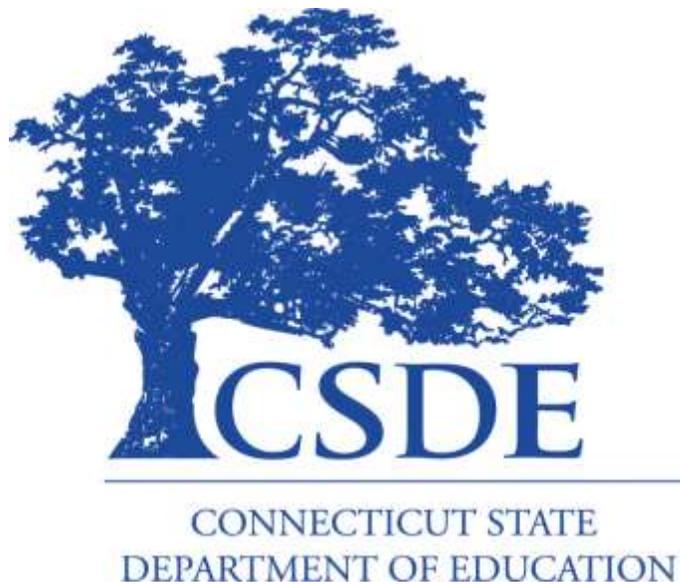


**ADULT HIGH SCHOOL
CREDIT DIPLOMA PROGRAM**



ADMINISTRATIVE MANUAL

Revised September 2019

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SECTION 1

INTRODUCTION AND ADULT HIGH SCHOOL CREDIT DIPLOMA BASICS

INTRODUCTION

The purpose of this manual is to provide a comprehensive summary of the Adult High School Credit Diploma Program (AHSCDP). To ensure statewide consistency in the delivery of the AHSCDP, all adult education programs must follow the guidelines and credit criteria in this manual. All information in this manual is based on Sections 10-67 to 10-73d, inclusive, of the Connecticut General Statutes (C.G.S.).

ADULT HIGH SCHOOL CREDIT DIPLOMA PROGRAM BASICS

In the AHSCDP, students can attend credit-based classes; earn credits through military, occupational and community service experience; complete independent study projects for credit; take online classes; and graduate with a local diploma. The AHSCDP is one of three alternatives available in Connecticut for the attainment of a high school diploma.

Credit Criteria:

All awarded credits must meet, at a minimum, the standards required by the Connecticut State Department of Education (CSDE). Specific criteria for each option in the AHSCDP are outlined in Section 2 of this administrative manual.

The Credit Diploma:

Students must successfully complete the diploma requirements, as stipulated by each local AHSCDP. Local requirements must meet the minimum standards required by the CSDE. The diploma shall be issued by the local board of education.

Student Eligibility:

Any student who is 18 years of age or older, or who is 17 years of age and presents an official withdrawal form with a parent or guardian signature, or who is both under 17 years of age and a mother, and who provides documentation containing Board of Education approval (Sec. 10-73d of the C.G.S.), may earn an AHSCDP Diploma. In each case, the student must not have a Connecticut high school diploma or another U.S. state's high school or GED diploma.

Intake Procedures:

A suggested intake procedure is outlined in Section 5 of this manual. Although modifications may be made locally, the procedure used should provide for assessment and individualized program planning with a counselor.

AHSCDP Options:

This program, although highly structured, may be individualized in planning and delivery to meet each student's unique learning needs and styles. The student may combine credits awarded for prior academic work with credits earned through current learning experiences. There are multiple ways for students to earn credits.

Program Length:

There is no time limit for completing this program. The AHSCDP is designed to provide options for students and allows them to advance through the program at their own pace. Each local adult education program may set the length of semesters or sessions for classes; however, all students enrolled in credit classes must attend a minimum of 48 instructional hours per one (1) adult education credit. In order to allow for limited absences, courses should be planned to exceed the amount of required hours.

Staff:

All AHSCDP teachers and counselors must hold current, valid Connecticut certification in the subject area of instruction/counseling and the additional Adult Education Endorsement (106). A certified school counselor (068) must be available onsite.

The adult education school counselor assists each individual student in the assessment and documentation of prior learning experiences and develops additional learning opportunities based on the needs and interests of that individual. Counseling plays a key role in the development of a meaningful program for each student. Ongoing counseling services ensure that program options are delivered correctly to each person enrolled in the AHSCDP. Transition to postsecondary and careers must be an integral part of all high school completion programs.

SECTION 2 CREDIT INFORMATION

INTRODUCTION

This section of the administrative manual contains descriptions of the criteria, which must be met to earn each type of credit. Also included in this section are the documentation procedures, which must be used to verify each type of credit.

1. All AHSCDPs shall adhere to the stated criteria for awarding credits. These criteria must satisfy the minimum standards for AHSCDPs, which were stated in Section 1 of this manual. In the AHSCDP, all credits earned will be considered **AHSCDP credit** (herein referred to as “credit”).
2. No credit may be awarded without adequate documentation. It is the responsibility of the student to provide information for valid documentation of all prior learning activities. A certified school counselor (CT 068 Certification) is the only person authorized to evaluate and grant credit.
3. It is suggested that each adult education program designate one person responsible for completing student management and/or data management tasks. These might include mailing, receiving and recording the receipt of all verification forms, as well as maintaining student transcripts and permanent folders.

AHSCDP Credits may be Earned in the Following Four Categories:

- Academic Category;
- Military Category;
- Occupational Category; and
- Community Service Category.

On the next page, is a reference chart of the various credit options available within these categories and how they may be combined in a comprehensive AHSCDP.

AHSCDP Options – Reference Chart

ACADEMIC CATEGORY – NO TOTAL CREDIT MAXIMUM Academic or Elective Credit	
Transfer Credits:	No Credit Maximum
Credit Classes:	No Credit Maximum
Independent Study Projects:	3 Credits
Online Courses:	No Credit Maximum
MILITARY CATEGORY – 2 CREDIT MAXIMUM Elective Credit Only	
Basic Training:	1 Credit
Specific Training:	1 Credit
OCCUPATIONAL CATEGORY – 2 CREDIT MAXIMUM Elective or Vocational/Arts Credit Only	
Work Experience:	1 Credit
Occupational License:	1 Credit
Apprenticeship Training:	1 Credit
Formalized Job Training:	1 Credit
Home Management:	1 Credit (Elective Credit Only)
COMMUNITY SERVICE CATEGORY – 1 CREDIT MAXIMUM Elective Credit Only	
Community Service:	1 Credit (Elective Credit Only)

I. ACADEMIC CATEGORY OVERVIEW

There are four options for earning credits within the Academic Category. Each option recognizes that academic credit is defined as successful learning, which may be accomplished through several methods:

1. **Transfer Credit** – Documented credit which has been completed at an accredited school prior to admission into adult education.
2. **Credit Classes** – Classes in which documented credit is earned as the result of the successful completion of a traditional teacher-directed class.
3. **Independent Study Projects** – Documented credit for a project that includes a proposal accepted by an evaluator and completion of that project in accordance with the agreed-upon criteria. No more than one credit may be awarded in any academic area and no more than three total credits may be earned through independent study.
4. **Online Courses** – Documented credit, which has been assessed as the result of the successful completion of a Connecticut Adult Virtual High School (CTAVHS) online course, or other district-approved option.

Current Credit Requirements

Currently, students must earn **at least 13** of the minimum **20** credits necessary to receive an Adult High School Credit Diploma in **the required credit areas**. The remaining **seven** credits may be earned in elective areas.

Required Credits:

- four (4) English credits;
- three (3) mathematics credits;
- three (3) social studies credits - (must include one (1) American/U.S. history credit and one-half (0.5) civics credits);
- two (2) science credits;
- one (1) vocational education/arts credit; and
- seven (7) elective course credits.

There is no limit on the number of academic credits that may be applied toward an Adult High School Credit Diploma. There are, however, limits with the other non-academic credit options. The credit criteria for each of these options are outlined on the following pages and should be reviewed thoroughly before planning a program for a student.

1. CREDIT DIPLOMA PROGRAM PROPOSED CREDITS

The CSDE is providing the following as best practices:

Eight (8) humanities credits to include:

- four (4) credits in English;
- three (3) credits in social studies (must include one (1) credit in American history and one-half (0.5) credit in civics/American government; and
- one (1) credit in a humanities elective.

Seven (7) STEM credits to include:

- four (4) credits in mathematics (may include, but are not limited to, credits in any of the following: Algebra I, Algebra II, geometry, basic math, transitions math, pre-algebra, financial literacy or personal finance); and
- three (3) credits in science (must include 1 credit in life science and at least one (1) credit in physical science).

Seven (7) elective credits to include:

- two (2) credits in the arts, vocational education, digital literacy/technology, transition to career, transition to postsecondary or life skills.

The CSDE's best practices as outlined in this manual will recommend that graduation credits increase to 22 for the class of 2021, and increase to 25 one year after that becomes the minimum for K-12. At that time, required elective credits will increase from seven (7) to ten (10). All programs must have available a process for the valid documentation of prior learning experiences and may award appropriate credit in the following areas:

- apprenticeship training
- formalized job training
- community volunteer service
- home management*
- military experience
- work experience
- occupational license

Programs shall make available the process for providing credit through structured Independent Study Projects, which are detailed in Section 3 with forms in Section 4.

*The CSDE is currently developing the structure of this program.

2. TRANSFER CREDITS

There is no time limit for acceptance of transfer credits and no limit on the total number of transfer credits per academic area which may be accepted. Under no circumstances can duplicate credit be awarded in more than one category for the same prior learning experience.

All transfer credits are subject to verification by a certified school counselor.

Only credits from accredited institutions can be accepted toward graduation credit requirements. An accredited institution is a public state-accredited high school, an accredited private school, university, college, community college or technical college. Online course credits or certificates from non-accredited institutions or correspondence courses are not considered applicable credits. Acceptance of credits, and the requirements thereof, rests with district policy. If credits are accepted toward graduation credit at the district high school, then they are accepted under the same evaluation criteria for the AHSCDP.

All credits accepted for transfer must meet the following criteria:

1. Courses must be taken for credit.
2. Courses must be completed successfully.
3. If credits are completed at a secondary level institution, credits must have represented at least 48 hours of instructional time.
4. If presented as transfer credits from institutions of higher learning, credits must have met the minimum instructional time standards required by the Department of Higher Education.
5. When credits are taken at institutions of higher learning using the ratio of three semester hours to one adult credit unit (or equivalent ratio), credits must be converted to adult credit units.
6. When credits are transferred from an accredited high school or vocational/technical school, credits must be converted to the equivalent of adult credit units.
7. Transcripts of courses taken at foreign institutions should be translated and evaluated for acceptable credits. If this cannot be done within the local program, the student may consult an evaluating agency at his/her own expense.

During the student intake procedure, the certified school counselor will determine and approve the number of transfer credits that may be applied toward the AHSCDP.

As part of an official transcript from each institution that has awarded academic credits to the student, transfer credits must be presented. If it includes credits from all prior institutions, a transcript of the most recently attended institution may be sufficient.

These credits will be entered on the AHSCDP transcript, which must become part of the student's permanent record folder.

3. CREDIT CLASSES

The AHSCDP must provide traditional classroom offerings. There is no limit on the number of credits, which may be earned in credit classes.

1. Credit classes must meet all CSDE requirements for a minimum of 48 hours of instruction per adult credit unit. Courses should be planned to exceed the amount of required hours to allow for limited absence. Makeup packets are not an acceptable means of meeting required instructional hours.
2. Credit class teachers must hold current, valid Connecticut certification for the subject area of instruction. In addition, they must hold Adult Education Certification (106).
3. Evaluation of student progress should be based on assessments administered by the teacher, which reflect mastery of the competencies taught in the curriculum of the class.
4. Upon completion of the class, a grade should be awarded and documentation of this grade kept on record. All earned class credits should be recorded on the student's AHSCDP transcript. While the CTAVHS online courses are preferred, adult education programs may use other online course options providing that the minimum requirements are met AND assessments are administered and monitored by AHSCDP teachers.

In specific academic areas, credit classes provide an option for the student who prefers to study in a traditional classroom setting and/or who needs teacher-directed instruction. It is suggested that efforts be made to make adult education an experience somewhat different than what the returning student had previously experienced in many traditional high school classes. This might include more individualized instruction and teaching methods, which address the many problems adult learners often face. In order to be more relevant to the adult learners' needs, where possible, classrooms, assignments and learning activities should be contextualized.

Teachers are strongly encouraged to use assessment data to drive instruction and to focus on specific areas of need, rather than teaching a 'one-size-fits-all' program that may cover competencies in which the student has already achieved mastery.

4. INDEPENDENT STUDY PROJECTS

A maximum of three academic or elective credits may be earned for the successful completion of Independent Study Projects.

1. A minimum of one-half (0.5) credit and a maximum of one (1) credit may be awarded for each Independent Study Project.
2. No more than one (1) credit may be awarded in any of the required academic areas.
3. In order to receive a credit or half-credit, the grade should be a C or better.

There are three formats for Independent Student Projects:

- research paper format (academic or elective credit);
- textbook course format (academic or elective credit); and
- product development format (elective/vocational credit only).

The following are the general procedures for completion of Independent Study Projects:

1. The credit area to be completed through the Independent Study Project will be identified.
2. The student and the teacher who will supervise the project will review the guidelines for the various formats, develop a study plan, complete an Independent Study Project Request Form, and submit the form for approval.
3. Upon completion of the project, it will be submitted for evaluation. Appropriate credit will be awarded according to the approved specific evaluation guidelines.

Complete details concerning the specific procedures which must be followed in the planning, development, request for approval, completion and evaluation of each project are included in Section 4 of this manual.

5. ONLINE COURSES

Connecticut Adult Virtual High School (CTAVHS):

There is no limit on the number of academic or elective credits which may be earned using CTAVHS online classes. The use of online classes by an adult education program is optional.

1. CTAVHS online courses are developed by the Connecticut Distance Learning Consortium (CTDLC) and meet all state requirements for adult education credits.
2. All adult education programs that are implementing CTAVHS must follow the policies and procedures outlined in [A Roadmap for Connecticut's Virtual High School](#), including the requirement for each student to have at least twelve (12) hours of attendance in the adult education program's computer lab.
3. Grades and credit verification will be sent by the CTAVHS project manager to the Online Learning Coordinator (OLC) of the participating adult education program.
4. As additional credit documentation, the OLC may also print individual grade reports from the CTAVHS reports.

District-approved online options:

In order to provide additional options for students to achieve either academic or elective credit, programs may purchase other online learning subscriptions. Alternative online courses must meet all state requirements for adult education credits.

1. It is the responsibility of the adult education director to oversee alternative online course options and to designate certified teachers to review course content to ensure that the required standards for each course are covered.
2. Grade and credit verification is the responsibility of the supervising staff.
3. All assessments are to be taken by the student in a lab or classroom under the direct supervision of adult education staff.

In order to receive credit, regardless of the online option selected, students must be present in the computer lab of the program for a MINIMUM of twelve (12) hours of seat time.

Additional information concerning online courses is included in Section 7 of this manual.

II. MILITARY CATEGORY OVERVIEW

A maximum of two elective credits may be awarded for military experience and/or training. Military includes such branches as Army, Navy, Air Force, Marines, Coast Guard and National Guard. Under no conditions are more than two credits to be awarded.

1. One elective credit may be awarded for successful completion of basic training. No partial credit may be given.
2. One elective credit may be awarded for successful completion of other specific military training. No partial credit may be given.

If not specified on available verification forms, credit for specific training within the military may be assessed according to the [Guide to the Evaluation of Educational Experiences in the Armed Services](#) (ACE Manual), compiled by the American Council on Education.

The training experience must be evaluated and, if needed, converted to adult credit units using the same ratio, which is used for converting college to adult credits (3 to 1).

In order to qualify for military credits, the student must satisfy one of the following conditions:

1. **Condition A:** Be on active duty in the military (including reserves).
2. **Condition B:** Be discharged from the military.

Under each of these conditions, the procedures for military documentation are outlined below and should be reviewed thoroughly before planning a program for a student. All necessary documentation forms are included in Section 3 of this manual.

Condition A Procedures (Active Duty):

Under Condition A, the student must be **on active duty in the military**, as documented by the student's commanding officer (CO).

Based on proper documentation, one elective credit may be awarded for successful completion of basic training and one additional elective credit may be awarded for successful completion of other specific military training. No partial credit may be given.

The student is responsible for providing the necessary documentation for verification of active military service. The following procedure should be used to verify this credit:

The Military Service Cover Letter is signed by the student and the top portion of the Military Service Verification Form is completed.

1. The form must indicate the complete name and address of the CO and the title and description of the job duties performed by the student.
2. The signed cover letter and form are mailed to the CO.
3. The form returned to the adult education program person must be complete and indicate active service.
4. The form must bear the original signature of the CO or other military official.
5. A maximum of two AHSCDP credits may be awarded. Notation of credits awarded will be made on the student's AHSCDP transcript, and the completed documentation forms will be included in the student's permanent record folder.

Condition B Procedures (Discharged):

Under Condition B, the student must have been **discharged from the military under other than dishonorable circumstances**, as documented by the student's discharge papers (DD214). Based on proper documentation, one elective credit may be awarded for successful completion of basic training and one elective credit may be awarded for successful completion of other specific military training. No partial credit may be given.

It is the student's responsibility to provide the necessary information for verification of this completed military service, which should include photo copies of all training certificates and/or the DD214 Form.

The following procedure should be used to verify this credit:

1. The student provides photo copies of the DD214 Form and all training certificates.
2. These are copied onto or attached to the Military Documentation Form.
3. A maximum of two AHSCDP credits may be awarded. Notation of credits awarded will be made on the student's AHSCDP transcript and the completed documentation forms will be included in the student's permanent record folder.

If the student has lost the original copies of discharge and training records, duplicates may be obtained by the student at the address listed below. The student should be prepared to supply appropriate information as requested, such as branch of service, dates of years served and last rank.

Signed and **dated** requests may be mailed or faxed to the National Archives' National Personnel Record Center (NPRC).

National Personnel Record Center
Military Personnel Records
1 Archives Drive
St. Louis, MO 63138
Phone: 314-801-0800
<https://www.archives.gov/veterans/military-service-records>
NPRC Fax: 314-801-9195

III. OCCUPATIONAL CATEGORY OVERVIEW

A maximum of two credits may be awarded for occupational experience and training. The two credits may be in the elective area, or one credit may be in the elective area and one credit may be awarded in the vocational/arts academic area.

Credit may be earned through any **two** of the following four options in the Occupational Category:

- Work Experience
- Occupational License
- Apprenticeship Training
- Formalized Job Training
- Home Management*

Each option recognizes prior learning experiences that adults may have achieved. Each option provides the student with the possibility of earning one credit.

*The CSDE is currently developing the structure of this program.

A detailed description of each of the credit options for occupational experience, and how they are to be assessed and documented, is as follows:

1. WORK EXPERIENCE

One elective or vocational/arts credit may be awarded for work experience skills acquired in a valid occupation. No partial credit may be given.

In order to be eligible for one credit, an individual must have worked full-time in continuous, documented, employment for one year. The amount of time required for full-time work status is a minimum of twenty-five (25) hours per week.

It is the student's responsibility to provide the necessary information for verification of work experience.

The following documentation procedure should be used to verify this credit:

1. The top portion of the Work Experience Documentation Form (FORM WE-1 in Section 3 of this manual) should be completed by the student indicating the complete name and address of the employer, description of the position held (including job duties performed), and duration of employment.
2. Acceptable demonstration of continuous employment can be:
 - a. The completed WE-1 form signed by the employer and the most recent pay stub; or
 - b. Pay stubs demonstrating continuous employment over the course of one year.

One AHSCDP credit may be awarded. Notation of credit awarded will be made on the student's AHSCDP transcript and the completed documentation forms will be included in the student's permanent record folder. It is strongly recommended that the school counselor call the employer and verify employment. Copies of representative pay stubs must be kept in a secure file.

2. OCCUPATIONAL LICENSE

One elective or vocational/arts credit may be awarded to individuals who hold a current, valid occupational license during the time of enrollment. No partial credit may be given.

The license must have been issued by a municipal, state or federal authority. The license must have been earned through a state or national testing procedure. The license must bear the stamp or seal of the issuing agency and the name and signature of an authorized representative of the issuing agency.

The following documentation procedure should be used to verify this credit:

1. The top portion of the Occupational License Documentation Form (FORM OL-1 in Section 3 of this manual) must be completed by the student and a copy of the Occupational License attached.
2. One AHSCDP credit may be awarded. Notation of credit awarded will be made on the student's AHSCDP transcript and the completed documentation form will be included in the student's permanent record folder.

As a result of the coursework, students who achieve a license or certificate cannot receive an additional credit for achieving a license.

3. APPRENTICESHIP TRAINING

One elective or vocational/arts credit may be awarded for successful completion of an apprenticeship training program. No partial credit may be given.

Apprenticeship training is a formal training program, based on an employer-employee relationship, which leads to proficiency in "Journeyman Status." The training program must meet the requirements outlined by the State Apprenticeship Council of the Connecticut State Labor Department. Program lengths vary depending upon the trades and skills involved. Training presented for credit must meet the AHSCDP requirement of 48 hours or more of instructional time.

It is the student's responsibility to provide the necessary information for verification of this apprenticeship training.

The following documentation procedure should be used to verify this credit:

1. The top portion of the Occupational Training Documentation Form (FORM OT-1 in Section 3 of this manual) is completed, indicating the complete name and address of the training provider, the type of program, and the duration of the training.
2. The cover letter, which will accompany this form, is signed by the student.
3. The signed cover letter and form is mailed to the training provider.
4. The returned form must be complete and bear the name and original signature of an authorized official of the training provider.

Other evidence of program completion, such as a certificate from the issuing provider, may be attached to the form. One AHSCDP credit may be awarded. Notation of credit awarded will be made on the student's AHSCDP transcript and the completed documentation forms will be included in the student's permanent record folder.

4. FORMALIZED JOB TRAINING

One elective or vocational/arts credit may be awarded for successful completion of a formalized job training program. No partial credit may be given.

Credit for on-the-job training may be included only if the training is formalized, represents at least 48 hours of instructional time, has been taken in the last twelve months, and is certifiable.

It is the student's responsibility to provide the necessary information for verification of job training.

The following documentation procedure should be used to verify this credit:

1. The top portion of the Occupational Training Documentation Form (FORM OT-1 in Section 3 of this manual) should be completed, indicating the complete name and address of the training provider, the type of program, and the duration of the training.
2. The cover letter, which will accompany the form, must be signed by the student.
3. The signed cover letter and form is mailed to the training provider.
4. The returned form should be complete and bear the name and original signature of an authorized official of the training provider.
5. Other evidence of program completion, such as a certificate from the issuing provider, may be attached to the form.
6. One AHSCDP credit may be awarded. Notation of credit awarded will be made on the student's AHSCDP transcript and the completed documentation forms will be included in the student's permanent record folder.

5. HOME MANAGEMENT

The CSDE is currently developing the structure of this program. Information, requirements and documents will be included in a future manual.

IV. COMMUNITY SERVICE OVERVIEW

Community Service is defined as volunteer service beyond the traditional classroom that fosters civic and social responsibility for the benefit of the community that is neither paid for, graded, nor court-mandated. While enrolled in an educational program, a maximum of one elective credit may be awarded for skills acquired through direct participation in community service/volunteer activity. The skills needed to perform the job must be usable in a paid entry-level position, and the volunteer must work similar hours to a paid position.

In order for the student to receive AHSCDP credit for the activity, the location, hours and specifics of the proposed community service must be approved by the adult education director prior to participation in the volunteer activity

Credit may be awarded ONLY as stated below:

1. One credit may be granted for 100 pre-approved, documented hours or more of community service/volunteer work with a registered or district-approved charitable agency or institution.
2. One-half credit may be granted for 50-99 pre-approved, documented hours of community service/volunteer work with a registered or district-approved charitable agency or institution.
3. Community service work includes such activities as volunteer work in convalescent homes, hospitals, libraries or other non-profit agencies. The work must benefit both the individual and the community. Final approval of any volunteer activity is the responsibility of the director of adult education (or his/her designee).

It is the student's responsibility to provide the necessary information for verification of this community service/volunteer work.

The following documentation procedure should be used to verify this credit:

1. The top portion of the Community Service Documentation Form (FORM CS1 in Section 3 of this manual) must be completed, indicating the complete name and address of the community agency or institution, the type of volunteer activity and its duration.
2. The cover letter, which will accompany the form, must be signed by the student.
3. The signed cover letter and form is mailed to the community agency or institution.
4. The returned form must be complete and bear the name and original signature of an authorized official of the community agency or institution.
5. Other evidence of this volunteer activity, such as copies of certificates, awards, newspaper articles etc., may be attached to the form.
6. A maximum of one AHSCDP credit may be awarded. Notation of credit awarded will be made on the student's AHSCDP transcript and the completed documentation forms will be included in the student's permanent record folder.
7. A reflective piece that demonstrates the learning achieved through the volunteer activity must be presented.

SECTION 3 CREDIT DOCUMENTATION FORMS

MILITARY

- Military Service Verification Cover Letter
- Military Service Verification Form MS-1
- Military Documentation Form MD-1

WORK/OCCUPATIONAL EXPERIENCE/TRAINING

- Work Experience Documentation Form WE-1
- Occupational License Documentation Form OL-1
- Occupational Training Documentation Cover Letter
- Occupational Training Documentation Form OT-1

COMMUNITY SERVICE

- Community Service Documentation Cover Letter
- Community Service Documentation Form CS-1

Refer to Section 2 (Credit Information) for procedures to be used with these forms.

This letter is a sample only.

Military Service Verification Cover Letter

Duplicate on program letterhead

Date

Client's Commanding Officer

Title

Street Address

City, State Zip Code

Dear [Commanding Officer],

Please complete the enclosed Military Service Verification Form for the following student:

[Student_Name]

This individual is enrolled in an Adult High School Credit Diploma Program and has requested adult high school credit for active duty military experience and/or training.

We would appreciate your cooperation in completing the enclosed form, which will help us to further this student's interests. If there is an existing description of special training received (if any), it would be helpful if you would include a copy.

If you have any questions or concerns about this procedure, please call me at [phone number].

Thank you very much for your assistance.

Sincerely,

Signature of School Counselor
[Name of School Counselor], School Counselor

I consent to the release of this information.

Signature of Student
[Name of Student]

FORM MD-1: MILITARY DOCUMENTATION FORM

To be used for students who have been DISCHARGED from the military.

Student's Name	_____	_____	_____
	First	Middle	Last
Branch of Service	_____	Years Served: From: _____	To: _____
Service Number	_____	Last Rank	_____

Attach Photo Copies of the Following:

- Military Discharge (DD214)
- Any Appropriate Training Certificates
- Any Other Pertinent Military Documentation

For Office Use Only:

Approved by: _____	Credits Awarded 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Date: _____
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This letter is a sample only.

Occupational Training Documentation Cover Letter

Duplicate on program letterhead

Date

Client's Instructor
Title
Company
Street Address
City, State ZIP Code

Dear Mr./Ms. _____ ,

[Client Name] has applied to [Name of Program] as a client for a high school diploma. During an occupational training course, partial credit toward this diploma may be given for entry-level skills acquired provided: the course has been completed within the past 12 months; certification has been awarded; and the instructor verifies that the client has learned entry-level skills that qualify him/her for a position in the field for which training was given.

As the instructor for the course in [course name], you have been familiar with the training received by this client. We would appreciate a brief statement from you verifying the client's participation and completion of the program and whether, in fact, entry-level skills have been learned. If an outline of the course is available, please include it.

Thank you for your cooperation.

Sincerely,

Signature of School Counselor
[Name of School Counselor], School Counselor

I consent to the release of this information.

Signature of Student
[Name of Student]

This letter is a sample only.

Community Service Documentation Cover Letter

Duplicate on program letterhead

Date

Client's Community Service Supervisor

Title

Organization

Street Address

City, State Zip Code

Dear Mr./Ms. _____ ,

[Client Name] has applied to [Name of Program] as a client for a high school diploma. Credit toward this diploma may be given for entry-level skills acquired through the performance of community volunteer activities, provided that the activities were completed within the past 12 months. One credit may be granted for volunteer activities for a minimum of 100 hours or more of community service/volunteer work with an approved agency or institution. One-half credit may be granted for 50-99 hours or more of community service/volunteer work with an approved agency or institution.

The volunteer coordinator or supervisor must verify that the volunteer has learned entry-level skills that could qualify for real-world job experience and that [Client Name] submits an accurate description of the knowledge, skill, and abilities used in the volunteer work and a suggestion of what job title might best fit the work completed.

As the volunteer coordinator of [volunteer organization name], you have been familiar with the services provided by this volunteer. We would appreciate a brief statement from you verifying his/her participation in the program and, whether, in fact, entry-level skills were learned or demonstrated, as described by [Client Name]. If a description of the job duties is available, please include it.

Thank you for your cooperation and assistance.

Sincerely,

Signature of School Counselor
[Name of School Counselor], School Counselor

I consent to the release of this information.

Signature of Student
[Name of Student]

SECTION 4 INDEPENDENT STUDY PROJECTS

INTRODUCTION

Students enrolled in an AHSCDP have the opportunity to study a subject of particular personal interest through the completion of an Independent Study Project. AHSCDP credits may be awarded for these projects and applied toward an AHSCDP Credit Diploma. Independent projects are designed to allow a student to demonstrate mastery of a competency area in an alternative format and should be evaluated on the content of the project and how the final product demonstrates a meaningful learning experience.

There are three basic formats for Independent Study Projects: *Research Paper*, *Textbook Course and Product Development*. The appropriate format used will depend upon the credit area for which the project is being completed. This manual section contains complete guidelines for:

- procedures for requesting project approval;
- requirements for each type of project format; and
- procedures for evaluation of projects.

A maximum of three credits may be earned for the successful completion of Independent Study Projects. Each project must represent AT LEAST 48 hours of work per one AHSCDP credit or 24 hours of work for one-half AHSCDP credit and must be completed under the direction of the AHSCDP teacher. Only **one** credit may be awarded in **each** academic subject area.

A maximum of one and a minimum of one-half AHSCDP credit may be awarded for the successful completion of **each Independent Study Project** as follows:

- Research Paper – academic or elective credit;
- Textbook Course – academic or elective credit; and
- Product Development – elective or vocational credit.

A maximum of one AHSCDP credit may be awarded in **any of the academic subject areas**. The content of the Independent Study Project must be relevant to the academic subject area in which the credit will be awarded. If a student wishes to pursue an Independent Study Project in an academic area in which Independent Study credit has already been awarded, such credit may only be awarded as elective credit.

INDEPENDENT STUDY PROJECT REQUEST PROCEDURE

The procedure for requesting authorization to complete an Independent Study Project is as follows:

1. The student will create a detailed, thorough plan which delineates the topic of the study and the specific objectives to be accomplished. The proposal must demonstrate relevance to the subject area in which the credit is to be earned.
2. The student and the AHSCDP teacher who will supervise the project will determine the specific project topic. A completion plan will be developed, which must include a timeline, the specific learning goals that the project will address, a plan for completion fulfillment of the required hours and the projected completion date. The student and the supervising teacher will meet a minimum of three (3) times to determine the process, check progress of the project, and review final details prior to the submission of the project.
3. The detailed outline/explanation of the student's plan will be attached to an Independent Study Request Form and submitted to the adult education program person designated to approve projects.
4. All requests must be approved as follows:
 - a. Initial approval must be given by the teacher who will supervise the project.
 - b. Final approval must be given by the adult education program person designated to approve projects. If necessary, this person may obtain a specialist in the particular subject area to review the request or consult the adult education director.
5. Failure to accept the proposal on either level will result in the rejection of the Independent Study Project request. If the request is denied, the student may revise the plan after receiving appropriate feedback and resubmit for approval.
6. Upon approval, the teacher and student will each retain a copy of the plan and the teacher will establish a schedule of meetings with the student to review progress of the Independent Study Project.
7. Upon completion of the project and approval by the supervising teacher that the Independent Study Project has demonstrated achievement of the agreed-upon goals, the student will present the project in its entirety to the teacher and the director in order to receive the pre-determined credit.

RESEARCH PAPER FORMAT

Purpose:

The Independent Study Project: Research Paper Format is designed for the student who is able to perform in-depth research of a subject in which he or she is interested. The results of this research must be expressed in a well-written paper and meet the project requirements listed below.

Authorization:

The Independent Study Project Request Form must be approved prior to beginning work on this project.

Credit:

In accordance with the following credit requirements, credit may be earned in academic subject areas, vocational/arts and elective areas:

Credit Value:	1	0.5
Minimum Work Hours (research hours, writing, meetings, etc.)	48	24
Minimum Typed Pages: (double-spaced, 1-inch margins)	15	8
Optional Illustrations	0	0
Required Reference Page Sources	5	5

Project Requirements (rated on Evaluation Form):

1. Report Format: A word processed, double-spaced report, 12-point font (length indicated in the credit chart) must be submitted.
2. Illustrations: In addition to the minimum pages required, illustrations that are relevant to the report may be included. Illustration pages do not count toward the total required pages.
3. Report Content: The subject matter must be presented clearly and in an easily understood structure. The hours of research and preparation indicated must be consistent with the required work value in the credit chart.
4. Sentence structure and grammar usage must be correct.
5. Punctuation must be correct.
6. Spelling must be correct.
7. Reference Page: The number of required references must be properly listed.
8. Fulfillment of Completion Objectives: The project must be completed within the completion schedule.

EVALUATION

The Independent Study Project is to be evaluated according to credit and project requirements, using the Research Paper Evaluation Form.

1. The evaluation form must be completed and initial approval given by the AHSCDP teacher who supervised the project. It should be determined that the project meets all criteria, as stated in the approved request form.
2. Any necessary adjustments to the evaluation form should be completed and final approval given by the adult education program person designated to approve projects. If necessary, this person may consult the adult education director or obtain a specialist in the particular subject area to review the project.
3. A grade and credit amount will be specified on the completed evaluation form according to the points stated on the form. In the event that a project is graded as unacceptable, the student may choose to make any required changes within a time limit established by the AHSCDP teacher. The project may then be resubmitted for re-evaluation.
4. Upon successful completion of the Independent Study Project, credit may be awarded and noted on the student's transcript. As documentation of the project, the following items must be submitted for inclusion in the student's permanent record folder:
 - a. Approved Independent Study Project Request Form.
 - b. Completed Research Paper Evaluation Form.
 - c. Entire research paper or photocopies of selected pages.

EVALUATION SCORES FOR A RESEARCH PAPER—100 Possible Points

POSSIBLE POINTS	30 points	20 points	10 points	5 points	Total Points
CATEGORY					
Structure and Organization	<p>Exceptional introduction that grabs interest of reader and states topic.</p> <p>Topic is exceptionally clear and well-developed throughout; information is presented in a clear, organized manner.</p>	<p>Proficient introduction that is interesting and states topic.</p> <p>Topic is clear and developed consistently, information is mostly presented in a clear and reasonably organized manner.</p>	<p>Basic introduction that states topic but lacks interest.</p> <p>Topic is fairly clear, and somewhat organized.</p>	<p>Weak or no introduction of topic.</p> <p>Paper’s purpose is unclear/topic is weak or missing. Information is not presented with evidence of planning or organization.</p>	
POSSIBLE POINTS	60 Points	45 Points	30 Points	15 points	
Content Knowledge: Quality of Research	<p>Paper is exceptionally researched and contains information from five or more sources; information and facts are presented in a logical manner; and examples, illustrations or charts enhance understanding.</p> <p>Information or ideas are relevant to the main topic.</p>	<p>Paper shows evidence of good research and contains information from at least five sources; information and facts relate to the main topic; and examples, illustrations or charts are related to topic.</p> <p>Information or ideas are reasonably relevant to the main topic with one or two exceptions.</p>	<p>Paper shows some evidence of research and contains information from three or four sources; information is sometimes not presented in logical sequence; and illustrations, charts or graphs are not particularly helpful.</p> <p>Information or ideas are somewhat relevant; but not in all cases.</p>	<p>Information has weak or no connection to the topic or is inconsistent; information presented does not demonstrate evidence of careful, orderly construction; paper contains information from less than three sources; and illustrations, charts or graphs are irrelevant or detract.</p> <p>Information is not complete or is incorrect.</p>	
POSSIBLE POINTS	10 points	7 points	5 points	3 points	
Format and Writing	<p>Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional.</p> <p>Paper meets or exceeds the required length and references are properly cited and formatted.</p>	<p>Most writing is clear and relevant, with only minor grammatical and/or spelling errors.</p> <p>Paper meets the required length and references are properly cited and formatted.</p>	<p>Ideas/information require clarification and/or are off-topic. Many grammatical and/or spellings errors throughout the paper.</p> <p>The paper is very challenging to read due to poor writing flow. Improper reference section.</p>	<p>Paper does not meet the criteria for the assignment (too short or incomplete; too long, and/or completely off-topic). Reference section missing.</p>	
TOTAL POINTS					
90 – 100 Points = A	80 – 89 Points = B	70 – 79 Points = C	BELOW 70 Points Project receives no credit		

TEXTBOOK COURSE FORMAT

Purpose:

The Independent Study Project: Textbook Course Format is designed for the student who is able to independently study an academic subject in which he or she is interested and demonstrates knowledge of this subject on successfully completed assignments and tests.

Authorization:

The Independent Study Project Request Form must be approved prior to beginning work on the project.

Credit:

In accordance with the following credit requirements, AHSCDP credit may be earned in academic subject areas, vocational/arts and elective areas:

Credit Value:	1	0.5
Minimum Work Hours: (completion of reading, assignments, tests, etc.)	48	24

Project Requirements (will be rated on Evaluation Form):

1. Course Content:
 - a. The amount of required work must be consistent with required work value in credit chart.
 - b. At least one standard textbook must be used to provide the basic curriculum.
 - c. All textbook names and pages must be listed on the course outline.
 - d. Course topics must be clearly listed on the course outline.
2. Completed Assignments: Assignments must follow the required course outline, be done neatly and completely, and have been evaluated by the teacher.
3. Completed Project Presentation: The completed project is presented in an organized manner and includes the course outline and completed tests.
4. Fulfillment of Completion Objectives: The project must be completed in accordance with the projected completion schedule.
5. Testing and Points:
 - a. Testing must be based on the competencies taught in the prescribed sections and be completed under the supervision of the teacher.
 - b. Tests provided by the textbook publisher or developed by a certified academic teacher are acceptable evaluation instruments.
 - c. The final project grade will be a combination of points awarded for the final test average and successful completion of other project requirements.
 - d. A Textbook Course Testing Record will be submitted with the Textbook Course Evaluation Form.
 - e. The student should be aware that it is possible the final project grade may NOT be the same as the final test average.

PRODUCT DEVELOPMENT FORMAT

Purpose:

The Independent Study Project: Product Development Format is designed for the student who is able to document the planning and development of a product. This product may be the tangible use of a vocational skill, such as a craft or construction project. It may also be the intangible use of a vocational skill, such as the completion of, or participation in, a musical or dramatic production. Ongoing or completed lessons in music or dance would not be sufficient for an Independent Study Project.

Authorization:

The Independent Study Project Request Form must be approved prior to beginning work on this project.

Credit:

In accordance with requirements, a maximum of one elective/vocational AHSCDP credit may be earned.

Credit Value:	1	0.5
Work Hours: (completion of reading, assignments, tests, etc.)	48	24
Written Component: minimum typed pages (double-spaced, 1-inch margins)	5-8	3-4
Evidence of process: (in addition to minimum pages)	4	4
Oral presentation minimum	30 minutes	20 minutes

Project Requirements (will be rated on Evaluation Form):

1. Report Content: The research, preparation and development of the product must be presented clearly, and in an easily understood structure. The amount of preparation indicated must be consistent with the required work value in the credit chart.
2. Written Component Format: A word processed, double-spaced report must be submitted which adequately describes the development of the product. Correct grammar, punctuation, spelling and sentence structure is to be used.
3. Evidence: In addition to the minimum written pages required, documentation which demonstrates the planning and development of the product must be included. Evidence may be original or photocopied and may include pictures, drawings, charts, graphs, maps, etc.
4. Oral Presentation Data: The student will be expected to discuss the project fully during an oral interview.
5. Oral Presentation Style: The subject matter will be presented clearly, using good grammar and diction.
6. Oral Presentation Length: The student will be able to explain the project and answer questions about it adequately in a minimum of 30 minutes for a one-credit project and a minimum of 20 minutes for a half credit.
7. Presentation of Completed Project: The actual completed product, when applicable, should be submitted. If not, video or photographs, in addition to any illustrations, may be submitted.

8. Fulfillment of Completion Objectives: The project will be completed within the scheduled completion time.

Evaluation:

This project is to be evaluated according to credit and project requirements, using the Product Development Evaluation Form. Both a written and an oral component is required.

1. An oral interview will be scheduled and conducted with the student, AHSCDP teacher and adult education person designated to approve projects.
2. The **evaluation form must be completed** and **initial approval** given by the AHSCDP teacher who supervised the project. As stated in the approved request form, it must be determined that the project meets all criteria.
3. Any necessary adjustments to the evaluation form should be completed and **final approval** given by the adult education program person designated to approve projects. If necessary, this person may consult the adult education director or obtain a specialist in the particular project area to review the project.
4. A **grade and credit amount** will be specified on the completed evaluation form according to the points stated on the form. In the event that a project is graded as unacceptable, the student may choose to make any necessary changes within a time limit established by the AHSCDP teacher. The project may then be resubmitted for reevaluation.
5. Upon successful completion of the Independent Study Project, credit may be awarded and noted on the student's transcript. As documentation of the project, the following items must be submitted and included in the student's permanent record folder:
 - a. Approved Independent Study Project Request Form.
 - b. Completed Product Development Evaluation Form.
 - c. Photocopy of written component, illustrations and picture of completed project.

PRODUCT DEVELOPMENT EVALUATION FORM
INDEPENDENT STUDY PROJECT

Student's Name _____		
First	Middle	Last
Project Title: _____		CARS Code: _____
Credit: Elective Credit Only <input type="checkbox"/>		
Credit: 1 <input type="checkbox"/> 0.5 <input type="checkbox"/>		
Projected Completion Date: _____		Actual Completion Date: _____

Refer to the Product Development Format Description for definitions of the project requirements.
 Rate the level to which each of the following requirements has been satisfied.

Project Requirements	Points
1. Project Content (60%)	
2. Completed Assignments (30%)	
3. Completed Project Presentation (10%)	
90 - 100 = A 80 - 89 = B 70 - 79 = C BELOW 70 Points Project receives no credit	Total Project Points:
	Final Project Grade:

Evaluation Approval:

Name of AHSCDP Teacher	Signature	Date
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Final Evaluation Approval:

Director/Designee	Signature	Date
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For Office Use Only:

Approved by: _____	Credits Awarded 1 <input type="checkbox"/> 0.5 <input type="checkbox"/>	Date: _____
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EVALUATION SCORES FOR A PRODUCT—100 Possible Points

POSSIBLE POINTS	30 points	20 points	10 points	0 points	Total Points
CATEGORY					
Structure and Organization 30%	<p>The project is focused on teaching/describing significant/important knowledge, understanding, and/or skills central to the agreed-upon subject.</p> <p style="text-align: center;">OR</p> <p>The project is focused on an innovative product.</p> <p style="text-align: center;">AND</p> <p>The project demonstrates critical thinking, problem-solving and excellent self-management.</p>	<p>The project is focused on teaching/describing knowledge and/or skills mainly related to the agreed-upon subject.</p> <p style="text-align: center;">OR</p> <p>The project is focused on the creation of a product.</p> <p style="text-align: center;">AND</p> <p>The project demonstrates critical thinking, problem-solving and good self-management.</p>	<p>The focus of the project is somewhat unclear and the skills are not all central to the agreed-upon subject.</p> <p style="text-align: center;">OR</p> <p>The project is focused on a product that is not well-defined/demonstrated.</p> <p style="text-align: center;">AND</p> <p>The project demonstrates critical thinking or problem-solving but lacks focus.</p>	<p>Goals are weak or not clear and are not in line with agreed-upon subject goals.</p> <p style="text-align: center;">OR</p> <p>The project is focused on a product that is not original.</p> <p style="text-align: center;">AND</p> <p>The project does not demonstrate planning, critical thinking or self-management.</p>	
	60 Points	45 Points	30 Points	15 points	
Content knowledge: Quality of Research 60%	<p>Product shows evidence of in-depth focus and extensive development of a central problem, task or concept. Information is presented in a logical manner and is relevant to the topic. Samples or multimedia components enhance understanding. The product is authentic, involves real-world tasks, tools, and/or speaks to students' personal concerns, interests or identities. The product demonstrates significant effort, thought and process.</p>	<p>Product shows evidence of focus on a central problem, task or concept. Information is presented well and is relevant to the topic. Some additional components, such as samples or multimedia are included. The product is relatable and authentic. The student's interests or identities are reflected. The product demonstrates good effort, thought and process.</p>	<p>Product shows evidence of focus on a central problem, task or concept. Information is fairly well presented and mostly relevant to the topic. Few or no samples or multimedia components are included. The product is relatable and demonstrates the student's interests. The product demonstrates fair effort, thought and process.</p>	<p>Product is weak or lacks central focus on the problem, task or concept. Information is not well presented or lacks relevance. No samples or multimedia components are included. The product is either not relatable or does not demonstrate the student's interest. The product shows low evidence of effort, thought and process.</p>	
	10 points	7 points	5 points	0 points	
Presentation of Product 10%	<p>Presentation shows excellent depth of knowledge of the problem, task or concept. Information was presented clearly. The student was able to answer questions clearly and was poised and professional.</p>	<p>Presentation shows good depth of knowledge of the problem, task or concept. Information was presented clearly. The student was able to answer most questions and was professional.</p>	<p>Presentation shows fair depth of knowledge of the problem, task or concept. Information was presented clearly. The student was able to answer most questions and was fairly organized and professional.</p>	<p>Presentation does not meet the criteria for the assignment (too short or incomplete, too long, and/or off-topic, unprofessional).</p>	
TOTAL POINTS					
<p style="text-align: center;">90 – 100 Points = A 80 – 89 Points = B 70 – 79 Points = C BELOW 70 Points Project receives no credit</p>					



SECTION 5 INTAKE PROCEDURES

INTRODUCTION

Connecticut offers three programs through which students can complete their high school education:

- General Educational Development (GED®) Test;
- National External Diploma Program (NEDP®); and
- Adult High School Credit Diploma Program (AHSCDP).

With these three options available to students, it is important that they be properly placed in the program most suited to their needs and abilities.

The following recommended intake procedure combines evaluation of prior learning experience with assessment and a personal interview. The result will be the student's registration in the appropriate high school completion program.

Although the exact order in which the following recommended parts are completed can be flexible, each part should be completed for each student.

PART 1: PERSONAL INTERVIEW

In most adult education programs, a new student will meet with a counselor or other designated person for a personal interview. Although the length of the interview will depend upon the student's needs, accessibility of student records and time availability, the following information should be compiled for the student during the interview:

1. **Demographic Information** - The student's information is needed to complete state requirements.
 - a. This information should be collected on the standardized form and entered directly into the Computer-Assisted Reporting System (CARS).
 - b. If this information has already been collected, it should be available to and reviewed by the counselor.
2. **Academic Profile** - If a transcript of prior learning is available, the counselor will calculate the student's transferable academic credits and note the number required, earned and needed on the student's program plan.
 - a. The counselor (or designee) will later transcribe the academic credits from the student's prior transcript onto the permanent record folder or AHSCDP transcript.
 - b. If the student does not have a transcript, steps must be taken to obtain one.
3. **Non-Academic Profile** - Determine whether the student has had any life or prior learning experiences, which may be eligible for adult high school credit through documentation procedures.
 - a. As an efficient method of collecting this information, an optional Initial Interview Questionnaire has been provided in Section 6, which may be used by the counselor.
 - b. Any possible credit options should be noted on the student's program plan.

4. Program Plan

- a. Based on the student's profiles and assessment scores, the counselor should recommend the appropriate high school completion program for the student.
- b. As noted in the introduction, GED® or NEDP® may be more appropriate for the student.
- c. If the student will be in the AHSCDP, the various methods of earning credits within the program should be discussed. In addition to the AHSCDP Administrative Manual, the AHSCDP Credit Option Reference Chart is a quick summary to use.
- d. A written program plan should be completed for the student, which clearly shows all the recommended credit options.
- e. Depending on the student's Connecticut Competency System (CCS) appraisal scores and entering credits, the student should be assigned the appropriate amount and type of credits for the first AHSCDP semester.

PART 2: ASSESSMENT

It is required that the CCS Appraisal Test or Comprehensive Adult Student Assessment System (CASAS) e-Test online be administered to all students who enter an adult education program.

1. A score in the range of 236 or above is generally used as an indicator of the ability to function at a high school completion level. Individuals who score below this level may be advised to enroll in an appropriate adult education class designed to improve basic academic skills.
2. Additional Non-CCS testing may be administered according to the policy of the local adult education program.

PART 3: REGISTRATION AND PROGRAM ENTRY

Registration for adult high school credit options should be completed according to local program policies and CARS requirements. The following is a suggested two-step registration procedure:

1. After the counselor completes the planning form outlining the credit options which should be completed, the student should take this form to the teacher. If possible, the counselor may be able to introduce the student to the teacher and discuss the planning form.
2. The teacher should verify the student's registration by enrolling him/her in a credit option. At that time, the student may be officially registered for the credit in the CARS system.

To complete the registration process, an appropriate recordkeeping system should be established for each student. The following is a suggested two-folder system:

1. The student's permanent record folder, created at the time of the initial interview, should be kept in the main adult education office. All transcripts, assessment scores, and credit documentation forms will be kept in this folder.
2. A second folder, called the on-site folder, should be established and kept at the site where the student is working. This folder should contain a copy of the student's program plan and all work in progress. When the student graduates or leaves the program, all on-site records should become part of the permanent record folder.

All records should be kept in secure, locked locations in the strictest confidence. Only the student and authorized personnel should have access to any documents.

**SECTION 6
INITIAL INTERVIEW**

Student's Name			
	First	Middle	Last
Interview Date:		Total Credits Earned to Date:	
		Additional Credits Needed:	
Transcript Status:	Included <input type="checkbox"/>	Need to Obtain <input type="checkbox"/>	Last School Attended <input style="width: 100%;" type="text"/>
Assessment Date:		CCS: R <input type="checkbox"/> M <input type="checkbox"/>	NON-CCS: Type <input style="width: 100%;" type="text"/>
		Level <input style="width: 100%;" type="text"/>	Score <input style="width: 100%;" type="text"/>

I. ACADEMIC CATEGORY: NO CREDIT LIMIT

Credit summary by academic area.
If available, refer to transcript for details of how credits were earned.

	Credits Required for Diploma	Credits Earned	Credits Needed	Method(s) Recommended**
English	4			
Math	3			
Social Studies	3*			
Science	2			
Vocational/Art	1			
Electives	7			

*One credit must be for American/U.S. History and 0.5 credit must be for Civics/American Government.

**Class/Independent Study Project/Online Class.

Note any other pertinent information such as abbreviated intake, classes being taken now, other schools which have been attended, etc.

Continue with Remainder of Interview for Possible Documentation Options

II. MILITARY CATEGORY: MAXIMUM 2 CREDITS

- 1. Have you ever been in any branch of military service? Yes No
 If **NO**, mark in interview note box and proceed to **III**.
 If **YES**, continue.

- 2. Have you ever received credit in any school for this service? Yes No
 If **YES**, "Where is that credit recorded?" _____
 If **NO**, "Let's find out if that is an option for you." (continue)

- 3. Did you complete Basic Training? Yes No
 - a. In what branch of the service did you serve? _____
 - b. What are the dates of your service? From _____ To _____
 - c. What type of discharge did you receive? _____
 - d. Do you have a copy of your discharge form (DD214)? Yes No

- 4. Did you complete any specific training classes? Yes No

- 5. If **YES**, "Tell me about that training?" "What was it called?" "Where was it held?" "How long was it?"

Interviewer Note: Is military experience a possible credit option? Yes No
 If **YES**, inform the student that complete verification will be done later.

III. OCCUPATIONAL CATEGORY: MAXIMUM 2 CREDITS

IIIA. "It is possible to earn one credit for having successful work experience."

- 1. Are you presently or have you ever been employed? Yes No
 If **NO**, mark in interviewer note box and proceed to **IIIB**.
 If **YES**, continue.

- 2. Do you plan to hold this job for a full year? Yes No
 If **NO**, how long have you worked for this employer/company?

- 3. What types of responsibilities and duties do you have in your job?

- 4. During your educational period here, do you plan to earn credit for working full-time? If so, please accumulate pay stubs that will verify a minimum of 25 hours per week. Yes No

Interviewer Note: Is work experience a possible credit option? Yes No
 If **YES**, inform the student that complete verification will be done later.

IIIB. “It is possible to earn one credit for training programs or possessing special licenses.”

1. Do you hold any type of occupational license? Yes No

If **NO**, mark in interview note box and proceed to **IIIC**.

If **YES** continue.

- a. Who issued the license? _____
- b. When was it issued? _____ Expiration date? _____
- c. What did you do to earn it? _____

- d. For how many hours? _____
- e. Do you have the license available? Yes No
- f. Have you ever completed an occupational training program? Yes No

If **NO**, mark in interview note box and proceed to **IIIC**.

If **YES**, continue.

- g. Who sponsored the program? _____
- h. What type of training was it?
 Apprenticeship Program _____
 Formalized Job Training _____
 Formalized On-the-Job Training _____
- i. How long did you participate in this program? _____
- j. Do you have any type of certificate or document to show successful completion of the program? Yes No
- k. Are you willing to have a letter sent to the training sponsor for verification of your participation? Yes No

Interviewer Note: Is there a possible credit option for:

- Occupational License Yes No
- Apprenticeship Training Yes No
- Formalized Job Training Yes No
- Formalized On-the-Job Training? Yes No

If yes for any of these options, inform the student that complete verification will be done later.

IIIC. “It is possible to earn one credit for home management skills.”*

1. Have you ever been responsible for the management of a household? Yes No
 If **NO**, mark in interviewer note box and proceed to **IV**.
 If **YES**, continue.
2. For how many years have you managed a household? _____
3. Are you responsible for the following:
 - a. Meal planning and preparation? Yes No
 - b. Selection and/or care of family clothing? Yes No
 - c. Cleaning the home? Yes No
 - d. Purchasing and using home appliances? Yes No
 - e. Budgeting and paying bills? Yes No
4. Would you be able to describe or demonstrate more completely how you would accomplish each of the above skills? Yes No

***Skip unless your program is currently providing this option.**

Interviewer Note: Is Home Management Skills Demonstration Assessment a possible credit option? Yes No

If **YES**, the student will have answered most of the above questions favorably. Inform the student that complete verification will be done later.

IV. COMMUNITY SERVICE CATEGORY: MAXIMUM 1 ELECTIVE CREDIT

“It is possible to earn one credit for community service or volunteer activities.”

1. Have you ever done any volunteer work for a community agency or institution (hospitals, libraries, coaching etc.)? Yes No
 If **NO**, mark in interviewer note box and proceed to **Interview Summary**.
 If **YES**, continue:
 - a. For whom did you volunteer? _____
 - b. How long did you participate in this activity? _____
 - c. Do you have any type of certificates, documents, awards, newspaper articles to verify this participation? Yes No
 - d. Are you willing to have a letter sent to the organization for which you volunteered to verify your participation? Yes No

Interviewer Note: Is Community Service a possible credit option? Yes No

If **YES**, inform the student that complete verification will be done later.

INTERVIEW SUMMARY

For each credit option marked 'yes' in the interviewer box, one of the following procedures should be followed:

1. The interviewer may proceed with the credit verification procedures.
2. The interviewer may note each possible credit option on the student's planning form and forward it to the AHSCDP teacher for verification.
3. The interviewer may proceed according to other local adult education program policies.

SECTION 7 ONLINE PROGRAMS FOR CREDIT Connecticut Adult Virtual High School

The Connecticut Adult Virtual High School (CTAVHS) program, funded by the State's *Bureau of Health/Nutrition, Family Services and Adult Education*, provides students enrolled in Connecticut's Adult Credit Diploma Programs the option of earning credits online.

AHSCDP learners can choose to participate in a wide array of half-credit courses. A full list of the available course offerings can be found on the CTAVHS Web site: [CTAVHS Courses](#).

CTAVHS courses are designed specifically for the adult education student and include class discussions, assignments, and one-on-one teacher interaction just as they would in a traditional classroom course.

All online courses are taught by teachers who are Connecticut State Certified in the respective subject area. Teachers have been trained to teach the online course asynchronously (with the understanding that students will be logged on at different times of the day, and on different days of the week than their classmates or the teacher).

Personal mentoring support is available through local adult education programs to all learners enrolled in the CTAVHS courses.

All adult education programs that are implementing CTAVHS must follow the policies and procedures outlined in [A Roadmap for Connecticut's Virtual High School](#).

The CTAVHS is provided for the CSDE by the CTDLC. For additional information, please visit the [Connecticut Adult Virtual High School](#).

District-Approved Alternative Online Program Options

Districts may opt to utilize online programs other than CTAVHS in order to increase course options for students.

In order to ensure that students understand and are prepared for the personal responsibility of an online environment, it is recommended that programs develop policies regarding student course enrollment criteria in line with those of CTAVHS. It is strongly suggested that students meet minimum academic standards, successfully complete at least one regular course, check in with an advisor at set intervals, and attend an orientation or other preparatory meeting prior to beginning online coursework.

Online Course Requirements and Procedures:

In order to be used as a means to academic or elective credit, CSDE requires that purchased online subscriptions or programs meet the following minimum standards:

1. If it is an academic course, each course must be reviewed and approved as meeting the relevant content standards by a teacher certified in the content area.
2. If and when the teacher enables the software/online program for the student in the [program lab](#), the program must be able to be configured such that the assessments are only available.
3. All assessments must be taken in the program's computer lab or classroom under the direct supervision of adult education staff.

Regardless of the online option selected, students must be present in the computer lab of the program for a MINIMUM of twelve (12) hours of seat-time in order to receive credit.