

**ADULT EDUCATION
CREDIT DIPLOMA PROGRAM**



ADMINISTRATIVE MANUAL
Revised 2026

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SECTION 1

INTRODUCTION AND CREDIT DIPLOMA PROGRAM (CDP) BASICS

INTRODUCTION

The purpose of this manual is to provide a comprehensive summary of the Credit Diploma Program (CDP) along with guidance on requirements and options for students. 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.). in addition to CSDE policy.

At registration, all students must receive a CASAS assessment. Students seeking a pathway to a diploma should be advised of all programs offered by the provider to ensure that CDP is the best option for the student.

Credit Diploma Program courses should be designed to improve academic proficiency and serve as the foundation for transition to postsecondary education and training or to employment. CDP courses should provide authentic, contextualized learning opportunities aligned with the adult's future goals. Course credit must be issued based on content mastery and academic achievement.

CREDIT DIPLOMA PROGRAM BASICS

CDP students earn credits through a combination of the following:

- Achieving a passing grade in a CDP class
- Earning credit for completed military service
- Earning credit in an occupational category
- Earning credit through a community service experience
- Achieving a passing grade in an independent study project

Credit Criteria:

All credits earned in adult education CDP courses must meet, at a minimum, the standards required by the Connecticut State Department of Education (CSDE) and Connecticut General Statutes (C.G.S.).

Credit Diploma Credits:

Students must successfully complete all diploma requirements, as stipulated by each local provider in accordance with CSDE policy and the Graduation Plan entered in LACES. Each adult education provider must require a minimum of twenty-five (25) credits. The CDP diploma is issued by the Local Board of Education (LEA).

Student Eligibility:

An individual who is 19 years of age or older, or who is 17 or 18 years of age and presents an **official withdrawal form*** (with a parent or guardian signature if the student is 17) may participate in CDP. In each case, the prospective student must not have a Connecticut high school diploma or another U.S. state's high school or GED diploma.

***See APPENDIX – Withdrawal Memo and FAQ**

Intake Procedures:

All students receive a CASAS assessment upon registration. Each student should be advised of all high school completion options offered by the Provider to ensure that Credit Diploma is the best fit given the number of credits the individual will need to earn in adult education. Students who wish to participate in CDP must be advised of all program requirements and the amount of time potentially needed to complete the required 25 credits. Transition to postsecondary education and career must be an integral part of the student's educational plan.

A student assigned to CDP is automatically assigned ASE Level 5 or 6 based on the number of credits on the official transcript from the previous high school(s).

The purpose of the CASAS assessment is to assess an individual's academic level. A student whose CASAS score indicates ASE Level 4 or below may require additional academic support to be successful in high school level coursework. Providers should anticipate that need and have in place remedial support and/or availability of courses geared toward building foundational literacy and numeracy for academically deficient individuals.

Graduation Plan:

Each Adult Education Provider will create a Graduation Plan in LACES that states the required credits to achieve a CDP diploma. A Graduation Plan is in effect on a yearly basis for ALL students. If the plan is adjusted at any time, previously enrolled students are subject to those requirements – there is no provision for “grandfathering” students from a previous year. If credits increase, or the required credits in any area change, CDP students not graduating in the year prior to the new requirements must be advised that they will have to achieve the new requirements.

Program Length:

There is no time limit for completing the program. CDP is designed to provide options and allow students to advance through the program at their own pace.

Required CDP Staff:

All CDP teachers are required to hold current, valid Connecticut certification. It is also required to have a certified school counselor on staff to assist students with educational and career counseling. (C.G.S. 10-69)

CDP Teachers – All CDP teachers must hold current, valid certification in the content area of instruction and in addition the additional Adult Education Endorsement (106).

School Counselor - A certified school counselor (068) is required and must be available onsite. The school counselor assists students in the assessment and documentation of prior learning experiences and develops educational programs aligned with credit requirements and needs and interests of that individual.

Substitute Teachers – When a certified instructor cannot be found, the provider should explore options for the student to achieve credit through a virtual course option or through an Independent Study if appropriate. If all options fail, a substitute teacher may be hired on a temporary basis not to exceed one educational year. An individual serving as a substitute teacher must, at minimum, a bachelor's degree and preferably 12 credits in the content area in which they will be serving as instructor.

INTAKE AND INITIAL COUNSELOR INTERVIEW

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

- General Educational Development (GED®);
- National External Diploma Program (NEDP®); and
- Credit Diploma Program (CDP).

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. To adequately manage student progress, it is **strongly recommended** that the school counselor have appropriate access in LACES.

PERSONAL INTERVIEW

A prospective student must meet with a certified (068) school counselor to review official transcript(s) and determine the plan for earning credits for a CDP Diploma. An **official withdrawal form*** is required for any student who is 17 or 18. A copy of the official withdrawal form must be kept in the student's file.

The following information should be reviewed/compiled during the interview:

1. **Demographic Information** - The student's information must be complete and correct.
 - a. The information the student provided in a registration form should be verified and any corrections or completions made in LACES (or provided to the data entry personnel to do so).
2. **Academic Profile** – Based on the official transcript(s) provided, the counselor will verify credits.
 - a. The academic credits from the student's prior transcript(s) are entered into LACES.
 - b. If the student does not have an official transcript, steps must be taken to obtain one.
 - c. The CSDE does not recognize or accredit any homeschooling or online institution. Credits earned there may not be credentialed into the CDP transcript.
3. **Program Plan**
 - a. As a result of the initial interview, the school counselor should recommend the appropriate high school completion program for the student.
 - b. The initial interview should include discussion of the student's future goals to align the educational plan with transition to postsecondary education and training and/or career.
 - c. The school counselor must review with the student the credits entered from the official transcript(s) and what credits must be earned in adult education to meet graduation requirements.
 - d. All available options for earning credits should be discussed, including CDP courses, Independent Study, occupational and military options.
 - e. The school counselor should meet regularly with each student to review credits and ensure that the initial plan is still appropriate. This should be done through providing a copy of each student's Graduation Plan from LACES, not a transcript.
 - f. The school counselor and the career navigator should meet regularly to ensure that each student's career plan aligns with the current CDP academic plan.
 - g. If the student's CASAS scores indicate academic deficiency, academic support should be designed and implemented.

*See APPENDIX – CSDE Withdrawal Memo and FAQ

CDP COURSE CREDITS and TEACHER CERTIFICATION

Course credit aligns with the certification of the instructor. All CDP teachers must hold current CT certification in the content area of the course taught **and** the 106 adult education endorsement.

While most courses align to one specific secondary certification, courses in career areas (career awareness, workplace skills etc.) may be taught by a teacher holding a Business or School Counselor certification and are always Elective credit. Digital Literacy or other computer skills courses may be taught by a teacher holding any secondary content certification and is always Elective credit. Personal Finance may be taught by a teacher who holds Business, Family Consumer Science, Social Studies or Mathematics certification, and the course credit is either academic or elective credit according to the certification area of the instructor.

The following chart details content area certifications required for academic or elective credit:

Academic Credit	Required Certification (in addition to the #106)
English	015
Mathematics	029
Social Studies	026
Science	030, 031, 032, 033, 034
World Languages	French 018, German 019, Italian 020, Latin/Classical 021, Russian 022, Spanish 023, Other 024, Chinese 318, Portuguese 317
Personal Finance	026 (Social Studies credit) or 029 (Math credit)
Elective Credit	
Architecture/Construction	047, 098
Art, Computer Graphics	042
Careers/Workplace Skills etc.	010, 089, 068
Education (Early Childhood, Culinary)	045
Finance	010
Health Sciences (CNA etc.)	103
Graphic Design, CAD	047
Information Technology	010, 047, 098
Manufacturing	047, 098
Music	049
Personal Finance	010, 045, 089
Transportation, Distribution, Logistics	047, 098

SECTION 2 CREDIT INFORMATION

INTRODUCTION

This section of the Administrative Manual contains descriptions of the criteria for 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 Providers shall adhere to the stated criteria for awarding credits. These criteria must satisfy the minimum standards for CDP as stated in Section 1 of this manual.
In CDP, all credits earned will be considered **CDP credit** (herein referred to as “credit”).
2. No credit can be awarded without adequate documentation. It is the responsibility of the student to provide valid documentation of all prior learning activities including through official transcripts from accredited institutions.
A certified school counselor (CT 068 Certification) is the only person authorized to evaluate an official transcript and assign credits.

CDP Credits may be Earned in the Following Four Categories:

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

ACADEMIC CATEGORY – NO TOTAL CREDIT MAXIMUM		
Academic or Elective Credit		
Transfer Credits:		No Credit Maximum
Adult Education CDP Classes:		No Credit Maximum
Independent Study Projects:		3-Credit Maximum (limit 1 per content area)
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
COMMUNITY SERVICE CATEGORY – 1 CREDIT MAXIMUM		
Elective Credit Only		
Community Service:		1 Credit

I. ACADEMIC and ELECTIVE CREDITS

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

1. **Transfer Credit** – Documented credit completed at a CT (or other State’s) accredited school prior to admission into adult education and substantiated through official transcripts.
2. **Credit Classes** – Classes in which documented credit is earned as the result of successful completion of a traditional teacher-directed, virtual or hybrid class.
3. **Independent Study Projects** – Documented credit for a project that includes a proposal accepted by an evaluator and completion of that project during enrollment in adult education 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.

CREDIT REQUIREMENTS

CSDE policy states that no adult education provider may award a CDP Diploma to any student who has not completed the same minimum number of credits as the high school in the district currently requires. The current minimum number of K-12 credits required by the State Board of Education is twenty-five.

Pending legislation solidifying revised credit requirements for adult education, it is recommended that adult education graduation requirements consist of the following:

- English – a minimum of four (4) credits
- Social Studies – a minimum of three (3) credits shall include one-half (0.5) credit in civics and American government and not fewer than one (1) credit in a humanities elective
- Mathematics – a minimum of four (4) credits
- Science – a minimum of three (3) credits
- Arts or Vocational Education – a minimum of two (2) credits
- Electives – a minimum of eight (8) credits which should include digital and workplace literacy
- Financial Literacy – a minimum of one (1) credit which may be earned in Social Studies, Mathematics or Elective credit through a Business or Family Consumer Science course

There is no limit on the number of academic course credits that may be applied in the Credit Diploma Program. There are, however, limits for academic credits earned through Independent Study projects or through other non-academic credit options. The credit criteria for each of these are outlined on the following pages and should be reviewed thoroughly before planning a program for a student. The process for providing credit through structured Independent Study Projects and other opportunities to earn credit are detailed in Section 3 with forms in Section 4.

1. TRANSFER CREDITS

There is no time limit for acceptance of appropriately documented transfer credit 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. When there is credit issued more than once for a course with the same name, every effort should be made to determine whether each course covers different content or only credit for one of the courses may be issued.

Transcript credits for a course may not be divided. A one-credit academic course may not be credentialed as 0.5 credits in an academic area and 0.5 credits in an elective area for example. Credits must be entered as shown on the transcript. All transfer credits are subject to verification by a certified school counselor. If there is doubt as to the area in which credits should be entered, every effort must be made to follow up with the original school.

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. Credits achieved in homeschooling, certificates from non-accredited institutions or correspondence courses are not considered applicable credits. **If there is a question regarding the authenticity or acceptability of documented credits, CSDE should be consulted.**

All credits accepted for transfer must meet the following criteria:

1. Courses must be taken for credit, and credits must be assigned on the official transcript.
2. If credits are completed at a secondary level institution, credits must meet Connecticut State Board of Education requirements.
3. If presented as transfer credits from institutions of higher learning, credits must have met the minimum instructional standards required by the Department of Higher Education and the Board of Regents.
4. When credits are earned at institutions of higher learning, the ratio is three semester hour credits to one adult education credit (or equivalent ratio).
5. When credits are transferred from an accredited high school or vocational/technical school, credits must be converted to the equivalent of adult credit units.
6. Transcripts of courses taken at foreign institutions must be translated and evaluated by a member of the National Association of Credential Evaluation Services - <https://naces.org> at the student's own expense. It is not recommended that this course of action be suggested as it is expensive and may not result in sufficient credits to warrant the expense.

During the student intake procedure, the certified school counselor will determine and approve the transfer credits to be applied toward CDP.

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

Credits must be entered into LACES as part of the CDP transcript, which becomes part of the student's permanent record.

2. CREDIT CLASSES

Credit diploma courses may include in-person, online or hybrid courses. There is no limit on the number of credits which may be earned in CDP academic or elective classes.

1. Credit classes must meet all CSDE requirements including the minimum 48 hours of instruction per credit. Courses should be structured to exceed the number of required hours to allow for limited absence. Makeup packets or other non-instructional activities are not acceptable means of meeting required instructional hours.
2. All CDP teachers must hold current, valid Connecticut certification in the subject area of instruction and in addition hold the Adult Education 106 endorsement.
3. Evaluation of student progress should be based on assessments administered by the teacher and reflect mastery of the competencies taught in the curriculum of the class.
4. Upon completion of the class, a grade must be awarded and documentation of this grade kept on record as part of the student transcript.

ONLINE COURSES

Adult education providers may offer online or hybrid courses to provide additional options for students to attain graduation credit. All CDP course requirements must be met for the student to earn credit.

Online/Hybrid Course Requirements and Procedures:

To be eligible for academic or elective credit, CSDE requires that purchased online subscriptions or programs meet the following minimum standards:

1. The course must be facilitated by an instructor holding current Connecticut Certification in the content area of the course as well as the Adult Education 106 Endorsement.
2. The course content must offer activities and assessments that meet the mandatory minimum of 48 hours for one (1) credit, or 24 hours for a half (0.5) credit. It is suggested that the total anticipated time for completion exceeds the minimum requirement to ensure this requirement is met.
3. The instructor must control course pacing in alignment with each student's progress, demonstrated completion of assignments and mastery of content.
4. The instructor must unlock and personally assign all assessments. Students that score below passing may not be permitted to retest using the same assessment and must receive remediation support to solidify mastery of content prior to a retest.
5. The instructor must review all assignments and record grades and attendance hours.
6. A student **must complete the entire course** to be awarded credit. Failure to complete **all** assigned work, activities and assessments, regardless of the grades achieved on partially completed work, will result in no credit.
7. All CDP courses require a minimum of twelve (12) hours of verifiable attendance. A student may complete hours in the provider's computer lab engaged in coursework, through documented hours meeting with the instructor, or as a combination of lab seat time and direct interaction with the instructor totaling the required 12 hours of verifiable attendance.

3. INDEPENDENT STUDY PROJECTS

A maximum of three academic or elective credits may be earned for the successful completion of Independent Study **during enrollment** in adult education. **No credit for prior work may be issued.**

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. To receive a credit or half-credit, the course grade must be a 70 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 as part of the proposal.
2. The project must align with the 48-hour credit requirement and must include scheduled meetings with the supervising teacher.
3. The student and the supervising teacher 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.
4. The project may include a presentation or other demonstration in lieu of a final exam or other assessment. The method of assessment must be agreed upon as part of the study plan.
5. The project must be approved by the adult education director.
6. Upon completion of the project, it will be submitted for evaluation by the supervising teacher and the director. Appropriate credit will be awarded according to the approved evaluation guidelines in alignment with specific requirements or rubrics included in 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 representative 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 CDP credits may be awarded. Notation of credits awarded will be made on the student's CDP 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 CDP credits may be awarded. Notation of credits awarded will be made on the student's CDP 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 one credit per activity and two credits total may be awarded for occupational experience and training **completed during enrollment in adult education**. Credit may be in elective or vocational/arts. Verification of the completion must be done by the school counselor.

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

- Work Experience
- Occupational License
- Apprenticeship Training
- Formalized Job Training

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

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 during enrollment in adult education. **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. It is the Provider's responsibility to verify the information and award credit. **Under no circumstances should the student bring verification forms to the employer for signature** – the school counselor should be the individual connecting with the employer to ensure appropriate verification.

The following documentation procedure must 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. The school counselor will provide that form to the employer and receive the signed copy.
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 CDP credit may be awarded. Notation of credit awarded will be made on the student's CDP 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 CDP credit may be awarded. Notation of credit awarded will be made on the student's CDP transcript and the completed documentation form will be included in the student's permanent record in LACES.

As a result of CDP coursework, students who achieve a license or certificate cannot receive an additional credit for achieving a license. An individual may receive credit for the course OR the license (if awarded), not both.

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.

All apprenticeships start with a job. To become a Registered Apprentice, find an employer in the field of interest. To be an apprentice, the individual must be hired by an apprentice employer. The employer will register the individual as an apprentice after hire.

Once the employer completes the application, the Office of Apprenticeship Training approves it and sends an email to the new apprentice with full instructions on how to complete their registration.

After the apprenticeship is completed the individual will already have a job, be a master at their chosen trade, and will be ready to take any credentialing exams.

When participants complete their program, the Connecticut Department of Labor's Office of Apprenticeship Training provides an industry recognized, portable credential that:

- Certifies completion of the program
- Distinguishes the apprentice as a master of their craft
- Makes the apprentice eligible to take any occupational licensing exams

Training presented for credit must meet the CDP minimum 48 hours of instructional time.

It is the student's responsibility to provide the necessary information for verification of apprenticeship training. One CDP credit may be awarded. Notation of credit awarded will be made on the student's CDP transcript and the completed documentation forms will be included in the student's permanent record in LACES.

4. FORMALIZED JOB TRAINING

One elective or vocational/arts credit may be awarded for successful completion of a formalized job training program completed during enrollment in adult education. No partial credit may be given.

Credit for job related training may be included only if the training is formalized and represents 48 hours or more of instructional time which is verifiable.

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 CDP credit may be awarded. Notation of credit awarded will be made on the student's CDP transcript and the completed documentation forms will be included in the student's permanent record folder.

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. A maximum of one elective credit may be awarded for skills acquired through direct participation in community service/volunteer activity completed while enrolled in adult education. 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.

For the student to receive CDP 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 their 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 CDP credit may be awarded. Notation of credit awarded will be made on the student's CDP transcript and the completed documentation forms will be included in the student's permanent record folder.
7. **A reflective piece** demonstrating learning achieved through the volunteer activity must be presented.

SECTION 3

CREDIT DOCUMENTATION FORMS

The forms provided in this section are intended to serve as documentation of the additional experiences that can qualify for CDP credit. The forms are to be used in conjunction with the requirements and procedures of each of the optional routes to earning credit.

The forms and sample letters for military, work experience and training are intended to be filled out as indicated and provided by the school counselor to the required individuals to provide verification. Under no circumstances should students be bringing verification forms to trainers, employers or volunteer organizations. The student requesting the credit should fill out the relevant portion of a form, but the school counselor should provide the form to the employer's or charitable organization's official representative. It is advisable when it comes to credit for employment or community service to verify that the individual to whom the form is provided is authorized by the employer or organization to verify hours.

The requirements and procedures for receiving credit for activities that promote success after transitioning to postsecondary education and training and/or career should be carefully reviewed. The verification forms should represent authentic experiences or educational activities. It is the task of the school counselor to ensure the authenticity of the educational or job-related experience and are worthy of the credit assigned.

For Independent Study credit, the instructor and director are responsible for approving the student proposal, providing ongoing support throughout the process and ensuring that a grade is issued based on an authentic learning process.

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, it would be helpful if a copy is included.

If there are any questions or concerns about this procedure, please call adult education 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 MS-1: MILITARY SERVICE VERIFICATION FORM

To be used for students who are on ACTIVE DUTY in the military.

To be completed by the student:

Student's Name _____
 First Middle Last

Street Address _____

City _____, CT Zip _____ Phone: _____

Branch of Service _____ Service Number _____ Rank _____

Date Entered: _____ Date of Basic Training: From: _____ To: _____

Describe length/type of additional training:

Describe present military job:

Name/Rank of Commanding Officer _____

Street Address _____

City _____, State _____ Zip _____ Phone _____

To completed by Commanding Officer:

1. Is this person a member in good standing of the military? Yes No
2. Did this person complete basic training? Yes No
3. Has this person received additional military training? Yes No
4. Is the description of training and present military job as stated above by the student accurate?
Yes No

Signature (Name/Rank) _____ Date _____

For Adult Education Office Use Only:

Approved by: _____ Signature: _____ Date: _____
Credit Awarded for Completion of Basic Training: 1 Credit Awarded for Completion of Special Training: 1
Total Credits Awarded: 1 2

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 copies of the following:

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

For Adult Education Office Use Only:

Approved by:	Signature:	Date:
Credit Awarded for Completion of Basic Training: 1 <input type="checkbox"/>	Credit Awarded for Completion of Special Training: 1 <input type="checkbox"/>	
Total Credits Awarded: 1 <input type="checkbox"/> 2 <input type="checkbox"/>		

FORM WE-1: WORK EXPERIENCE DOCUMENTATION FORM

To be completed by the student:

Student's Name _____
 First Middle Last

Street Address _____

City _____, CT Zip _____ Phone: _____

Job Title _____

Length of Time in Present Job: From: _____ To: _____ Hours/week _____

Job Description:

Name of Company _____

Attention to _____

Street Address _____

City _____, CT Zip _____ Phone: _____

Student Signature: _____ Date: _____

To be completed by the employer:

Name of Employer _____

The student listed above has been employed _____ hours per week since _____

and is still employed left employment on _____

Signature of Employer _____

For Adult Education Office Use Only:

Approved by:

Signature:

Date:

Total Credits Awarded: 1

FORM OL-1: OCCUPATIONAL LICENSE DOCUMENTATION FORM

Student's Name _____
 First Middle Last

Type of Occupational License held _____

Issuing Agency _____

Copy below or attach copies of the following:

Current Occupational License (not expired – note date of expiration)

For Adult Education Office Use Only:

Approved by: _____ Signature: _____ Date: _____

Total Credits Awarded: 1

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:

FORM OT-1: OCCUPATIONAL TRAINING DOCUMENTATION FORM

To be completed by the student:

Student's Name _____
 First Middle Last

Street Address: _____

City _____, CT Zip _____ Phone: _____

Training Program Title: _____

Program Type: Apprenticeship* _____ Formalized Job Training _____ Total Training Hours: _____

Briefly describe at least two basic skills/goals which were taught in this program:

Name of Training Agency or Sponsoring Employer _____

Attention to _____

Street Address _____

City _____, State _____ Zip _____ Phone _____

To completed by Training Agency/Sponsoring Employer:

- 1. Has this person completed a formalized, certifiable training program which was at least 48-hours long?
Yes No
- 2. As stated above by the student, is the description of the skills/goals taught in this program accurate?
Yes No
- 3. In general, did this person perform successfully in this training? Yes No

Name: _____ Signature: _____

Position: _____ Date: _____

For Adult Education Office Use Only:

Approved by: _____ Signature: _____ Date: _____

Total Credits Awarded: 1

***DOL Apprenticeship Completion Certificate must be attached if credit is awarded for completion of a formal apprenticeship.**

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]

FORM CS-1: COMMUNITY SERVICE DOCUMENTATION FORM

To be completed by the student:

Student's Name _____
 First Middle Last

Street Address _____

City _____ , CT Zip _____ Phone: _____

Name of Volunteer Position: _____

Volunteered for _____ days per week, _____ hours per day for an approximate total of _____ hours.

Briefly describe at least two employable skills that were developed/demonstrated while performing this service:

Name Charitable or other pre-approved organization:

Attention to _____

Street Address _____

City _____ , CT Zip _____ Phone: _____

To be completed by representative from charitable or other pre-approved organization:

1. Has this person completed a minimum of 100 hours of community/volunteer service? Yes No **OR**

2. Has this person completed 50–99 hours of service? Yes No

3. While performing this service, is the description of the basic skills demonstrated accurate as stated above? Yes No

Name: _____ Signature: _____

Position: _____ Date: _____

For Adult Education Office Use Only:

Approved by: _____ Credits Awarded 1 0.5 Date: _____

SECTION 4

INDEPENDENT STUDY PROJECTS

INTRODUCTION

Students enrolled in CDP have the opportunity to study a subject of particular personal interest through the completion of an Independent Study Project. CDP credits may be awarded for these projects and applied toward a CDP 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.

It is important to assess whether the individual student is likely to be successful in a project that is, by definition, independent learning. **The supervising teacher must hold current Connecticut certification in the content area of the course as well as the adult education 106 endorsement.**

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:

- procedure for requesting project approval;
- requirements for each type of project format; and
- procedure 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 CDP credit or 24 hours of work for one-half CDP credit and must be completed under the direction of the CDP teacher. Only **one** credit may be awarded in **each** academic subject area.

A **maximum of one and a minimum of one-half CDP 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 CDP 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.

NO CREDIT for an Independent Study project may be awarded if the student has achieved a grade average or overall assessment below 70. The purpose of the meetings with the supervising teacher should be to assess the student's progress during the activity and provide support as needed to ensure that the student is meeting the requirements and mastering the content of the project as documented.

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 CDP supervising teacher will determine the specific project topic. A completion plan will be developed, which must include a timeline, the specific learning goals the project will address, a plan for 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 to receive the pre-determined credit.

INDEPENDENT STUDY PROJECT REQUEST FORM

Student Name _____
First Middle Last

Complete the appropriate box for the type of project approval requested:

Check format requested: Research Paper Format _____ Textbook Course Format _____

Credit Type Requested: English Math Social Studies Science Voc./Art Elective

Credit Amount Planned: 1 0.5 Projected Completion Date: _____

Project Title: _____

In the box below, briefly describe the topics which will be researched or included in the textbook course outline and how materials and resources will be used. (Additional pages providing a thorough, detailed proposal must be attached.)

Product Development Format:

Elective Credit Only: Credit Amount Planned: 1 0.5 Projected Completion Date: _____

Project Title: _____

In the box below, briefly describe the product which will be developed and what materials and resources will be used. (Additional pages providing a thorough, detailed proposal must be attached.)

Project Description:

Student Signature: _____ Date: _____

Initial Approval:

Name of CDP Teacher Signature Date

Final Approval:

Director/Designee Signature Date

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 CDP 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 CDP 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.

RESEARCH PAPER EVALUATION FORM

Independent Study Project

Student's Name	_____	_____	_____
	First	Middle	Last
Project Title:	_____	CARS Code:	_____
Credit: English	<input type="checkbox"/>	Math	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	Science	<input type="checkbox"/>
Voc./Art	<input type="checkbox"/>	Elective	<input type="checkbox"/>
Credit: 1	<input type="checkbox"/>	0.5	<input type="checkbox"/>
Projected Completion Date:	_____	Actual Completion Date:	_____

Refer to the Research Paper format description for definitions of the Project Requirements.

Use the scores from the Research Paper Evaluation Form on pages 4-6 to complete the table below:

Project Requirements	Points
1. Structure and Organization (30 possible points)	
2. Content knowledge/Quality of Research (60 possible points)	
3. Format and Writing (10 possible points)	
Total Points	
Assigned Grade	

Evaluation Approval:

Name of CDP Teacher	Signature	Date
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Final Evaluation Approval:

Director/Designee	Signature	Date
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For Adult Education 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 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 able to independently study an academic subject of interest and demonstrate 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, CDP 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. Formal assessments must be based on the competencies taught in the prescribed sections and be completed under the supervision of the supervising 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.

TEXTBOOK COURSE EVALUATION FORM
INDEPENDENT STUDY PROJECT

Student's Name			
	First	Middle	Last
Project Title:			CARS Code:
Credit: English	<input type="checkbox"/>	Math	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	Science	<input type="checkbox"/>
Voc./Art	<input type="checkbox"/>	Elective	<input type="checkbox"/>
Credit: 1	<input type="checkbox"/>	0.5	<input type="checkbox"/>
Projected Completion Date:			Actual Completion Date:

Refer to the Textbook Course Format description for definitions of the project requirements.
Use the data on the Textbook Course Evaluation Form on Section 4-10 to enter the Final Test Average.
Attach additional grades on quizzes, projects and assignments as needed.

Project Requirements	Grade	Factor	Total Points
1. Final Test Average (60%)		X 6	
2. Quiz and Project Average (30%)		X 3	
3. Assignment Average (10%)		X 1	
		Total Points	
FINAL GRADE POINT AVERAGE		Total Points/ 10	
90 - 100 = A 80 - 89 = B 70 - 79 = C BELOW 70 Points - Project receives NO CREDIT			

Evaluation Approval:

Name of CDP Teacher	Signature	Date

Final Evaluation Approval:

Director/Designee	Signature	Date

For Adult Education Office Use Only:

Approved by:	Credits Awarded 1 <input type="checkbox"/>	0.5 <input type="checkbox"/>	Date:
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TEXTBOOK COURSE EVALUATION FORM
INDEPENDENT STUDY PROJECT

Student's Name _____		
First	Middle	Last
Project Title: _____		CARS Code: _____
Credit: English <input type="checkbox"/>	Math <input type="checkbox"/>	Social Studies <input type="checkbox"/>
Science <input type="checkbox"/>	Voc./Art <input type="checkbox"/>	Elective <input type="checkbox"/>
Credit: 1 <input type="checkbox"/> 0.5 <input type="checkbox"/>		
Projected Completion Date: _____		Actual Completion Date: _____

Chapter/Section	Title	Test Grade Earned

Final Test Average	
---------------------------	--

Enter appropriate points for the final test average on the Textbook Course Evaluation Form.

Attach this form and all completed tests to the Textbook Course Evaluation Form.

PRODUCT DEVELOPMENT FORMAT

Purpose:

The Independent Study Project: Product Development Format is designed for the student able to document the planning and development of a product. This product may demonstrate proficiency of vocational skills. It may also demonstrate 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 CDP 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, CDP teacher and adult education person designated to approve projects.
2. The **evaluation form must be completed** and **initial approval** given by the CDP 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 CDP 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 CDP Teacher	Signature	Date
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Final Evaluation Approval:

Director/Designee	Signature	Date
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For Adult Education 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>					



STATE OF CONNECTICUT

STATE DEPARTMENT OF EDUCATION



TO: Superintendents of Schools, Executive Directors, Adult Education Directors, Pupil Services Directors, and School Counselors

FROM: John D. Frassinelli, Division Director
Irene Parisi, Chief Academic Officer

DATE: March 24, 2025

SUBJECT: Requirements for Withdrawal of Students from Public School - Connecticut General Statutes Section 10-184

Background

The purpose of this memorandum is to outline the current requirements for withdrawing students from school depending on the age of the student.

[Connecticut General Statutes \(C.G.S.\) Section 10-184](#) prescribes the manner in which a student who is seventeen or eighteen years of age may be withdrawn from public school.

Students who are Seventeen Years Old

Seventeen-year-old students cannot withdraw themselves from school. A parent or guardian of a seventeen-year-old child may withdraw such child from school if they also enroll the child in an adult education program as defined in [C.G.S. Section 10-69](#).

Parent/Guardian Responsibilities for Seventeen-Year-Old Students Seeking to Withdraw

- The parent or guardian must personally appear at the school district office and sign a withdrawal form and an adult education enrollment form.
- Such parent or other person must attest in writing that such child will be enrolled in an adult education program upon such child's withdrawal from school.

School District Responsibilities for Seventeen-Year-Old Students Seeking to Withdraw

- The school district must provide the parent/guardian with information on the educational options available in the school system and in the community.
- The district must provide specific information on the school district's process by which the parent must immediately enroll the student in adult education.

Students who are Eighteen Years Old

The statute also addresses the withdrawal from school of students who have reached the age of eighteen. There is no requirement of parental consent or enrollment in adult education for an eighteen-year-old student. Specifically, the statute provides:

For the school year commencing July 1, 2023, and each school year thereafter, a student who is eighteen years of age or older may withdraw from school. Such . . . student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such district has provided such . . . student with information on the educational options available in the school system and in the community.

Please see page three for frequently asked questions. For additional information, please contact Kimberly Traverso at kimberly.traverso@ct.gov regarding withdrawals or transfers or Sabrina Mancini at Sabrina.Mancini@ct.gov regarding Adult Education.

JDF:ip

cc: Charlene M. Russell-Tucker, Commissioner
Ajit Gopalakrishnan, Chief Performance Officer
Kimberly Traverso, Education Consultant
Sabrina Mancini, Education Consultant

Frequently Asked Questions Regarding School Withdrawal

1. Can a 16-year-old ever "withdraw" from school?
No.
2. Can a 16-year-old transfer to another school?
Yes, a 16-year-old can transfer to a different district, go to private school, go to another state, move out of the country, or be homeschooled.
3. Can a 17-year-old withdraw from school?
Yes, but only with parent/guardian permission and only to adult education per C.G.S. 10-69 (i.e., state funded adult education). The withdrawal form must include an affirmation by the parent/guardian that they will enroll child in an adult education program.
4. Can an 18-year-old withdraw from school?
Yes, per C.G.S. 10-184 a student who is eighteen years of age or older may withdraw on their own by signing a formal withdrawal form and must include a signature from a school official (i.e. school counselor, school administrator).
5. Do 17 and 18-year-olds need withdrawal forms to enroll in adult education?
Yes. In all cases.
6. Does confirmation of enrollment in adult education need to be reported back to the high school prior to the student being exited from PSIS?
No. The statute asks for signature from school counselor (i.e., guidance counselor) of the high school and the parent/guardian, but it does not require any confirmation from adult education.
7. Does a student new to the country who is 17 or 18 years old need to go to the district office to execute a withdrawal form before enrolling in adult education?
Yes. Adult education cannot enroll the student without that withdrawal form.
8. Does a student coming from another state to CT, who is 17 or 18 years old need to go to the district office to execute a withdrawal form before enrolling in adult education?
Yes. Adult education cannot enroll the student without that withdrawal form.
9. Does the above 17 or 18-year-old who is new to the country need to be registered in PSIS and then withdrawn to go to adult education?
No. The withdrawal form can be executed without PSIS registration because the form is a means for the parent/guardian or student to communicate that they have been made aware of the options available to them and are choosing to enroll themselves/their child in adult education.
10. Can a 17-year-old withdraw and enroll in Job Corps??
Job Corps is not a recognized adult education program as defined in [C.G.S. Section 10-69](#).