled level. He had dropped out of high school at the tenth grade level. He was blocked in all directions by his lack of formal education. When Senate File 173 was enacted, he was one of the first to take advantage of the opportunity and was issued his equivalency certificate. Thus armed with documentation of his ability and knowledge and fortified with a renewal of self-confidence, he decided that the "whole hog or none" philosophy was for him. He presented himself to the registrar of an Iowa university and was accepted as a full-time student. He moonlights to support his family while attending college year-round and is now within

sight of a degree in chemistry.

Think for a moment of how Iowa is profiting from this one equivalency certificate. A man is removing himself from the soon-to-be unemployable category to the professional level. His income is surely being almost doubled in a very short time - just think what that means to the state in terms of taxes paid by one family. His children are assured every possible opportunity to benefit from available education. His community is acquiring an educated disciplined mind to serve other citizens. The increased income means increased savings and spending which serve to strengthen the business community.

An extreme example? Perhaps, but not as extreme as one might think at first. The widowed mother whose equivalency certificate enables her to move up from menial work to LPN or RN or secretary, or the handicapped father who went from ADC to bookkeeper via the equivalency certificate-business college acceptance route are surely proportionately more valuable citizens, too. Such stories were commonplace among the replies received in the survey.

May I digress a moment from the concrete to the humanitarian aspects, with particular attention to the replies of those people who did not pass the G.E.D. tests the first time? There are times when both individuals and society at large benefit at least as much from intangibles as from income increases. Never has this been brought home to me with more emphasis than during the analysis of these survey replies.

One would think that a man or woman who grasps at the thought of an equivalency certificate as the only hope for pulling out of an unsatisfactory life (or outright failure) would view failing the test as the last blow to all hopes of betterment. "Not so," say the 125 who failed. They said such things as, "I'll try again." "I see I'll have to study before I take the test next time." "I have more confidence in myself now." "The tests helped refresh my memory." "Taking the test kept up my morale." "It gives me a sense of equality." "You may use my name for publicity to get other people to know about this program." "I am taking some night classes." "Taking the tests gave me courage." "I am taking a correspondence course in the subject I failed."

When a failure results in such upsurges of pride and self-confidence and hope and generosity - is it really a failure? Surely the individual, the family, and the community are going to feel important results when any person re-establishes for himself a sense of dignity and worthiness.

The people who take the equivalency certificate test have dropped out of school for the usual reasons or lack of reasons: needed at home, poor attitude, expelled, family difficulties, failure in some subject, lack of interest, early marriage, and on down the line. They appear to have traveled similar roads of personal doubts and difficulties to an appreciation of education and subsequent taking the initiative for self-education. It appears from the survey replies that almost none of these people view the opportunity for an equivalency certificate as a

"something for nothing" bonanza or an easy way out. Instead, they give evidence of viewing it as a challenge in which they are willing to invest considerable time, effort and money. Most of those who do not succeed the first time accept this as a manageable spur to study of a disciplined nature.

It has been said that such a program under the State Department of Public Instruction appears to be a negation of the very things which the Department has been working for since its inception. Ideally, of course, there would be no need for such a program. Every child except the severely retarded, disturbed, or physically handicapped would be in school until he received a high school diploma. Life, however, is rarely ideal and certainly not so in this instance. We do have school dropouts who become economic and social burdens to themselves and the community, and who may in their mature years respond to offers of education which meets their needs.

To summarize this overview of the necessity for adult basic education, it appears that such education is necessary today for these reasons:

1. The occupational picture for the foreseeable future is one which has almost no place for the non-high school graduate.
2. The under-educated worker is the under-employed worker, with all the social problems this implies for the family and community.
3. If we are to interrupt this pattern by keeping today's children in school through high school, the parents

must be in a position to be able to provide adequate support on all levels, which the under-educated parent frequently cannot do.

4. The personal satisfaction gained from rectifying a youthful mistake in judgment can result in intangible benefits to the individual which in turn benefits family and community.

DATA REPORTED

Acquisition of a high school equivalency certificate does not seem to be an end in itself, according to the replies from both the successful and the unsuccessful applicants in the survey. Most of these people see the certificate (and the testing procedure itself, interestingly enough) as a major and definitive step in a long-term plan of personal education or as a key to open hitherto closed doors.

These people made a point of expressing the feelings of pride and achievement in the attempt and actual receipt of the equivalency certificate. At the risk of being repetitious, it is important in a balanced evaluation of the program to recognize the value at all societal levels of such personal growth.

But taxes and the expenditure thereof must be justified on the basis of economics. Is the money spent on this particular program proving to be a good investment for Iowa? Are we getting a reasonable profit on the money?

Fees paid by the applicants do not defray the costs of the program, although, of course, they help. The payments do serve the excellent purpose of weeding out those to whom a certificate does not merit a personal investment and sacrifice. The pre-planning and payments preclude the expense to the state of providing this service to something-for-nothing individual.

The decided majority of successful applicants who reported substantially improved employment situations are a small part of our population, as is to be expected this early in the program. Nevertheless, a man with a wife and two children who

materially increases his earning power affects far more people than his immediate family.

1. Housing is going to be upgraded: a modest estimate is that such a simple commonplace improvement as remodeling the living room provides monetary profit to fifty people.
2. More and better clothing will be purchased.
3. More and better food will be purchased.
4. Additional home equipment will be purchased.
5. Indirect taxes will be greater.
6. More direct taxes will be paid on all levels.
7. More money will be spent on recreation.
8. More adequate health services will be purchased.
9. More money is available for community projects such as new churches or hospitals.
10. More money is available for savings.

The list could continue indefinitely, with undoubtedly more significant points than these. This pattern is not applicable only to the man who goes from the menial to the semi-professional job. The man whose equivalency certificate enables him to increase his income from \$3,500 a year to \$4,500 with a reasonable expectation of steady raises over the years is making the same kind of contribution to Iowa's economy.

More than a few of the recipients of the certificate reported that, while neither job nor income changed or probably would, they had greater job security with employer and union acceptance of the certificate. This, too, is of economic importance. Even with a modest income, if a family can be sure it will continue,

dreams can become realities. It is possible, to use two common American desires, to buy a home or a new car on really quite small incomes, if one is reasonably assured of employment in the foreseeable future. Potential creditors are at least as concerned with the steadiness and permanance of income as with the size itself.

As for the sprinkling of replies of men and women who report the certificate enabled them to obtain training and subsequent employment which removed them from some type of public assistance into the realm of the self-supporting, the advantage is as obvious as it is enormous. If a family has been receiving \$180.00 monthly ADC (\$2160.00), they have been costing the state additional money for medical services, counseling services, clerical services, and the like. A woman who goes from \$80.00 to \$250.00 a month as a file clerk is releasing all the assistance money in addition to having \$3000.00 of earned income circulating in the economy.

Perhaps the most telling significance of an equivalency certificate lies in the distant future. The so-called little things may be the most influential ten years from now. When a twelve-year-old boy sees the improvements in his own situation as a consequence of a parent's belated but successful drive for educational benefits, he will be influenced to continue his schooling.

And at this point, we find we have come the full circle back to the original and still basic purpose of the State Department of Public Instruction: to encourage and enable every child in

Iowa to obtain as much sound education as possible.

Adult education and the high school equivalency certificate programs do not work against or in any way weaken that purpose. Instead, these programs admit the painful fact that we have not in the past reached all our children and are now striving to close that gap for the children we missed and to prevent its reopening to swallow today's children.

It is never pleasant to admit a failure, even a partial one, and it always costs something to rectify it - but it costs more to shove it under the rug. The undereducated adult cannot carry his fair share of responsibilities in Iowa today. Because he cannot, he is unable to prepare his children adequately for tomorrow. Because his children will be inadequately educated, the children will become even less capable of functioning profitably.

But if the cycle is interrupted on two levels at the same time the picture will change. While we work intensively with the children, we must also enable the parent to acquire the tools of today's life so the child can have the many-faceted support to accept the education offered him.

This section will report the descriptive data obtained from the replies received on the survey questionnaire and the personal data form compiled on each of the 511 participants in the study.

The first 511 persons to take the G.E.D. test for the purpose of receiving the Iowa High School Equivalency Certificate were all included in this study and therefore are the total population of this study.

Table 1. Distribution of Participants Based on Sex and Questionnaire Returns

	<u>No.</u>	<u>%</u>
Passed Male Questionnaire Returned	191	37.4
Passed Female Questionnaire Returned	143	28.0
Failed Male Questionnaire Returned	48	9.4
Failed Female Questionnaire Returned	30	5.9
Passed Male Questionnaire Not Returned	43	8.4
Passed Female Questionnaire Not Returned	9	1.8
Failed Male Questionnaire Not Returned	36	7.0
Failed Female Questionnaire Not Returned	11	2.1
TOTALS	511	100.0%

Of the 511 people represented in this follow-up study, 386 or 75.54% passed the G.E.D. test series meeting the Iowa standards, thereby qualifying for an Iowa High School Equivalency Certificate. The remaining 125 failed to meet the Iowa standards and represents 24.46%.

Returns were received from 334 of the 386 who passed, or 86.52%, and from 78 of the 125 who failed, or 62.40%. This means 412 questionnaires out of 511 were returned, making a total return of 80.62%.

There were 318, 62.23% men who initially participated in the Iowa High School Equivalency program and 193, 37.77% women who comprised the total sample of 511 in this study.

A further breakdown shows 234, 73.59% of the men passed and 84, 26.41% failed the G.E.D. test. There were 152, 78.75% women who passed the G.E.D. test and 41, 21.25% who failed.

Questionnaires were received from 191, 81.62% of the males who passed 143, 94.07% of the females who passed in addition to

questionnaires that were returned from 48, 57.14% of the male group that failed to achieve the Iowa standards on the G.E.D. tests and 30, 73.17% of the females who failed.

The % return of completed questionnaires between men and women was as follows, 239, 75.15% of the men and 173 or 89.11% of the women who were in the study returned completed questionnaires.

Table 2. Distribution by Age

Age Categories	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
18-25	49	13	13	7	82	20.0
26-35	53	18	47	11	129	31.3
36-45	73	17	52	7	149	36.1
Over 45	16	--	31	5	52	12.6
Totals	191	48	143	30	412	100 %

The largest age group was those persons between 36 and 45 years of age with 149 or 36.1%. The smallest age group was the over 45 years of age grouping consisting of 52 or 12.6%. The 18 to 25 year age group consisted of 20% of the sample. This means 80% of adults participating in the High School Equivalency Certificate program were over 25 years of age.

The first question on the mailed questionnaire asked the adult to indentify himself by marital status. Since this is a study covering adults from 18 years of age or older, it is not

surprising to find that 81.0% of the total sample is married. Nine and eight tenths per cent are single, with the remaining 9.2% divided among three categories - divorced 5.3%; separated 1.2%; or widowed 2.7% as shown in Table 3.

Table 3. Marital Status

	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
Married	162	42	111	19	334	81.0
Divorced	3	1	15	3	22	5.3
Separated	1	--	1	3	5	1.2
Widowed	1	--	9	1	11	2.7
Single	24	5	7	4	40	9.8
Totals	191	48	143	30	412	100.0%

More than half 55.6% of the 412 who responded to the questionnaire, live in urban centers with over 5000 population. Twenty-eight and seven tenths per cent live in rural non-farm areas, and 14.2% live on farms as shown in Table 4.

Table 4. Place of Residence

	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
Farm	29	3	24	3	59	14.2
Rural, Non-farm (100 to 5000 Population)	50	13	52	3	118	28.7

Table 4. (Continued).

	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
Urban 5000 and over	112	30	66	21	229	55.6
Non-Response ---		2	1	3	6	1.5
Totals	191	48	143	30	412	100.0%

Table 4 appears to represent a complete reversal of the stereotype of Iowa as an agricultural state with many small towns and a small urban population, but care must be taken in so interpreting this chart. It is entirely likely that these figures more accurately show the distribution of publicity in these early stages of the program.

Table 5. G.E.D. Standard Score Averages

Test No.*	Passed		Failed	
	Return	No Return	Return	No Return
	MALE			
1	48.5	46.8	34.9	35.3
2	55.4	55.0	45.2	42.1
3	55.8	54.7	44.1	38.7
4	53.3	53.3	42.4	37.6
5	53.0	51.2	42.3	37.6
Totals	191	43	48	36

Table 5. (Continued).

Test No.*	Passed		Failed	
	Return	No Return	Return	No Return
	FEMALE			
1	52.0	53.4	41.1	35.5
2	54.7	55.9	44.9	39.7
3	53.6	54.3	42.9	41.7
4	56.6	59.6	48.1	41.2
5	51.4	50.1	37.9	34.5
Totals	143	9	30	11
				Total 511

*Code to test numbers:

1. Correctness and effectiveness of expression
2. Interpretation of reading materials in the social studies
3. Interpretation of reading materials in the natural sciences
4. Interpretation of literary materials
5. General mathematical ability

Males who passed the G.E.D. test and replied to the survey questionnaire scored highest 55.8 in interpretation of reading material in natural sciences, lowest 48.5 in correctness and effectiveness of expression. Males who failed and replied showed up best 55.0 in interpretation of reading materials in the social sciences and lowest 34.9 in correctness and effectiveness of expression.

Women in the same category, however, scored strongest 56.6 in interpretation of reading materials in literary materials, and lowest 51.4 in general mathematical ability. Women who

failed and replied also scored best 48.1 in interpretation of reading materials in literary materials, and lowest 37.9 in general mathematical ability.

When the scores of all 511 test results are averaged, the results are as follows:

Test 2-52.3 Standard Score
 Test 3-51.7 Standard Score
 Test 4-51.6 Standard Score
 Test 5-49.0 Standard Score
 Test 1-46.5 Standard Score

Table 6. How did you become aware of the High School Equivalency Certificate Program?

	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
Newspapers	65	13	59	10	147	40.8
Local school administrator	36	6	30	6	68	18.8
Adult education	18	5	13	1	37	10.3
Employer	15	2	3	1	21	5.8
Friend	17	10	17	2	46	12.8
Employment agency	6	1	3	3	13	3.6
Welfare worker	1	1	5	5	12	3.3
Vocational Rehabilitation	3	1	1		5	3.1
Department of Public Instruction	2	1	7	1	11	1.4

This question was designed to allow respondents to give multiple answers. There were 147 or 40.8% who stated "they

became aware of the High School Equivalency Certificate Program through the newspapers. The next highest response was 68 or 18.8% becoming aware of the program through local school administrators. The least effective method was employment agencies for only 11 or 1.4% became aware of the High School Equivalency Certificate Program through this source.

Table 7. High School Equivalency Certificate

	Male	%	Female	%	Total	%
Helped Me						
Yes	153	80.1	117	81.8	270	81.0
No	35	18.3	21	14.7	56	16.5
Non-Response	3	1.6	5	3.5	8	2.5
Total	191	100.0%	143	100.0%	334	100.0%

A resounding 81.0% of those who received the certificate state that it has helped them. By sex, 80.1% of the men and 81.8% of the women believe the certificate is helping or has helped them.

Table 8. Reason Stated for Desiring High School Equivalency Certificate

	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
Better Employment	50	19	21	9	99	24.0
Personal Satisfaction	59	5	49	7	120	29.1

Table 8. (Continued).

	Male		Female		Total	%
	Passed	Failed	Passed	Failed		
Job Promotion	11	3	2	--	16	3.9
Qualify for Further Training for School	56	17	57	9	139	33.8
Secure Employment	8	4	9	3	24	5.8
Other	4	--	5	2	11	2.7
Non-Response	3	--	---	--	3	.7
Total	191	48	143	30	412	100.0%

Thirty-three and eight tenths per cent of the sample indicated the reason for wanting the High School Equivalency Certificate was to qualify for further training. Personal satisfaction with 29.1% also rated high as a reason for desiring the High School Equivalency Certificate. Only 3.9% cited job promotion as a motive, while 2.7% gave varied unclassified reasons.

Table 9. Reason Stated How High School Equivalency Certificate Helped

	Passed		Passed		Passed	
	Male	%	Female	%	Total	%
Better Employment	40	21.0	19	13.1	59	17.6
Job Promotion	14	7.3	6	4.3	20	6.0
Personal Reasons	53	27.8	40	28.0	93	27.9
Qualified for Further Schooling	39	20.4	46	32.1	85	25.4
Didn't Help	35	18.3	21	14.7	56	16.8
Non-Response	10	5.2	11	7.8	21	6.3
Total	191	100.0%	143	100.0%	334	100.0%

After actually receiving the certificate (Table 9) personal satisfaction at 27.9% and qualifying for further training at 25.4% are the two most frequently given benefits for the total group who received the certificate. Again, job promotion at 6.0% is the least frequently given answer.

Some interesting variations in the replies of men and women show up in (Table 9) benefits of the certificate. More men, 27.8% gave personal satisfaction as the greatest benefit over any other response. Women, however, put satisfaction into second place while 46, 32.1% claimed qualifications for further training as most important to them. The second and third most frequently stated reasons were 21% improved their employment and 20.4% qualified for further schooling.

Thirty-five males and 21 females felt the High School Equivalency Certificate had not benefited them as of the date they returned the survey. Of the 35 males, 31 said they never have had opportunity to use the certificate. Four did not specify why the certificate had not helped them.

Of the 21 women stating the certificate did not help them, 15 thought they had had no reason to use the certificate. One man said an employer didn't accept the certificate - that employer was the Des Moines Fire Department. Five gave other reasons why the certificate had not been of value to them.

Two questions in the survey covered benefits of the Iowa High School Equivalency Certificate. The first said the High School Equivalency Certificate helped me by: better employment, job promotion, personal reasons, qualified for further schooling,

other (specify). This question was covered in Table 9. The second essay type question encouraged the individual to express: In what way has the High School Equivalency Certificate been of value to you? These comments are included in Table 10 below.

Table 10. Benefits of High School Equivalency Certificates (Passed)

Qualified for further education	59
Better job and/or job pay raise	50
Accepted for further education	29
Security	14
Now in college	12
Got initial job	5

Reports of feelings of satisfaction with one's accomplishment are not shown on this chart because almost every person indicated this benefit.

Table 11. Past Calendar Year You Were In School

	Passed		Failed	
	Latest	Earliest	Latest	Earliest
	MALE			
18-25	1965	1956	1962	1957
26-35	1965	1956	1962	1957
36-45	1956	1932	1945	1938
Over 45	1939	1927	----	----
Extremes	1965	1927	1962	1938

Table 11. (Continued).

	Passed		Failed	
	Latest	Earliest	Latest	Earliest
	FEMALE			
18-25	1963	1943	1962	1955
26-35	1963	1943	1962	1940
36-45	1950	1934	1944	1935
Over 45	1948	1921	1934	1928
Extremes	1963	1921	1962	1928

The 511 respondents had quit school over a 44 year span from 1921 to 1965.

Table 12. Highest Grade Completed in Prior Formal Schooling

	Passed			Failed			Passed			Failed		
	Hi	Lo	Ave.	Hi	Lo	Ave.	Hi	Lo	Ave.	Hi	Lo	Ave.
	MALE						FEMALE					
18-25	12	8	10	12	10	11	11	9	10	11	8	9
26-35	11	7	9	11	8	9	12	8	10	11	8	9
36-45	12	8	10	10	8	9	11	7	9	10	8	9
Over 45	11	8	9	--	--	--	12	6	9	11	8	9
Total Average	12	7	9	12	8	10	12	6	9	11	8	9

Grade 12 appears five times in this chart as the highest grade completed. It is assumed that these responses mean the individual completed most of the senior year but for one reason or

another did not receive a diploma. The lowest grade in which male participants had quit school is seventh which appears in the 26-35 age group. The lowest grade for female participants is sixth which appears in the over 45 age group of women who passed. The highest grade completed, 12th, appears for males who passed in the 18-25 and 36-45 age groups and for females who passed in the 26-35 and over 45 age groups.

Among both males and females who failed, the lowest grade for quitting school is the 8th, the highest is the 12th which appears in the male 18-25 age group. For the females who failed, the highest grade completed is 11th which appears in all but one of the four groups.

In Table 13, when the total sample of replies is analyzed, the largest percentage, 18.7%, give marriage as the reason for quitting school. Three and nine tenths per cent give health reasons and the same percentage give family and home problems as the two least frequently given reasons.

Table 13. Reason Stated for Quitting School

	Passed		Failed		Combined	
	No.	%	No.	%	No.	%
Marriage	67	20.0	10	12.8	77	18.7
Family Finances	60	18.0	12	15.4	72	17.4
Went to Work	39	11.7	14	17.9	53	12.9
Lack of Interest	29	8.7	8	10.2	37	9.0
Parents Saw No Need	16	4.8	4	5.1	20	8.0
Health	11	3.3	5	6.4	16	3.9

Table 13. (Continued).

	Passed		Failed		Combined	
	No.	%	No.	%	No.	%
Family & Home Problems	10	3.9	6	7.7	16	3.9
School Failure	13	3.9	5	6.4	18	4.3
Armed Forces	5	1.5	4	5.1	9	2.2
Misc. Other Reasons	41	12.3	7	9.0	48	11.7
No Reply	43	12.9	3	3.8	46	11.2
Total	334	100.0%	78	100.0%	412	100.0%

Breaking down the total to passed and failed, regardless of sex, the picture changes in statistically significant ways. Twenty per cent of those who passed had quit school for marriage, whereas only 12.8% of those who failed cited marriage. The largest block of those who failed, 17.9% said they quit to go to work, while only 11.7% of those who passed gave this reason.

Least frequently given for both those who passed and those who failed was to enter the armed forces, 1.5% of those who passed and 5.1% of those who failed.

Miscellaneous one-time only answers account for 41, or 12.3% of those who passed.

Table 14. Occupation At Time of Testing

	Passed		Failed	
	No.	%	No.	%
Unskilled	36	10.8	21	27.0
Semi-Skilled	68	20.3	20	25.7
Skilled	101	30.1	11	14.1
Housewife	57	17.0	9	11.6
Unemployed	20	6.0	4	5.0
In Training	9	2.7	2	2.5
Other	15	4.4	2	2.5
Non-Reply	16	4.8	9	11.6
Totals	334	100.0%	78	100.0%

The written replies to the questions asking for occupations and a description of your particular work or job at the time you were tested provided these results. The replies were developed in the major categories listed in Table 14. A separation of responses by sex was not made. For those who passed the G.E.D. test 101, 30.1% were employed in skilled occupations. Of those who failed only 11, 14.1% were employed in skilled occupations. There were 68, 20.3% of the passed group and 20, 25.7% of the failed group who were employed in semi-skilled occupations. The category of housewives comprised 57, 17% of the passed group and 9, 11.6% of the failed group. Six per cent, 20 persons stated they were unemployed in the passed group and 4, 5% of the failures stated they were unemployed. Written responses from those who

were employed indicated they needed the High School Equivalency Certificate to seek gainful employment.

Among both men and women, the oldest category, over 45 years of age, had the highest percentage actually returning for further education: 50% of the men, 46.4% of the women as seen in Table 15. Men in the 36-45 age group show the lowest percentage, 25%, of men seeking further education. Among women, the 18-25 age group has the lowest percentage, 23%, seeking further education.

Table 15. Have you Sought Further Education Since Receiving the G.E.D. Certificate?

	MALE				FEMALE			
	Yes	%	No	%	Yes	%	No.	%
18-25	19	38.7	30	61.3	3	23.0	10	77.0
26-35	19	31.5	33	63.5	19	42.2	26	57.8
36-45	18	25.0	54	75.0	23	45.0	28	55.0
Over 45	8	50.0	8	50.0	13	46.4	15	53.6
Sub Total*	64	33.9%	125	66.1%	58	42.3%	79	57.7%

*There were eight non-responses out of the total of 334 questionnaires returned.

It appears from the responses to the question in Table 16, that the acquiring of the High School Equivalency Certificate is proving to be a very real milestone and springboard toward further education with approximately 80% of all groups indicating they intend to continue their education.

Table 16. Will You Seek Further Education?

	MALE				FEMALE			
	Yes	%	No	%	Yes	%	No	%
18-25	40	85.1	7	14.9	7	63.6	4	36.4
26-35	37	78.7	10	21.3	33	86.8	5	13.2
36-45	46	74.2	16	25.8	31	86.1	5	13.9
Over 45	13	86.7	2	13.3	23	76.6	7	23.4
Sub Total*	136	79.8%	35	20.2%	94	81.7%	21	18.3%

*48 non-responses were received from the 334 total responses - 20 Male, 28 Female.

In Table 16, the women present a different picture. The two middle age groups, 26-35 and 36-45, have the highest percentages: 86.8% and 86.1% respectively. The 18-25 year age group women have only 63.6% of their number planning for further education, while among the men, the over 45 age group has 86.7% and the 18-25 age group with 85.1% have the most respondents planning to seek further education. The lowest percentage of males with such plans falls in the 36-45 age group.

Table 17. What Area Do You Plan to Seek Further Education?

	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
Occupational Training	65	47.8	29	30.8	94	40.8
Junior College	22	16.2	11	11.7	33	14.4
4-Year College	13	9.5	11	11.7	24	10.4

Table 17. (Continued).

	MALE		FEMALE		TOTAL	
	No.	%	No.	%	No.	%
Return to High School for Receiving Diploma	5	3.7	9	9.6	14	6.1
Semi-Professional	5	3.7	30	31.9	35	15.2
Other	26	19.1	4	4.3	30	13.1
Total	136	100.0%	94	100.0%	230	100.0%

The largest block of males who are planning to obtain further education, 47.8% wish occupational training. Written responses indicated that unionized industries demand of the employee a high school education or high school equivalency certificate considering advancements and promotions.

Table 18. Where Will You Get This Training?

	MALE PASSED		FEMALE PASSED		TOTAL	
	No.	%	No.	%	No.	%
Hometown	61	48.4	48	44.0	109	46.3
Elsewhere in Iowa	40	31.7	53	48.6	93	39.6
Outside of Iowa	25	19.9	8	7.4	33	14.1
Totals	126	100.0%	109	100.0%	235	100.0%

Multiple answers were possible to this question. Forty-eight and four tenths per cent of the men anticipate receiving at least part of the planned training in their hometowns, whereas

48.6% of the women anticipate getting training elsewhere in Iowa. For both men and women, the least frequent plan is to seek training outside Iowa: 19.9% of the men and 7.4% of the women.

Table 19. How Could the Testing Be Improved in the Testing Center?

	MALE				FEMALE				Total	
	Passed No.	%	Failed No.	%	Passed No.	%	Failed No.	%	No.	%
More complete explanation of test itself	27	14.1	15	31.3	15	10.5	13	43.3	70	17.0
More complete explanation of test procedure	24	12.6	5	10.4	13	9.1	3	10.0	45	10.9
Other	82	43.0	10	20.8	49	34.3	6	20.0	147	35.7
Non-Response	58	30.3	18	37.5	66	46.1	8	26.7	150	36.4
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%	412	100.0%

Perhaps the most meaningful response to this question is contained in the percentage who believe more complete explanation prior to testing is needed. Thirty-one and three tenths per cent of the males who failed, 43.3% of the females who failed, 14.1% of the males who passed and 10.5% of the females who passed made this suggestion. It should also be noted that significant percentages of all four groups had no suggestion to make.

Table 20. Number of Days to Take G.E.D. Test

Days	Passed		Failed		Total	
	No.	%	No.	%	No.	%
One Day	32	78.0	9	22.0	41	10.0
Two Days	161	83.4	32	16.6	193	46.9
More than Two Days	134	78.8	36	21.2	170	41.2
Non-Response	7	87.5	1	12.5	8	1.9
Total	334		78		412	100.0%

In trying to determine the optimum length of time necessary to take the G.E.D. test battery, the question was asked in how many days did you take the G.E.D. test. The largest response was recorded for two days with 193, 46.9% of the total group tested. Within this group, 161, 83.4% passed the exam and 32, 16.6% that took the exam in two days failed. A total of 170, 41.2% took more than two days to take the G.E.D. test battery. Of this group 134, 78.8% passed and 36, 21.2% failed. It is strongly urged that test centers not allow anyone to take the total G.E.D. test battery of five tests in one day, however, 41, 10% stated they had with 31, 78% passing and 9, 22% failing. It seems that optimum time period, to take the complete battery, is two days based on the per cent passing.

Table 21. Who Supervised Your Testing?

	Passed		Failed		Passed		Failed		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE					
Counselor	34	17.8	4	8.4	17	11.8	2	7.0	57	13.8
Director of Adult Education	69	36.1	21	43.7	50	34.9	15	50.0	155	37.7
Psychologist	55	28.8	17	35.4	47	33.0	10	33.0	129	31.3
Secretary	28	14.7	4	8.4	22	15.4	3	10.0	57	13.8
Non-Response	5	2.6	2	4.1	7	4.9	--	----	14	3.4
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%	412	100.0%

Who supervised your testing was one question asked. In all four categories, the director of adult education is reported most frequently as the test administrator: 36.1% of the males who passed, 43.7% of the males who failed, 34.9% of the females who passed, and 50.0% of the females who failed for 37.7% of the total replies.

Table 22. Had You Talked With This Person About the G.E.D. Test Before Testing?

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Yes	79	41.4	16	33.3	56	39.1	6	20.0
No	110	57.5	31	64.5	83	58.1	22	73.3
Non-Response	2	1.1	1	2.2	4	2.8	2	6.7
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%

Tables 21 and 22 combine to help determine the amount of explanation given by the test center in administering the G.E.D. test battery. It would seem counseling was lacking when 22, 73.3% of the women who failed and 31, 64.5% of the men who failed they had not talked to this person prior to being administered the G.E.D. tests. It was not only those failing the examination reporting no instructions or interpretations because 110, 57.5% males who passed and 83, 58.1% of the females who passed reported a similar experience.

Table 23. How Soon After Your High School Equivalency Certificate Request Was Approved Did You Take the G.E.D. Test?

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Same Day	10	6.2	2	4.1	9	6.3	2	6.7
Within Week	88	46.1	19	39.6	49	34.3	9	30.0
Over Week	57	29.8	24	50.0	55	38.5	9	30.0
Other	31	16.2	1	2.1	27	18.9	9	30.0
Non-Response	5	2.7	2	4.2	3	2.0	1	3.3
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%

The largest response was within a week by males who passed with 88, 46.1% reporting. For females who passed the largest group was over one week 55, 38.5% followed by within the week 49, 34.3%. Of the males who failed over a week later was the most frequent response with 24, 50%.

Table 24. How Much Time Spent in Study

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
None	150	78.5	40	83.3	98	68.5	24	80.0
1-5	10	.2	3	6.2	15	11.1	1	3.3
5-10	8	4.2	1	2.1	9	6.2	1	3.3
10-20	11	5.8	2	4.2	8	5.7	1	3.3
More than 20	10	5.2	2	4.2	8	5.7	2	6.7
Non-Response	2	1.1	--	----	4	2.8	1	3.3
Total	191	100.0%	48	100.0%	143	100.0%	30	99.99%

The most frequent response regardless of whether it was male or female passed or failed was that no preparation was made prior to taking the G.E.D. test. One hundred fifty, 78.5% males who passed and 40, 83.3% of the males who failed along with 98, 68.5% of females who passed and 24, 80% of the females who failed stated they didn't study for the G.E.D. test. The next largest group was 15, 11.1% of the passing females who stated they studied between one and five hours. There were approximately 5% who stated they studied more than twenty hours in preparation for the G.E.D. test battery.

Table 25. How Did You Study For the G.E.D. Test?

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Study by yourself	28	14.7	5	10.4	28	19.5	2	6.7
Study with assistance	2	1.0	2	4.2	1	.7	1	3.3

Table 25. (Continued)

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Both	10	5.2	1	2.1	14	9.8	3	10.0
Did not study	136	71.2	34	70.9	93	65.0	19	63.3
Non-Response	15	7.9	5	10.4	7	5.0	5	16.7
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%

There is a direct relationship as one would expect between Table 24 and Table 25. The number of hours spent studying and the type of study both indicate that persons taking the G.E.D. do not spend appreciable time in preparation. This could have two possible explanations - one the individual didn't deem it necessary or there was no opportunity within schools for such study.

One hundred thirty-six, 71.2% of the males who passed and 34, 70% of the males who failed report they didn't study. The females reported equally as high per cent not studying.

Table 26. Information and Instructions Received From

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Counselor	24	12.5	2	4.2	14	9.8	3	10.0
Director of Adult Ed.	37	19.3	7	14.6	29	20.3	7	23.4
Test Administrator	63	32.5	10	20.8	44	30.8	6	20.0
Other	49	25.7	20	41.5	35	24.5	10	33.3
Non-Response	19	10.0	9	18.8	21	14.6	4	13.3
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%

In trying to ascertain the amount of instructions and information given to persons taking the G.E.D. test the following questions were asked. At the time you took the G.E.D. test, did you receive any information or instructions? Of the males who passed 63, 32.5% reported the test administrator gave instructions. The next largest group listed "other" with 49, 25.7% making this response. The women stated similar results with 44, 30.8% responded the test administrator provided the instructions.

Table 27. Interpretation of Test Scores

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Counselor	15	7.9	11	2.1	8	5.5	--	----
Director of Adult Ed.	43	22.0	13	27.0	31	25.2	7	23.33
Test Administrator	57	29.9	7	14.7	33	23.1	4	13.33
Other	66	34.7	23	47.9	55	38.5	15	50.00
Non-Response	24	12.5	4	8.3	11	7.7	4	13.33
Total	191	100.0%	48	100.0%	43	100.0%	30	99.99%

The response most frequently listed as who interpreted test results in most cases was "other" 66, 34.7% of the males who passed; 23, 47.9% of the males who failed and 55, 38.5% of the passing and 15, 50% failing women. The next most frequently given females response generally was the director of adult education. The reason for the first answer being so frequent might be because the Department of Public Instruction reported test results to those

taking the G.E.D. tests for a High School Equivalency Certificate rather than a person at the official test center.

Table 28. How Could the Department of Public Instruction Administration Improve?

	Passed		Failed		Passed		Failed	
	No.	%	No.	%	No.	%	No.	%
	MALE				FEMALE			
Too much delay in correspondence	17	8.9	7	14.5	4	2.8	2	6.7
Should be publicized more	147	77.0	24	50.0	102	71.4	16	53.3
Other	15	7.8	6	12.5	15	10.4	3	10.0
Non-Response	12	6.3	11	22.0	22	15.4	9	30.0
Total	191	100.0%	48	100.0%	143	100.0%	30	100.0%

There were 147, 77% males who passed and 24, 50% males that failed with 102, 71.4% females passing and 16, 53.3% of the women who failed reporting a need for more publicity about the High School Equivalency Certificate program. All four groups felt strongly that the Department of Public Instruction should publicize the High School Equivalency Certificate program more.

Table 29. How Should the High School Equivalency Certificate Program be Publicized?

	Passed		Failed		Passed		Failed	
	MALE				FEMALE			
Paper, magazine	112		30		87		13	232
Radio, TV	77		23		68		14	182
Unions	52		8		16		2	78

Table 29. (Continued).

	Passed MALE	Failed	Passed FEMALE	Failed	
Employers	87	15	50	5	157
Schools	51	6	37	7	101
Welfare Agencies	54	4	48	11	117
Employment Agencies	112	17	86	18	233
Total	545	93	392	70	1100

This question had a provision for multiple answers. The two most frequent responses were employment agencies and newspapers and magazines with 233 and 232 answers respectively. The persons participating in the High School Equivalency Certificate program urged more radio and TV coverage with 182 responses. Other responses indicated Employers 157, Welfare Agencies 117, Schools 101, and Unions as 78 effective promotion media.

A supplemental sheet was attached to the questionnaire for those who failed to receive the Iowa High School Equivalency Certificate. Seventy-eight of the 125 who failed the G.E.D. test returned questionnaires, or a 62.4%.

Of the 48 males who failed and returned the questionnaire 44, 91.6% completed the portion designed for those who failed.

Of the 30 females who failed and returned the questionnaire 28, 93.3% completed the portion designed for those who failed.

This portion of the data section will report the findings from these 72 questionnaires.

The following statement proceeded the questions on the questionnaire for those who failed to qualify for the Iowa High School Equivalency Certificate.

"As you know, you are eligible for a re-test after a course of intensive instruction or by waiting one year. You need only to retake the test or tests failed if taken within two years from your original testing."

Table 30. Will you Take a Re-test?

Age	Yes	No	Yes	No
	MALE		FEMALE	
18-25	10	1	6	
26-35	13	3	11	
36-45	13	2	3	2
Over 45	—	—	5	—
Sub Total	36	6	25	2
Non-Response	6		3	
Total	48		30	

Thirty-six, 85.7% of the males responding to the question stated they intend to take a re-test. Of female failing group 25 of 27, 92.5% intend to take the re-test.

All the females in age groups 18-25, and 26-35 indicate they will take the re-test. These results seem to indicate the younger person feels a greater need for the High School Equivalency Certificate.

Table 31. Will You Take a Course of Intensive Instruction?

Age	MALE		FEMALE	
	Yes	No	Yes	No
18-25	7	2	5	
26-35	8	5	7	2
36-45	13	1	1	1
Over 45			5	
Sub Total	28	8	18	3
Non-Response			4	
Total	36		25	

Only those answering yes to the re-test question listed in Table 31 were asked to respond to this question. There is apparent need for adult education programs to develop classes for those persons desiring to take the course of intensive instruction. Twenty-eight, 77.7%, of the male group intend to take the course. Eighteen, 85.7%, of the women indicated a desire to take intensive instruction instead of waiting the one year time limit otherwise necessary to retake the G.E.D. test battery.

Table 32. Will You Wait One Year Prior to Re-testing?

Age	MALE		FEMALE	
	Yes	No	Yes	No
18-25	4	4		4
26-35	6	5	3	5

Table 32. (Continued).

Age	Yes	No	Yes	No
	MALE		FEMALE	
36-45	2	6	3	1
Over 45				3
Total	12	15	6	13

This question is closely related to the prior question of whether a course of intensive instruction will be taken or if the individual intends to wait the one calendar year necessary if no course of intensive instruction is completed prior to being eligible for re-testing. There were 12 males and 6 females who indicate they intend to wait the one year prior to re-testing or that they do not intend to complete testing to receive the Iowa High School Equivalency Certificate.

Table 33. Was the Test You Failed Difficult In Your Prior Schooling?

Age	Yes	No	Yes	No
	MALE		FEMALE	
18-25	9		4	1
26-35	12	2	4	7
36-45	11	3	1	1
Over 45			3	2
Sub Total	32	5	12	11
Non-Response	7		5	
Total	44		28	

In the open end question asking what was the most difficult section of the test, the men most often stated correctness and effectiveness of expression or simply English and the women listed mathematical ability or simply math as most difficult. They listed these as their most difficult areas in school.

Table 34. What was Most Difficult About the Test?

	Male	Female	Total	
Method of Administering the test	1	1	2	2.8
Lack of Time	8	3	11	15.2
Out of Practice in Taking Test	15	10	25	34.7
Didn't Fully Understand What Tests Were Like	16	10	26	36.2
Other	1	--	1	1.4
Non-Response	3	4	7	9.7
Total	44	28	72	100.0%

Including both male and female groups 26, 36.2% stated they did not fully understand what the tests were like prior to testing.

Out of practice in taking tests followed as indicated by 25,

34.7%. Only two people or 2.8% believed the method of adminis-

tering the test was what made the test most difficult. Perhaps

more time and effort should be devoted by the test administrator

in more fully explaining the G.E.D. test organization. No doubt

G.E.D. testing centers should establish classes for adults prior

to testing to improve their achievement and become more aware of testing procedures.

The following tables will report the data obtained in the High School Equivalency Certificate program follow-up study according to selected topics by, the Department of Public Instruction approved, test centers. At the time this study was started and conducted, there were 19 test centers in Iowa plus the Veterans Administration Hospitals and United States Armed Forces Institute (USAFI) Testing with the latter two groups combined in this report. Since this study covers the first 511 persons tested under Senate File 173 there will be only twenty testing centers listed. However the number of testing centers has increased in recent months.

Table 35. Number Tested by Test Center

	Passed		Failed		Total
	Male	Female	Male	Female	
Ames	4	1	2	--	7
Burlington	5	6	--	--	4
Cedar Falls	3	6	1	1	11
Cedar Rapids	6	4	--	--	10
Centerville	5	8	1	--	14
Clarinda	2	6	--	--	8
Clinton	1	---	1	--	2
Council Bluffs	8	6	2	4	20
Davenport	9	5	4	--	18

Table 35. (Continued).

	Passed		Failed		Total
	Male	Female	Male	Female	
Des Moines	49	32	17	10	106
Estherville	1	6	2	1	10
Fort Dodge	10	12	--	--	22
Iowa City	1	3	--	--	4
Mason City	27	20	18	8	68
Muscatine	3	2	1	--	6
Ottumwa	5	4	2	5	16
Sioux City	4	7	--	--	11
Storm Lake	3	5	--	--	8
Waterloo	23	8	--	1	32
Veterans Hospital and USAFI	24	2	2	--	28
Total	191	143	48	30	412

Table 36. Marital Status

	Married	Divorced	Separated	Widowed	Single
	MALE				
Ames	6	--	--	--	--
Burlington	4	--	--	--	1
Cedar Falls	4	--	--	--	--
Cedar Rapids	6	--	--	--	--
Centerville	4	--	--	--	2
Clarinda	2	--	--	--	--
Clinton	2	--	--	--	--
Council Bluffs	9	--	--	--	1
Davenport	12	--	--	--	1

Table 36. (Continued)

	Married	Divorced	Separated	Widowed	Single
MALE					
Des Moines	57	2	--	1	4
Estherville	3	--	--	--	--
Fort Dodge	10	--	--	--	--
Iowa City	1	--	--	--	--
Mason City	35	--	1	--	4
Muscatine	3	1	--	--	--
Ottumwa	7	--	--	--	--
Sioux City	4	--	--	--	--
Storm Lake	2	--	--	--	1
Waterloo	21	1	--	--	1
Veterans Hospital and USAFI	12	--	--	--	14
Total	204	4	1	1	29
FEMALE					
Ames	1	--	--	--	--
Burlington	5	--	--	--	1
Cedar Falls	7	--	--	--	--
Cedar Rapids	4	--	--	--	--
Centerville	6	2	--	--	--
Clarinda	5	1	--	--	--
Clinton	---	--	--	--	--
Council Bluffs	7	--	1	--	2
Davenport	4	1	--	--	--
Des Moines	31	4	2	2	3
Estherville	4	2	--	--	1
Fort Dodge	9	2	1	--	--
Iowa City	2	--	--	--	1
Mason City	24	1	--	1	2
Muscatine	1	--	--	1	--
Ottumwa	6	1	--	1	1
Sioux City	3	2	--	2	--
Storm Lake	4	1	--	--	--
Waterloo	5	1	--	3	--
Veterans Hospital and USAFI	2	--	--	--	--
Total	130	18	4	10	11

Table 37. Residence

	MALE		
	Farm	Rural Non-Farm 100-5000	Urban 5000 Over
Ames	2	1	3
Burlington	--	1	4
Cedar Falls	--	3	1
Cedar Rapids	--	5	1
Centerville	3	2	1
Clarinda	1	--	1
Clinton	--	1	---
Council Bluffs	1	4	5
Davenport	2	3	8
Des Moines	2	16	46
Estherville	--	1	2
Fort Dodge	--	1	9
Iowa City	--	--	1
Mason City	7	10	22
Muscatine	2	1	1
Ottumwa	--	2	5
Sioux City	--	1	3
Storm Lake	--	3	---
Waterloo	4	5	14
Veterans Hospital and USAFI	8	3	15
Total	32	63	142
		FEMALE	
Ames	--	1	---
Burlington	1	2	3
Cedar Falls	1	3	3
Cedar Rapids	--	3	1
Centerville	1	6	1
Clarinda	2	3	1
Clinton	--	--	1
Council Bluffs	2	3	5
Davenport	--	1	4
Des Moines	3	10	26
Estherville	2	4	1
Fort Dodge	--	4	7
Iowa City	--	3	---
Mason City	6	4	17
Muscatine	2	1	2
Ottumwa	3	1	4
Sioux City	--	--	7
Storm Lake	1	3	---
Waterloo	2	3	3
Veterans Hospital and USAFI	1	--	1
Total	27	55	87

Table 38. How Become Aware of High School Equivalency Certificate Program

	1	2	3	4	5	6	7	8	9

Ames	3	1	1	1	1	1	--	--	--
Burlington	5	--	2	1	1	1	--	--	--
Cedar Falls	3	4	--	--	2	--	--	--	--
Cedar Rapids	6	1	--	1	--	--	--	--	--
Centerville	7	2	--	--	3	--	--	1	--
Clarinda	1	3	--	2	1	--	--	--	1
Clinton	1	--	--	--	--	--	--	--	--
Council Bluffs	8	6	2	--	1	1	1	--	--
Davenport	4	6	2	--	2	--	1	--	--
Des Moines	31	15	4	8	15	8	5	2	4
Estherville	3	3	--	1	1	--	--	--	1
Fort Dodge	12	4	3	1	--	--	1	--	--
Iowa City	1	--	--	--	1	--	--	--	--
Mason City	39	3	14	--	4	2	1	--	--
Muscatine	1	2	--	--	2	1	--	--	--
Ottumwa	3	4	1	--	3	--	1	2	--
Sioux City	4	--	2	1	3	--	--	--	--
Storm Lake	1	4	--	--	2	--	--	--	1
Waterloo	12	6	4	2	3	--	2	--	3
Veterans Hospital and USAFI	2	4	2	3	1	--	--	--	--
Total	187	68	37	21	46	14	12	5	10

**** Code to Process of Becoming Aware of High School Equivalency Certificate

- | | |
|-------------------------------|-------------------------------------|
| 1. Newspaper | 6. Employment Agency |
| 2. Local School Administrator | 7. Welfare Agency |
| 3. Adult Education | 8. Voc. Rehabilitation |
| 4. Employer | 9. Department of Public Instruction |
| 5. Friend | |

Table 39. How Could Testing be Improved in Test Center?

	1	2	3

Ames	2	--	2
Burlington	1	1	4
Cedar Falls	1	1	5
Cedar Rapids	2	--	5
Centerville	6	2	2
Clarinda	--	--	5

Table 39. (Continued).

	1	2	3

Clinton	--	--	1
Council Bluffs	5	3	7
Davenport	4	--	4
Des Moines	19	16	34
Estherville	1	--	2
Fort Dodge	3	3	10
Iowa City	--	--	3
Mason City	11	5	22
Muscatine	1	1	4
Ottumwa	6	2	5
Sioux City	1	2	3
Storm Lake	2	--	2
Waterloo	1	7	18
Veterans Hospital & USAFI	3	2	10
Total	69	45	148

****Code to Testing being Improved in Test Center

1. More Complete Explanation of Test
2. More Complete Explanation of Testing Procedure
3. Other

Table 40. Did You Take the G.E.D. Test In

	One Day	Two Days	More Than Two Days
Ames	2	4	1
Burlington	--	5	6
Cedar Falls	--	8	2
Cedar Rapids	2	6	2
Centerville	--	13	1
Clarinda	4	3	1
Clinton	--	2	---
Council Bluffs	--	18	2
Davenport	--	14	4
Des Moines	26	54	25
Estherville	2	5	3
Fort Dodge	--	10	11
Iowa City	--	2	2
Mason City	1	2	62
Muscatine	1	1	4
Ottumwa	1	12	3

Table 40. (Continued)

	One Day	Two Days	More Than Two Days
Sioux City	--	5	5
Storm Lake	--	8	---
Waterloo	1	13	18
Veterans Hospitals & USAFI	1	9	17
Sub Total	41	194	168
Non-Response (9)			
Total 412			

Table 41. Who Supervised Your Testing?

	Counselor	Dir of Adult Education	Psycho- logist	Secretary	Other
Ames	2	---	--	4	1
Burlington	4	3	--	2	2
Cedar Falls	1	---	--	6	3
Cedar Rapids	--	4	--	5	1
Centerville	5	4	--	---	5
Clarinda	3	1	--	1	3
Clinton	--	---	--	---	1
Council Bluffs	3	17	--	---	--
Davenport	2	4	--	11	1
Des Moines	10	16	--	61	12
Estherville	--	3	--	5	2
Fort Dodge	4	17	--	---	1
Iowa City	--	---	--	2	--
Mason City	6	55	--	---	6
Muscatine	4	---	--	---	2
Ottumwa	2	3	--	9	2
Sioux City	2	2	--	3	3
Storm Lake	1	4	--	1	2
Waterloo	2	12	--	17	1
Vet's Hospital and USAFI	5	10	--	3	9
Sub Total	58	155	--	130	57
Non-Response (12)					
Total 412					

Table 42. Who Did You Receive Instruction From?

	Counselor	Dir of Adult Education	Test Administrator	Other
Ames	1	--	2	3
Burlington	2	2	3	1
Cedar Falls	--	--	4	6
Cedar Rapids	--	1	4	4
Centerville	5	--	6	2
Clarinda	2	--	2	4
Clinton	--	--	---	1
Council Bluffs	1	11	1	4
Davenport	2	--	8	5
Des Moines	12	13	29	31
Estherville	--	2	1	6
Fort Dodge	3	10	7	2
Iowa City	--	--	3	1
Mason City	3	25	16	13
Muscatine	1	--	3	2
Ottumwa	1	1	4	9
Sioux City	1	1	5	2
Storm Lake	2	2	2	2
Waterloo	2	8	13	8
Veterans Hospitals and USAFI	5	4	9	8
Sub-Total	43	80	122	114
Non-Response (53)				
Total	412			

Table 43. Who Interpreted Your Scores?

	Counselor	Dir of Adult Education	Test Administrator	Other
Ames	1	--	2	4
Burlington	2	4	---	4
Cedar Falls	--	--	2	8
Cedar Rapids	--	1	7	1
Centerville	3	--	6	5
Clarinda	2	2	4	---
Clinton	--	--	---	2
Council Bluffs	1	6	1	8
Davenport	2	1	3	12

Table 43. (Continued)

	Counselor	Dir of Adult Education	Test Administrator	Other
Des Moines	3	12	12	66
Estherville	--	2	4	4
Fort Dodge	4	11	7	---
Iowa City	--	1	---	3
Mason City	2	40	9	11
Muscatine	1	--	3	1
Ottumwa	--	5	3	7
Sioux City	--	--	7	3
Storm Lake	--	2	1	5
Waterloo	--	6	22	4
Veterans Hospitals and USAFI	3	6	7	11
Sub Total	24	99	101	159
Non-Response (29)				
Total 412				

Table 44. How Do You Feel the G.E.D. Program Should Be Publicized?

	Paper & Magazine	Radio - TV	Unions	Emplo- yers	Schools	Welfare Agencies	Emplo- yment Agency
Ames	4	2	2	3	2	1	6
Burlington	---	4	3	7	1	4	7
Cedar Falls	6	6	1	5	2	3	6
Cedar Rapids	7	6	2	1	1	2	7
Centerville	9	9	--	1	6	4	9
Clarinda	3	3	1	2	2	2	3
Clinton	1	---	--	1	--	---	1
Council Bluffs	14	6	3	5	6	5	12
Davenport	7	8	3	9	2	7	13
Des Moines	51	48	31	44	24	41	60
Estherville	7	3	--	1	3	2	8
Fort Dodge	19	7	3	11	5	7	15
Iowa City	2	2	--	1	--	---	1
Mason City	37	32	14	25	12	13	31
Muscatine	4	3	--	1	1	1	2
Ottumwa	8	6	1	5	6	6	12

Table 44. (Continued).

	Paper & Magazine	Radio - TV	Unions	Emplo- yers	Schools	Welfare Agencies	Emplo- yment Agency
Sioux City	8	7	1	4	4	3	9
Storm Lake	5	4	1	1	4	1	3
Waterloo	22	15	7	16	9	11	19
Vet's Hosp. and USAFI	11	11	5	14	8	4	9
Total	232	182	78	158	98	117	233

SUMMARY

The first 511 persons to take the G.E.D. test for the purpose of receiving the Iowa High School Equivalency Certificate were all included in this study. Of the 511 people represented in this follow-up study, 386 or 75.54% passed the G.E.D. test battery meeting the Iowa standards, thereby qualifying for an Iowa High School Equivalency Certificate. The remaining 125 failed to meet the Iowa standards for the High School Equivalency Certificate and represent 24.46%.

Questionnaires were received from 334 of the 386 who passed, or 86.52%, and from 78 of the 125 who failed, or 62.40%. This means 412 questionnaires out of 511 were returned, amounting to 80.62% total returns.

Results were tabulated and sorted according to three major categories - age groups, sex, and whether the individual passed or failed. The age categories used were 18-25, 26-35, 36-45, and over 45 years of age. The largest number in any age group was 149 represented in the 36-45 year age bracket or 36.1% of those returning questionnaires, closely followed by 129, 31.3% who were between 26 and 35 years old. Three hundred thirty or 80% were over 25 years of age. The study revealed 334 or 81.0% to be married.

Urban was used for those communities with 5,000 or over population and 229, 55.6% indicated this response with another 118, 28.7% listing their place of residence as rural, non-farm with 100 to 5,000 population.

The male population most often failed test #1, correctness and effectiveness of expression, and the female population, test

#5, general mathematical ability.

The early participants in the Iowa High School Equivalency Certificate program indicated they became aware of the program 40.8% of the time through the newspaper, followed by 68, 18.8% who were advised of the program by school administrators.

When asked if the High School Equivalency Certificate helped the 270, 81.0% stated, yes. In 93 cases, or 27.9%, of the time, personal satisfaction was listed as how it had helped followed by 85, 25.4% who qualified for further schooling, and still another group 79, 23.6% stated they received job promotions or better employment since receiving the Iowa High School Equivalency Certificate.

An open-end question was asked, "State your reasons for leaving school." Marriage with 77, 18.7% was the largest single reply, followed by 72 replies or 17.4% stating family finances, closely followed by 53, 12.9% who went to work. There were 64, 33.9% of the males who stated they have sought further education since receiving the High School Equivalency Certificate, 58 or 42.3% of the females have already continued their education and sought further training. When asked if they intend to seek further education, 230, or 80.4% responded they plan to continue their education. This intention is a remarkably high figure, and does indeed justify the High School Equivalency Certificate program if it is, in fact, making possible for such a large number to continue their education.

Occupational training was the most frequent training expressed by the men with 65, 47.8%. This was followed by 22, 16.2% who

were planning Junior Colleges, and 13 or 13.5% planning 4-year colleges. Women most often stated semi-professional training 30, 31.9% followed very closely with occupational training 29, 30.8%. The semi-professional training most often stated by women was Licensed Practical Nurse Programs.

The number of days taken to complete the G.E.D. test battery was most often stated as two days with 193, 46.9% followed by 170 responses or 41.2% who took more than two days. Directors of Adult Education most often supervised the G.E.D. testing 155 or 37.7% made this response.

There were 75.7% who stated they did not study prior to taking the G.E.D. test as the major answer to the question - "How much time was spent studying?". Twenty-two, 6.7% said they spent over 20 hours in preparation for the testing.

There were 289, 70.1% who stated the Department of Public Instruction could improve administration of the High School Equivalency Certificate by stating the program should be publicized more. When asked how the High School Equivalency Certificate program should be publicized, 233 replies stated through employment offices, and 232 of the replies said through newspapers and magazines, and an additional 182 responses said radio and TV.

Of the 78 who failed the G.E.D. test and completed questionnaires, 48 were male and 30 were female. When asked, "Will you take a re-test?" 36, 85.7% of the men said, yes, who responded to the question, and 25, 92.5% of the women intend to take the G.E.D. re-test for the Iowa High School Equivalency Certificate.

In conclusion I would urge that more information be made available throughout the State of Iowa about the Iowa High School Equivalency Certificate program for the value gained from the Iowa High School Equivalency Certificate based on those who participated in this study compel this writer to state many others need to be made aware of their rights as provided in Senate File 173 made possible by the 61st General Assembly of Iowa.

RECOMMENDATIONS

Study of the results of this program as seen by the people who have participated in its early stages leads to making the following recommendations.

1. Provide adequate funds for the continuation and expansion of the High School Equivalency Certificate program.
2. The following methods should be used in informing citizens of Iowa about the Iowa High School Equivalency Certificate program.
 - A. The Department of Public Instruction should develop a brochure explaining the program for state-wide distribution.
 - B. There should be newspaper articles and informative information.
 - C. Utilize employment offices to disseminate information.
 - D. Advertise through radio and television.
 - E. Work more extensively with employers to explain the program.

It should be remembered here that for a variety of reasons these people are not always satisfactorily reached through the usual methods of spreading information.

3. Give serious thought to providing funds and facilities for tutoring or classes for those who feel the need for study either prior to taking the G.E.D. test battery or subsequent to failure.

4. Orient the personnel administering the G.E.D. test battery to provide more continuity between each person taking the G.E.D. test in all test centers.
5. Orientation sessions should be established for Director of Adult Education conducted by Adult Education Section of the Department of Public Instruction regarding the High School Equivalency Certificate program.
6. Establish a continuing follow-up and evaluation process for the Iowa High School Equivalency Certificate program. This initial follow-up should relate to economic, sociological, and psychological results which should be the subject of long-range in-depth study.

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