

GED in Practice

Open Doors 1418 Youth Reengagement

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Overview

Within Open Doors 1418 Youth Reengagement, achieving the general education development certificate (GED) has a significant role. In the programming, GED-plus is a formal pathway for which programs may be approved and funded to provide. Additionally, passing GED tests provides established Indicators of Academic Progress (IAPs) attributable across all program implementation designs.

Students may earn a GED and remain eligible to participate in Open Doors 1418 programming until one of the following occurs: high school diploma is earned, a college degree is earned, and/or the student is 21 years of age prior to September 1. In Open Doors 1418 programs, earning a GED is a stepping-stone toward additional opportunities within the program.

If a student...	Eligible to continue in an Open Doors program?
Earns a GED	Yes
Earns a High School Diploma	No
Earns an Associate's Degree	No
Turns 21 years of age on or by September 1 st	No
Disengages or stops the program and is under age 21	Yes

GED-plus as a Program Pathway

Programs with this pathway assist and support students toward earning their GED certification and providing additional experiences. The "plus" includes efforts and opportunities the program offers that provide an on-ramp for other endeavors, including progress toward career, college, and diploma.

GED as an Indicator of Academic Progress

Since 2012, the Open Doors 1418 Youth Reengagement program has enabled all participating students to use the GED tests as an Indicator of Academic Progress (IAP). This option is described in the Washington Administrative Code (WAC) for Open Doors.

[WAC 392-700-015](#): Definitions – Indicators of Academic Progress

(f) Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment;

As of 2022, the GED is the only [high school equivalency](#) measure recognized and utilized in Washington state. Learn more at: [High School Equivalency Exam - GED® | SBCTC](#)

Granting Credit for GED

The Open Doors (dropout reengagement) WAC specifically indicates that up to one (1) school subject area credit will be awarded when a student passes a subject area test of the GED. Additional credits may be awarded for GED preparation. In Open Doors Youth Reengagement programs, high school credit is awarded for course work related to a high school equivalency certificate preparation, which is the GED in Washington state. More information can be found in WAC 392-700-137.

[WAC 392-700-137](#): Award of Credit

(1)(b)(i) A maximum of 1.0 high school subject area credit will be awarded when a student passes a standardized high school equivalency certificate test in the subject matter. Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test.

Note the Difference

The WAC distinguishes between credit awarding for GED and credit awarding for other tests/standardized assessments. Read the WAC carefully:

1. **[WAC 392-700-137](#):(1)(b)(i) only applies to the GED, not other tests:**
 - A maximum of 1.0 high school subject area credit will be awarded when a student passes a standardized high school equivalency certificate test in the subject matter. Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test.
 - "*high school equivalency certificate test*" is **only** the GED in Washington and does not apply to other test types. This enables up to 1.0 credits, unlike other areas of the WAC.
2. **[WAC 392-700-137](#):(1)(b)(ii) applies to other standardized tests/assessments:**
 - A 0.5 high school subject matter credit will be awarded when a student makes a statistically significant standardized assessment post-test gain in a specific subject area during the quarter and the following conditions are met:
 - (A) The student's standardized skills assessment score at the beginning of the quarter demonstrated high school level skills; and
 - (B) The instructional staff has assessed student learning and determined that a course of study has been successfully completed. A maximum of 1.0 credit may be awarded for such subject gains in a quarter.

Ultimately, it is a district determination for how much credit (up to one credit for passing a GED subject area test and .5 for significant gains on standardized assessments such as ASVAB) and how it is dispersed grade level-wise. Staff are responsible for assessing which credit award types best reflect the content of the GED. The goal is for credit be awarded for subject matter covered.

Common Questions

How does awarding credit work for students in Open Doors?

Answer: For awarding credit in Open Doors, the process is very similar to any other high school program, however there are additional options for awarding credit for various milestones. These are all listed in section (1)(b) of WAC [392-700-137](#). These credits or fractional credits include:

- Passing a section of the GED,
- Standardized testing score improvements,
- Completing a work- or college readiness course,
- Coursework as determined by the school district.

Can credit be awarded to Open Doors students for passing non-GED tests (SBA, WCAS, ASVAP, etc.)?

For example, if a student's ASVAB score meets the Graduation Pathway Option Requirement, what score is required to award credit for English, Math, or Science and how much credit can be awarded?

Answer: An Open Doors Program may designate coursework as eligible for credit based upon their local determinations and articulations agreements. Your program may determine that credit can be awarded for passing standardized tests in alignment with [WAC 392-700-137](#) and school board policy allowing for competency-based credit based on the district's high school graduation (2410) and competency-based (2402-2409 & 2413) board policies (See [WSSDA sample policies](#)).

Specifically related to the Open Doors WAC, credit may be awarded when a solid indicator of significant gain is made. Note that significant gain may count both for credit and as an Indicator of Academic Progress (IAP). **Significant gain** is defined in the test metrics, which are determined by the manufacturers of the test. Review the test's materials and contact the manufacturers for their thresholds and standard deviations for any product or material that will be used for awarding credit when a student makes a statistically significant post-test gain in a subject area. Note that students must score at high school level for the pre-test and that instructional staff must determine that the course of study is completed.

Lastly, the WAC distinctly refers to "high school equivalency certificate test" which is the GED in Washington state. The only official high school equivalency test in our state is the GED so the specificity in WAC language is different between [WAC 392-700-137](#) (1)(b)(i) and [WAC 392-700-137](#) (1)(b)(ii). Both state that that credit "will be awarded" but the amount and determinations of credit are different. Your program retains the option to determine if other tests will also generate credit and at what rate. Review [WAC 392-700-137](#) for how much credit can be awarded in an Open Doors Youth Reengagement program.

Must credit be awarded to Open Doors students who pass the GED test?

If students pass the official GED test, are they eligible to receive one (1) credit in each subject area for a total of four (4) credits received if they pass all sections of the GED test?

Answer: Yes. The Open Doors Youth Reengagement WAC states credit “will be awarded” for passing the GED tests and is not up for discretion on whether or not GED tests generate credit, only how much (up to one credit per subject area test).

Coursework that students complete **in preparation** for the GED can also be awarded credit, as described in the WAC. It states: “Additional credits may be awarded if the student has completed a course(s) of study to prepare for the test.” If students are passing coursework to prepare for the GED, credits can be awarded and transcribed for students, as allowed per school board policy.

Please read [WAC 392-700-137](#): in its entirety for additional guidance on award of credit in Open Doors Youth Reengagement.

Student Access for GED

For students in or released from institutional education and who are participating in Open Doors Youth Reengagement:

Students who have formerly been in institutional education and who have begun their GED will need access to complete their GED, if they desire, regardless of the Open Doors pathway they have chosen or enrolled into.

In 2021-2022, House Bill 1295 was established. The legislation created credit-earning opportunities and access related to the GED that are specific to students in or released from institutional education.

All students (formerly in institutional education and those who are not) who have passed any portion of the GED shall be granted credit on their high school transcript in the specific subject area ([WAC 392-700-137](#)). House Bill 1295 directly states the requirements for awarding credit who are in and released from institutional education:

[HB 1295](#), Section 4 ([Washington State Legislature](#))

*For students in or released from an institutional education facility, school districts must provide students with access to world language proficiency tests, American sign language proficiency tests, and **general education development** tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. School districts must award at least one high school credit to students upon meeting the standard established by the state board of education under subsection (9) of this section on a world language or American sign language proficiency test or a **general education development test**. Additional credits may be awarded by the district if a student has completed a course or courses of study to prepare for the test. If the school district has a local policy*

for awarding mastery-based credit on state or local assessments, the school district must apply this policy for students in or released from an institutional education facility.

Exit Codes and Student Status in Open Doors 1418 Programs

The flexibility of Open Doors 1418 can lead to a variety of status codes for participating students seeking their GED. Codes include negative leaver (drop-out), enrolled, and graduated.

Being counted as a drop-out only occurs once for students who enroll in and complete Open Doors 1418 programming.

Students who exit their prior district as a dropout/unknown student and then become enrolled into Open Doors 1418 programming are considered “enrolled” and remain in this status as long as the student is participating in the program. The student is NOT counted as a drop-out in the Open Doors 1418 program unless the student actually drops out or disengages from the program without returning to enrollment in another K-12 educational school or program.

In Open Doors 1418, not all GED earners are counted as drop-outs.

For an Open Doors 1418 enrolled student who earns a GED and **stays enrolled** in Open Doors programming, that student is not counted as a negative leaver (drop-out). They are still enrolled and continuing programming and counted as such even with their GED.

If an Open Doors 1418 student leaves their program/school after obtaining their GED and does not enroll into another school, then they are considered a negative leaver (dropout).

Students who earn a GED may also complete their high school diploma in Open Doors 1418 programs.

While an Open Doors student may earn their GED, earning a GED does not end the student’s eligibility to remain in Open Doors. The GED is aligned to WA State Standards and districts can establish competency-based credit policies and procedures (see below: School Board Policies). In districts with competency-based policies, some GED-earning Open Doors students may find themselves on the cusp of earning a diploma, potentially motivating the GED-earners to achieve their diploma.

When a GED-earner also achieves their high school diploma, they are indicated as graduated from the program and are no longer eligible for Open Doors 1418. The student will be exited with a school withdrawal code of “G0”.

If the student is participating in an Open Doors consortium program (ESD based) and becomes eligible to graduate, they will be transferred back to their home/sending high school for graduation and final transcript.

Additional Information about the GED for non-Open Doors students

Pathways to GED at the high school level are through:

- Open Doors Youth Reengagement
- Community & technical colleges (requires withdrawal from local high school)
- Students exiting from Institutional Education and returning to their home district

The current version of the GED tests aligns with Washington state learning standards. Schools may award competency-based credits to students who pass each GED subject-area test. A summary of policies for awarding competency-based credits for GED tests is below.

School Board Policies:

State Board of Education rules define high school credit (WAC [180-51-050](#)) to include, "Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards)." Most school boards use Policy 2409: Competency-based Credits, or optionally, any of policies 2402-2409 or 2413, for setting rules for awarding competency-based credit for tests or completed coursework. This option may also be included in Policy 2410: High School Graduation Requirements.

Students Impacted:

1. Students in or released from institutional education
2. Students not connected with institutional education

For students in or released from institutional education:

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[HB 1295](#), Section 4 ([Washington State Legislature](#))

*For students in or released from an institutional education facility, school districts must provide students with access to world language proficiency tests, American sign language proficiency tests, and **general education development** tests. Access to the tests may not be conditioned or otherwise dependent upon a student's request. School districts must award at least one high school credit to students upon meeting the standard established by the state board of education under subsection (9) of this section on a world language or American sign language proficiency test or a **general education development test**. Additional credits may be awarded by the district if a student has completed a course or courses of study to prepare for the test. If the school district has a local policy for awarding mastery-based credit on state or local assessments, the school district must apply this policy for students in or released from an institutional education facility.*

For students not connected with institutional education:

For students for whom HB 1295 does not pertain, the above-referenced school board policy must be in place in order to award mastery-based credit. These policies could be applied to passing the GED subject area tests and other high school level assessments.

Learn more about the GED

Washington state currently uses the four-part [GED® tests](#) for its high school equivalency exams (HSE) test. The State Board of Community and Technical Colleges (SBCTC) is the entity responsible for the HSE testing in our state. Contact the SBCTC and their GED® administrator for more information: [High School Equivalency Exam - GED® | SBCTC](#)