

# Lit



# Scan

## Facts & Figures from the Colorado Literacy Research Initiative

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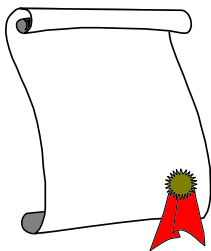
### Hispanic GED Graduates in Colorado, 1995-96

In mid-1996, the Colorado Literacy Research Initiative surveyed 328 Coloradans who earned GED diplomas between October and December 1995. Of these graduates, 235 responded. (Response rate: 70 percent) The overall responses to this survey were reported in the second issue of LitScan (v. 1, n. 2, February 11, 1997). Further analysis of this data revealed some noteworthy differences between Hispanics and all GED graduates. Of the 235 respondents, 79 (34 percent) were Hispanic.

#### Highlights

Hispanic GED graduates ...

- ◆ more likely than other GED graduates to have left school due to peer pressure than problems with teachers.
- ◆ more likely to move to full-time employment after passing the tests.
- ◆ more likely to experience health and psychological benefits after passing the tests.



#### Educational Aspirations

Hispanics were more likely than all respondents to be working toward associate's degrees (67 v. 57 percent) and less likely to be enrolled in college credit courses at the time of the survey (28 v. 34 percent).

#### Employment Changes

Survey respondents were asked to indicate how their employment status changed since passing the GED tests. In certain key respects, Hispanics report experiencing bigger payoffs than other respondents. Hispanics were more likely to move to full-time paid employment than other respondents. Of all respondents, 37 percent held full-time jobs before taking the GED tests, and 38 percent held such jobs after passing the GED tests. For Hispanics, these percentages were 37 percent and 41 percent, respectively.



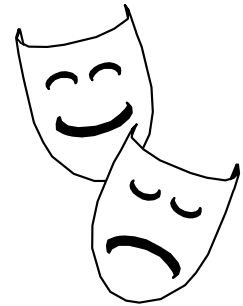
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### **Changes in Educational and Cultural Activities**

Survey respondents were asked to identify any increases in their educational and cultural activities since passing the GED tests. Hispanics were more likely than all respondents to report:

- ◆ encouraging others to stay in school, prepare for the GED, or pursue other educational opportunities (76 v. 66 percent),
- ◆ starting or doing a better job at helping their children with school work (22 v. 15 percent),
- ◆ beginning to communicate or communicating more with their children's teachers (16 v. 11 percent),



### **Changes in Community Participation**

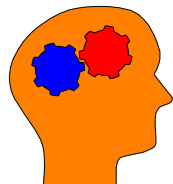
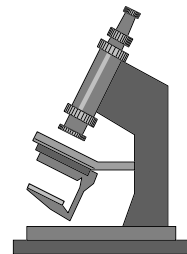
Survey respondents were asked to report any increases in community participation since passing the GED tests. Hispanics, compared with all respondents, were more likely to report such increases (46 vs. 39 percent). Specifically, Hispanics were more likely than all respondents to report:

- ◆ registering to vote (24 vs. 20 percent) and
- ◆ beginning to attend or increasing attendance at community events, such as festivals, fairs, benefits, and walks.

### **Health Benefits**

Survey respondents were asked to identify how their and their family's physical health has changed since passing the GED tests. The most dramatic differences between Hispanics and all respondents concern these issues. Compared with all respondents, Hispanics reported:

- ◆ greater improvements in personal and family health practices in general (62 vs. 50 percent),
- ◆ receiving dental checkups on a more regular basis (28 vs. 17 percent),
- ◆ taking their children for health checkups and inoculations on a more regular basis (25 vs. 15 percent),
- ◆ receiving health checkups more regularly themselves (24 vs. 17 percent), and
- ◆ missing fewer days of work due to illness (22 vs. 14 percent).

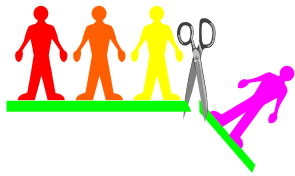


### **Psychological Benefits**

Survey respondents were asked to identify how they benefited psychologically from passing the GED tests. Hispanics were more likely than all respondents to report:

- ◆ improved psychological health (97 vs. 86 percent),
- ◆ setting more realistic goals (72 vs. 63 percent),
- ◆ being more satisfied with life in general (72 vs. 62 percent),
- ◆ feeling more open to change (54 vs. 44 percent),

- ◆ communicating better with others verbally (48 vs. 35 percent),
- ◆ doing better at solving life problems (44 vs. 37 percent),
- ◆ feeling more confident about their children's future (42 vs. 29 percent),
- ◆ understanding themselves better (42 vs. 36 percent),
- ◆ having more respect for opinions of others (39 vs. 31 percent),
- ◆ getting along better with family and friends (38 vs. 29 percent),
- ◆ communicating better with others in writing (35 vs. 27 percent),
- ◆ being more satisfied on the job (34 vs. 23 percent), and
- ◆ getting along better with co-workers (20 vs. 15 percent).



### **Intergenerational Aspects of Dropping Out & Passing the GED Tests**

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Data about survey respondents indicate that there are intergenerational--as well as ethnicity-related--aspects of dropping out and of later passing the GED tests. Hispanics, compared with all respondents, were more likely to have mothers and fathers who did not graduate from high school (37 vs. 22 percent and 39 vs. 25 percent respectively).

### **Reasons for Not Completing School**

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Survey respondents were also asked to identify why they did not complete school. There were two noteworthy differences between Hispanics and all respondents. Hispanics were more likely to leave school because of peer pressure (22 vs. 17 percent) and less likely to leave because of problems with teachers (10 vs. 17 percent).

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