



ADULT EDUCATION AND LITERACY ADULT DIPLOMA PROGRAM PILOT POLICY MANUAL

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Issued by the Vermont Agency of Education, Education Programs Division

The ADP is currently in a pilot phase. All information in this policy manual and other ADP documents is subject to change and additions will be made to the program as the AOE gathers information through evaluation, monitoring, and feedback from stakeholders.

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Definitions

Adult Diploma Program (ADP): A program “. . . administered by the Agency through which any Vermont resident who is at least 16 years of age; who has not received a high school diploma; and who is not enrolled in a public or approved independent school, postsecondary institution, or home study program can receive a local high school diploma granted by one of the Program’s participating high schools” ([H.883](#) (Act 113), page 206).

ADP Advisory Group: A group of representatives from a variety of Vermont education organizations and other stakeholders whose task is to advise the Agency of Education on the development of design elements for the ADP by assisting with the evaluation of feedback and progress of the ADP pilot implementation.

ADP Eligible Student: Any Vermont resident may access the ADP who:

- is at least 16 years of age;
- has not received a high school diploma; and
- who is not enrolled in a public or approved independent school, postsecondary institution, or home study program.

Adult Learning Plan: The plan every AEL student develops with the AEL provider to describe the learning activities they will engage in while participating in Adult Education and Literacy services. The plan may include a link to the ADP graduation agreement.

ADP Graduation Agreement: The agreement between an Adult Diploma Program student, the AEL provider, and the ADP participating high school. It is developed by the ADP student and the AEL provider and describes the education activities that the student must engage in in order to meet the statewide proficiency-based graduation requirements of the ADP.

[Education Quality Standards \(EQS\):](#) EQS describe what a high-quality education should look like for students attending Vermont’s public schools. The EQS is in State Board Rule series 2000.

Enrollment in School: Those taking one or more classes at a public or approved independent school are considered enrolled in school and are not eligible to participate in the Adult Diploma Program per [16 V.S.A § 945](#).

Free and Appropriate Education (FAPE): Per the Individuals with Disabilities Education Act (IDEA), [34 CFR § 300.101](#) is a free and appropriate public education must be available to all children [students] residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d).

General Educational Development (GED): A high school equivalency that is available to Vermont residents who do not have a diploma. Obtaining a GED involves passing a

series of four sub-tests: Math, Reasoning through Language Arts, Social Studies and Science.

High School Completion Program (HSCP): Previously 16 V.S.A. § 943, this program gave both enrolled in school and unenrolled from school Vermont residents aged 16 and older access to a diploma by working with their local AEL provider and a school in their district of residence. The program was repealed in H.883 effective July 1, 2024.

Local Adult Education and Literacy (AEL) Provider: An entity that is awarded Federal or State grant funds to conduct adult education and literacy activities ([Title 16 V.S.A., § 942\(6\)](#)).

National Reporting System (NRS) for Adult Education: An outcome-based reporting system for the State-administered, federally funded Adult Education and Literacy program. The NRS has designated six skill levels for adult basic education learners and six skill levels for English Language Learners.

Participating High School (PHS): The local high school that agrees to grant a diploma as part of the ADP. Any Vermont public high school may participate in the ADP. Any Vermont Approved Independent School located in a district that does not have a public high school may participate in the ADP.

Participating High School Agreement (PHSA): The formal agreement between the participating high school and the Vermont Agency of Education (VTAOE) stating the agreement terms, roles, and responsibilities of both the VTAOE and PHSA.

Proficiency-Based Graduation Requirements (PBGRs): “Refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level, or receive a diploma.” (Education Quality Standards).

Test of Adult Basic Education (TABE): A standardized assessment that evaluates an adult's basic skills in reading, language, and math.

Workforce Innovation and Opportunity Act (WIOA): A federal law that replaced the previous Workforce Investment Act of 1998. Enacted in 2014, WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market. WIOA also helps employers find and retain skilled workers.

Workforce Preparation Activities: As defined in WIOA, Sec. 203(17): “...activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.” Note that workforce preparation is aligned with Vermont’s EQS Transferable Skills.

Introduction and Background

The Vermont Adult Education and Literacy (AEL) program uses a combination of state and federal funding to provide distinct programs aimed at developing academic skills in students who are interested in completing their secondary education and/or improve basic skills. AEL is authorized by the Workforce Innovation and Opportunity Act (WIOA), Title II. This pilot policy manual describes eligible student access to a diploma through the Adult Diploma Program (ADP) described in the 2024 revised legislation, [16 V.S.A. § 945](#) (Adult Education and secondary credential program). Per this legislation, AEL students have the option of pursuing a diploma through the ADP or obtaining the GED.

Previously, adult learners had the option to participate in the High School Completion Program (HSCP). The HSCP under 16 V.S.A. § 943 was a school district program under the Flexible Pathways Initiative that provided access for those Vermonters 16 years of age and older who met eligibility requirements to earn a high school diploma.

Act 78 of 2023 created a committee to evaluate access to adult education and the HSCP in order to make recommendations to improve access and the quality of adult education. In response to the subsequent [legislative report from the Adult Education and Literacy Student Access Committee](#) submitted on January 18, 2024, [H.883 \(Act 113\)](#) repealed the HSCP and made changes to the ADP under [16 V.S.A. §945](#) which describes state components of adult education and literacy programs. The ADP is a program:

“ . . . administered by the Agency through which any Vermont resident who is at least 16 years of age; who has not received a high school diploma; and who is not enrolled in a public or approved independent school, postsecondary institution, or home study program can receive a local high school diploma granted by one of the Program’s participating high schools.”

Any Vermont resident who meets the eligibility requirements for participation in the program, defined above, can pursue their high school diploma through this program. For more information about the differences between HSCP and ADP, please see the [HSCP vs ADP Comparison Chart](#). ADP services will be provided by Adult Education and Literacy providers as outlined in a Graduation Agreement developed by the AEL provider, student, and participating high school. Participating high schools will then review and confirm that students have met requirements, work with the AEL provider to create a transcript, and issue the diploma.

In order to earn their high school diploma through the ADP, students must engage in learning activities designed to meet the needs of adults as authorized through the Workforce Innovation and Opportunity Act (WIOA), a federal workforce development initiative. Student learning activities will be contextualized to address student interests and goals for college and/or career and will necessarily include planning for transition to

college and/or career. All AEL students will have an Adult Learning Plan and a transition plan to take with them when exiting AEL services. ADP students will also need to have a Graduation Agreement that is signed by all parties (see Graduation Agreement section).

The ADP does not duplicate the experience of enrollment in a traditional high school setting. The Portrait of an Adult Graduate describes the adult student prepared academically, with job readiness skills, for successful transition to college and/or career. The purpose of AEL, per WIOA, Sec. 202, is to provide these services to assist adults to gain the skills necessary:

- for economic self-sufficiency;
- to help their children and family members with their education;
- that lead to “sustainable improvements in the economic opportunities for their family”;
- to attain a secondary school diploma;
- to transition to postsecondary education and training; and
- to assist immigrants and other English Language Learners to improve their English and math skills and to acquire “an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.”

In addition to engagement in learning to gain skills in job readiness and academics, graduates of the ADP will meet statewide Proficiency-Based Graduation Requirements (PBGRs) by demonstrating satisfactory proficiency in the [College and Career Readiness Standards for Adult Education](#). Students will also engage in learning activities that integrate the [Vermont Education Quality Standards \(EQS\) transferable skills](#), with academic content and with the five topic areas of the [Teaching the Skills that Matter in Adult Education](#) framework. Students can demonstrate proficiency in a variety of ways and the AOE will continue to identify, with stakeholder collaboration, further opportunities for demonstrating proficiency. This manual will be updated as those opportunities are released. Please see the “ADP Statewide Proficiency-Based Graduation and Curriculum Requirements” section for more information.

Adult Diploma Program and Schools

As a program designed for adults, the Adult Diploma or GED programs should not be cited as “flexible pathways” to enrolled-in-school students or their parents/guardians. If a student has decided to unenroll from school, the school should contact the student and parent/guardian to refer them to the AEL provider in their county. Schools will continue to provide services to their enrolled students, which includes the flexible pathways their district has developed and make every effort to keep students engaged and thriving academically and working towards college and career readiness. The ADP is

specifically designed for adult learners (those 16 and older) not enrolled in school. Students and parents/guardians considering unenrolling from their high school should be made aware that they will lose access to extra curriculars (including drama and sports), school meals provided, the structure of attending classes five days a week, regular contact with multiple peers, special education, and school health services. AEL services and the ADP, by contrast, focus on transitioning to college and/or career through flexible scheduling and student-directed educational activities.

Any students on IEPs (Individualized Education Program) will lose access to special education services when they unenroll from school and all parties must consider the implications of this loss of Free and Appropriate Public Education (FAPE) for the student. FAPE, as defined by IDEA, applies to students enrolled in a K-12 school setting. If a student unenrolls from K-12, then the protections afforded under IDEA are no longer available. Please note that all protections under the Americans with Disabilities Act ([ADA](#)) still apply to adult education providers; however, these protections do not provide FAPE. Please also note that should a student be expelled from their school, K-12 systems are still responsible for FAPE and thus the student is considered enrolled and ineligible for ADP.

Adult Diploma Program and Other Education Programs

Education programs that are available to ADP students include:

- **Dual Enrollment** - [16 V.S.A. § 944](#) states that those eligible to participate in Dual Enrollment include “a student in the Adult Diploma Program under subsection 945(a) of this title.”;
- **courses from entities that are not public or approved independent schools**, such as [Vermont Virtual Learning Cooperative](#);
- **a training course that is part of an Integrated Education and Training program**, whether that course is offered through Adult Career Technical Education (CTE), or a college or university; and
- **Adult CTE courses and other postsecondary technical skill credentialing programs** are allowable when the cost is not covered by a school district.

ADP students cannot be enrolled in a public or approved independent school, postsecondary institution, or home study program, which means that they are ineligible for most other education programs that require such enrollment. This includes:

- the **Early College program**. For more information about the Early College Program and the ADP, please refer to the memorandum: [Adult Diploma Program and Early College Program Participation](#);

- anyone who has **enrolled in home study with the AOE**. To enroll in home study in Vermont, parents/guardians must submit the Notice of Intent form, and a Home Study Independent Professional Evidence form or the Annual Notice;
- **those enrolled in a secondary CTE program, even if they are not currently enrolled in a high school, and have their tuition covered by their district of residence. These students are thus enrolled in the district that is paying tuition and are ineligible for AEL (and the ADP as part of the state AEL program). Under Chapter 037: Career Technical Education, an “adult student” enrolled in a secondary CTE program is defined in [16 V.S.A. § 1522\(2\)](#) as one who has “completed high school” and is therefore not eligible for the Adult Diploma Program; and**
- those students enrolled in any full-time postsecondary program.

Intake Process

Vermont uses a [standard Intake form](#) for all students who wish to access any AEL services, including enrollment in the ADP. AEL providers use this form to collect the information the state documents for federal reporting purposes. It is recommended that the intake form be done with students in person and at the time of registration. The intake process also informs the AEL provider of the supports, accommodations, and referrals to WIOA One-Stop Partners that a student may need, especially as it relates to the student’s ability to participate in and have access to AEL services to be successful in achieving the program goals established in their Adult Learning Plans (ALPs). ALP goals vary depending on the individual and may include upskilling to become part of an apprenticeship program, improving English skills, acquiring the knowledge to obtain citizenship, and obtaining a high school equivalency such as the GED or ADP. Regardless of plans, assessing a student’s skills is critical in establishing an appropriate pathway for goal attainment.

Knowing a student’s skill level upon entry into any program will inform a realistic educational timeline from intake to the successful attainment of a student’s goal(s). Establishing a skill baseline for learning is a requirement for all students receiving AEL services. Per Vermont’s Assessment Policy Manual, which is approved by the Office of Career Technical and Adult Education (OCTAE), every native English-speaking student receiving AEL services must establish an Educational Functioning Level (EFL) through assessments in reading, language, and math using the TABE. English Language Learners must be assessed in speaking and listening or reading to set EFL. Assessment results are used to inform instruction and are tracked for purposes of performance accountability. Only assessments approved by the National Reporting System (NRS) can be used for this purpose. This is mandatory for every student who has received at least 12 hours of service. More information on assessment

requirements can be found in the [Adult Education & Literacy Assessment Manual with Distance Education Policy](#).

Adult Diploma Program Required Components

The ADP is a program that focuses on the basic skills necessary for transition to postsecondary and career. Although the ADP does not offer electives, each student's learning activities are individualized to cover the academic content areas and transferable skills in a contextualized manner as much as possible.

In order to understand the adult learner's current proficiencies of the ELA and math standards, every AEL student is assessed using Federally-approved assessments, normed for those 16 and older. Native English speakers are given the TABE, an assessment that tests the learner's understanding of the CCRS for Adult Education. English Language Learners are given assessments that test in speaking and listening skills in English, reading, or writing skills. The results of these assessments at the adult learner's entry into AEL services give instructors the necessary information on which standards the student has mastered and which standards still need to be addressed through instruction and learning experiences. After the student has received 40 hours or more of instruction, a progress assessment is administered to determine if the instruction has been effective in helping the students improve their standards-based knowledge and skills.

For the purpose of the ADP pilot, the academic content areas that students must demonstrate proficiency in using approved assessments as listed in Appendix A are ELA and math. The other content areas of Science and Social Studies will require either a passing score on the GED in each area or another demonstration of proficiency acceptable to the local participating high school. A thorough transcript review by the AEL provider and student will be necessary so that they can provide documentation to the participating high school about which standards in Science or Social Studies have been met and which require further instruction or other learning activities using the priority performance indicators in each area (see section below, "ADP Statewide Proficiency-Based Graduation and Curriculum Requirements").

The participating high school will need to describe what they will accept as this work will be individual for each student, especially as many adults do not have a recent connection with a high school or these content areas. Students will also need to be literate in financial concepts and personal finance (Financial Literacy), managing one's own health (Health Literacy), civics and the rights and responsibilities of citizenship (Civics Education), the use of technology (Digital Literacy). Finally, students will be learning the EQS transferable skills, aligned with workforce preparation activities in WIOA, as an integrated aspect of their academic instruction. The ADP required components are:

- **Assessment:** Learners' knowledge and skills are assessed using appropriate assessments. English Language Learners will be given the approved assessments in reading or speaking and listening. ELLs may also receive assessments in writing to inform instruction and track progress. Native English speakers will take the two TABE assessments in reading and math.
- **Graduation Agreement:** Learners work with the AEL provider and the local participating high school to develop a Graduation Agreement, which describes the learning activities and proficiency demonstrations necessary to complete the requirements to graduate. A student who demonstrates the required minimum high school level proficiency or higher in ELA and math at entry will not be required to engage in further learning activities in those areas. However, the student's goals may indicate a need for an increased level of skill development. For example, a student who wishes to be an engineer may wish to continue to work on math skills to prepare for postsecondary education. Since this is not required for the ADP because the student has already demonstrated the minimum level of proficiency in math, this instructional service could be listed in the Adult Learning Plan. In short, the learner should not be discouraged from pursuing further skills instruction in any content area if they have already met the minimum proficiency for the ADP.
- **Adult Learning Plan:** Learners must work with the local AEL provider to develop an Adult Learning Plan that describes all the services that the student will receive as an AEL student based on the student's goals. This plan may be short when the bulk of the student's services are to be received through the ADP Graduation Agreement. A reference to the Graduation Agreement in the ALP will be necessary. In some instances, the student may have a goal that does not relate to the requirements of the ADP, such as the goal of gaining the skills and confidence necessary to help their children with their education.
- **Demonstration of Proficiency:** Learners must show proficiency in approved ways as described in Appendix A in these academic areas: ELA, Mathematics, Social Studies, and Science in order to graduate.
- **Teaching Skills That Matter:** Learners must engage in learning activities per the Teaching Skills That Matter framework and present documentation of these activities to the participating high school in these topic areas: Civics Education, Digital Literacy, Financial Literacy, Health Literacy, and Workforce Preparation. These topic areas are integrated with academic content areas and EQS Transferable Skills.
- **EQS Transferable Skills:** Learners must engage in activities that integrate the EQS Transferable Skills that include use of technology (digital literacy),

collaboration, communication, and working well with others. The complete list of transferable skills can be found in the “ADP Statewide Proficiency-Based Graduation and Curriculum Requirements”.

- **Transition Plan:** Learners are assisted by the AEL provider to plan for transition to postsecondary and/or employment. This activity will be driven by the adult learner’s goals for participation in AEL services and will take the form of a written transition plan that the learner takes with them at exit and may also be integrated with some learning activities described in the Graduation Agreement. The possibilities should be explored taking into consideration the learner’s ability, confidence, and preference. Examples include:
 - A Graduation Agreement for a learner interested in pursuing a career in nursing may include learning activities in Science, Reading, and Math that are contextualized to teach about the field of nursing. The AEL provider will provide resources and referrals for the field of nursing, described in the transition plan.
 - A written transition plan may include a list of useful resources with contact information for the learner to pursue after exit from AEL services, such as VSAC, HireAbility, Department of Labor, etc. Some of these referrals may take place during the learner’s participation in AEL services with the AEL provider’s facilitation.
 - Another possibility is to include the transition plan as part of the Adult Learning Plan, rather than a separate document, and ensure that the student takes the plan with them at exit.

Due to these ADP required components, a learner may not be granted a diploma solely because they previously earned a GED by passing the tests in each area of ELA, Mathematics, Social Studies, and Science. All ADP students must also engage in the other activities that will provide the enrichment and wholistic education provided by the ADP. A diploma through this program represents a wide range of skills and competencies, as described in the Portrait of an Adult Graduate, though they are not all assessed through standardized means. No single student is expected to possess all the attributes described in the Portrait of an Adult Graduate. The portrait is a statement of commitment from the AEL providers and the Agency of Education that is made to every adult learner.

Providing Services to Meet Student Needs

AEL providers, with written approval from the AOE, may offer subgranted services for students to provide flexibility and individualized activities that help students meet proficiencies using State funds only. AEL providers need to send a written request to obtain permission from the AOE to subgrant any services. This request could be sent

annually to AOE for review and approval. The request should include a basic description of the proposed AEL services to be subgranted, the reason the AEL provider cannot provide the AEL service, the name of the entity or entities to receive the subgrant and the estimated amount that will be subgranted. Subgranted services may include paying the Vermont Virtual Learning Cooperative or other platform for classes that provide College and Career Readiness or other state-approved standards-based instruction. State grant funds may also be used to pay for student support services, such as GED testing or job training when other sources are not available. These services are not AEL services and do not require a request for subgranting but would need to be proposed in the AEL provider's budget.

Federal regulations do not permit subgranting of Federal funds for AEL services. Further, Federal AEL funds may not be used to pay for GED testing or to pay for job training (e.g., Adult CTE classes, online credentialing services, etc.) unless the training is part of an Integrated Education and Training program.

ADP Statewide Proficiency-Based Graduation and Curriculum Requirements

Curriculum, along with effective instructional practices with up-to-date and relevant classroom materials, are key elements in students being able to be proficient in the [College and Career Readiness Standards](#) (CCRS) for Adult Education ([Mathematics](#) and [English Language Arts](#)), [Vermont Education Quality Standards \(EQS\)](#) as aligned with AEL requirements, and the five topic areas of the [Teaching the Skills that Matter \(TSTM\) in Adult Education](#) framework. The ADP is an AOE-administered program and has its own statewide PBGRs that require rigorous instruction and robust curricula. Frameworks, such as but not limited to, [Teaching Skills That Matter](#) and [GED teaching resources](#) address the standards and required components to meet PBGRs. The PBGRs are selected to address the specific needs of adults as described in the [Workforce Innovation and Opportunity Act](#) (WIOA) and the [Vermont WIOA Combined State Plan](#).

When schools sign the Participating High School Agreement with the AOE to participate in the ADP, they agree to accept the statewide PBGRs as meeting requirements under the ADP. All students must meet all the ADP's statewide PBGRs to graduate through the ADP. The PBGRs have been organized into four main academic content areas for the ADP pilot: Mathematics, English Language Arts, Social Studies, Science. AEL teachers can reference the grades 9-12 Proficiency-Based Hierarchies that align with the Priority Performance Indicators used in high schools across the state.

- [Model Proficiency Scales for English Language Arts Priority Performance Indicators \(9-12\)](#)
- [Model Proficiency Scales for Mathematics Priority Performance Indicators \(9-12\)](#)

- [Model Proficiency Scales for Science Priority Performance Indicators \(9-12\)](#)
- [Model Proficiency Scales for Social Studies Priority Performance Indicators \(9-12\)](#)

The ADP’s required standards and skills must be integrated into one or more of these content areas. For example:

- Mathematics
 - [CCRS for Adult Education for Mathematics](#)
 - [TSTM: Financial Literacy](#)
- English Language Arts
 - [CCRS for Adult Education for English Language Arts](#)
- Social Studies
 - [TSTM: Civics Education](#)
- Science
 - [TSTM: Health Literacy](#)

[Digital literacy](#), [workforce preparation](#), and the EQS transferable skills also must be integrated into one or more of the four main content areas listed above. Additionally, [English Language Proficiency Standards for Adult Education](#) apply when instructing English Language Learners and must be integrated into all academic content areas.

AEL providers will use the TSTM Adult Education framework, which includes standards-based curricula resources. As previously mentioned, it identifies five critical topics for adult students. Additionally, it offers three research-based “approaches that work” in the adult education classroom and nine “skills that matter to adult students”. The nine skills are aligned with EQS transferrable skills.

TSTM Five Topic Areas:

- Civics Education
- Digital Literacy
- Financial Literacy
- Health Literacy
- Workforce Preparation

TSTM Three Instructional Approaches:

- Integrated and Contextualized Learning

- Problem-Based Learning
- Project-Based Learning

TSTM and EQS Transferable Skills Alignment Chart

Teaching Skills That Matter Nine Skills	EQS Transferable Skills
Adaptability and Willingness to Learn	Creativity, Innovation
Communication	Communication, Use of Technology
Critical Thinking	Critical thinking, Inquiry, Innovation,
Interpersonal Skills	Collaboration, Intercultural Competency
Problem Solving	Problem Solving, Use of Technology, Critical Thinking
Navigating Systems	Use of Technology, Communication, Problem Solving
Processing and Analyzing Information	Problem Solving, Inquiry, Critical Thinking
Respecting Differences and Diversity	Collaboration, Intercultural Competency
Self-Awareness	Inquiry, Intercultural Competency, Critical Thinking

TSTM offers a wide variety of curriculum design and planning tools. It also provides links to other instructional resources that can be used. Please see Appendix F for links to each of the five topic area pages, as well as other resources that can be used in curriculum development and implementation.

Opportunities for Demonstrating Proficiency

Please note that while this manual describes the current options for learners to demonstrate proficiency and meet the ADP PBGRs, changes and additions will be made as the program continues to be piloted. During the pilot, an advisory group will be convened to continue working on design elements which may include identification of other recognized evidence for demonstration of proficiency in each content area. New opportunities must be thoroughly reviewed for rigor, relevancy and standards alignment. Opportunities to be explored may include:

- performance assessments

- transcript review/prior learning
- state recognized credentials
- work experience review

In addition to completing learning activities that integrate the skills and standards required for the ADP, learners must demonstrate satisfactory proficiency in the skills and standards. The AOE has developed an Assessment Menu (see Appendix A) that learners can choose from to show that they are satisfactorily proficient in the standards for mathematics and English Language Arts. For Social Studies and Science, students have the option to pass the GED or to work with their local participating high school to demonstrate proficiency through providing evidence of prior learning, completing projects, or other evidence as approved by the high school.

For any student not demonstrating proficiency in ELA or Math using the currently available options during the pilot, please see the “Performance Assessment Pilot” section of the memorandum: [Vermont Adult Diploma Program Pilot Updates and Reminders](#) published by the AOE on February 20, 2026.

Adult Diploma Program Graduation Agreement

The Graduation Agreement (GA) must be developed by the AEL provider and the learner prior to their participation in the ADP. For minors, a parent or guardian may choose to participate in the process and will need to sign the final agreement documenting their approval. The GA identifies the learning activities and assessments that the individual learner will complete to meet each of the statewide PBGRs and earn a high school diploma from the assigned participating high school.

This agreement is to be maintained in conjunction with the Adult Learning Plan. The Adult Learning Plan will capture more information about the learner, such as their goals and basic skills assessments, as well as document the overall plan for the learner’s services while they are participating in AEL. The ADP Graduation Agreement is intended to only capture the information that relates to the learner’s participation in the ADP.

Before the GA can be implemented, it must be reviewed and signed by the participating high school, the AEL provider, and the learner. The GA must then be uploaded into the student’s record by the end of the quarter in which it is fully signed and before the student graduates. Upon completion of the activities in the GA, the AEL provider will submit it and other materials documenting that the student demonstrated proficiency in all PBGRs to the high school for final review and signature approval for graduation.

A template has been developed by the AOE and will be made available on the [AOE’s website](#). Please note that formatting changes may be made to the template to add space for additional information or readability.

Revisions to Graduation Agreements

If the learner decides they would like to change any of the learning activities that impact how they will show proficiency, the Graduation Agreement must be revised and then reviewed and signed again by the participating high school, the AEL provider and the learner before the changes can be implemented. The revisions must be stated in the graduation agreement's change log. Additionally, if there are changes in the representatives from the school or AEL provider, that should be communicated to all parties and noted in the change log.

Updates made in the GA to note the completion of learning activities, or if the student changes their name, would not need to be listed in the change log nor to be reviewed by all parties. Those changes would be shared when the student has completed their graduation plan, and the school conducts their final review. The most up to date version of the GA should be uploaded to the learner's LACES record by the end of the quarter in which the revised GA is signed and before the student graduates.

ADP and HSCP Transitional Students

Per [H.493](#), signed by Vermont's Governor on May 21, 2025, any students who were in the HSCP prior to its repeal on July 1, 2024 will have the option of continuing to work toward their diploma under the previous HSCP policy. AEL providers should reach out to the AOE's AEL team for consultation if the student has been absent from services for one or more years. Students also have the option of transitioning to the ADP and creating an ADP Graduation Agreement. Students who had HSCP plans may have already met some proficiencies required for graduation under ADP. In that case, their ADP graduation plan should clearly outline when those and any other proficiencies were met and how they were met.

HSCP transitional students must meet the criteria below:

- Student must have been enrolled in the HSCP before July 1, 2024;
- Have an HSCP plan that was signed and dated by all parties (student, AEL providers, high school) before July 1, 2024;
- Student will have an NRS 5 in all three TABE assessments of Reading, Language, and Math before graduation; and,
- Student will have met the graduation requirements of the high school who signed the HSCP plan as outlined in the HSCP plan.

Transitioning from HSCP Graduation Education Plans/ADP Graduation Agreements

Any student previously participating in the HSCP but not meeting the criteria under H.493 described above will need an ADP Graduation Agreement in order to meet the requirements of the pilot ADP. Every Graduation Agreement is developed to show how students have met or will meet the statewide PBGRs. The process is the same for former HSCP students. The first step to transition students to ADP is to complete the Graduation Agreement. This can be done by transferring information from the HSCP Graduation Education Plan (GEP) with updates on progress that document the ADP PBGRs that the student has demonstrated proficiency in as well as those that still need to be achieved. The GA template provided will assist with the planning process.

Access to a Diploma from the Local High School

When HSCP was implemented as a district program, it ensured that all students would have access to a diploma from a local public high school or approved independent school that served a district that had no public high school. [16 V.S.A. § 945](#) allows that high schools may choose to be “participating high schools”. The vision is that every district in Vermont will embrace the ADP and its rewards to the community by agreeing to participate in the ADP. Advantages include the ability to serve adult residents seeking a diploma, continuing established strong collaborations with AEL providers nurtured over the 18 years of HSCP implementation, ensuring a community of learning that addresses the educational needs of all its citizens, and contributing to the important development of a skilled local workforce. The participating high school will also be able to report the ADP students as graduates to the AOE (see Appendix C).

If a student’s district of residence does not have a high school that agrees to participate in the ADP, that student will need to work with their AEL provider to identify a participating high school in their county first and then seek a school outside of the county if necessary. The participating high school will need to be located within the AEL provider’s service area. AEL providers may consult with the AOE as needed to ensure access to the ADP for all students.

Addressing Barriers to Education Through Student Support

AEL is required to provide services to all eligible students and to provide accommodations per the [AEL policy manual](#). All students must receive adequate intensity of instruction and high expectations must be maintained regardless of disability or barrier. English Language Learners must have access to content instruction as their English language skills allow. All ELL instructors and content area teachers must take

the English Language Proficiency integration [modules offered through LINCS](#) and apply strategies to ensure access to instruction in content areas and to the ADP.

To ensure equitable access to a high school diploma, all AEL providers must instruct using the principles of [Universal Design for Learning \(UDL\)](#). From the Adult Education and Literacy Policy Manual:

“Both Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) are concerned with protecting the rights of individuals with disabilities by ensuring that they have equal access to employment and educational opportunities. AEL learning centers must provide physically accessible spaces that comply with applicable physical accessibility standards, and must ensure communications with individuals with disabilities are as effective as communications with individuals without disabilities. The U. S. Department of Justice has provided a resource regarding effective communications under the ADA. Also, under the ADA, all programs are required to provide reasonable accommodations to learners with documentation of diagnosed disabilities.”

Transcript Development and Maintenance

Once the AEL provider and student determine that a student has met all elements of their graduation agreement, the participating high school must review and confirm. When the high school confirms that proficiencies have been demonstrated, the completion page must be signed by the student, AEL provider, and high school representatives. The high school will finalize the student’s transcript and issue the student a diploma.

The high school is required to maintain the student’s transcript permanently per [State Board Rule 2113](#).

Appendix A: ADP Assessment Menu

All AEL learners who have received 12 or more hours of AEL services are federally required to be assessed using a federally approved assessment, therefore all ADP students must be assessed using a TABE or ESL assessment. The TABE assessments can be used to demonstrate proficiency in the ADP PBGRs but are not the only options for demonstrating proficiency. Learners must achieve the minimum proficiency level score in **at least one** of the options listed in the tables below **per content area**. A minimum proficiency level score that aligns with the ADP standards has been provided for each assessment and must be met for that assessment to be used as a demonstration of satisfactory proficiency.

For any student not demonstrating proficiency in ELA or Math using the currently available options during the pilot, please see the “Performance Assessment Pilot” section of the memorandum: [Vermont Adult Diploma Program Pilot Updates and Reminders](#) published by the AOE on February 20, 2026.

Acronym Key

TABE – Tests of Adult Basic Education

GED – General Educational Development

NRS – National Reporting System

English Language Arts

Assessment	Minimum Proficiency Scale Score Required for Graduation	Possible Scale Score Range	Considerations
TABE 13/14 - Reading	550	310 - 800	The TABE assessments show level of proficiency in meeting standards.
TABE 13/14 - Language	560	310 - 800	The TABE assessments show level of proficiency in meeting standards.
TABE 11/12 - Reading	576	300 - 800	The TABE assessments show level of proficiency in meeting standards.

Assessment	Minimum Proficiency Scale Score Required for Graduation	Possible Scale Score Range	Considerations
TABE 11/12 - Language	584	300 - 800	The TABE assessments show level of proficiency in meeting standards.
GED – Reasoning Through Language Arts	145	100 - 200	GED tests show level of proficiency in meeting standards. Test available in both English and Spanish.
WorkKeys – Workplace Documents	81	65 - 90	Test available in both English and Spanish.

Mathematics

Assessments	Minimum Proficiency Scale Score Required for Graduation	Possible Scale Score Range	Considerations
TABE 13/14 – Math	557	310 - 800	The TABE assessments show level of proficiency in meeting standards.
TABE 11/12 – Math	596	300 - 800	The TABE assessments show level of proficiency in meeting standards.
GED – Mathematical Reasoning	145	100 - 200	GED tests show level of proficiency in meeting standards. Test available in both English and Spanish.

Assessments	Minimum Proficiency Scale Score Required for Graduation	Possible Scale Score Range	Considerations
WorkKeys – Applied Math	86	65 - 90	Test available in both English and Spanish.

Social Studies

Assessment	Minimum Proficiency Scale Score Required for Graduation	Possible Scale Score Range	Considerations
GED – Social Studies	145	100 - 200	GED tests show level of proficiency in meeting standards. Test available in both English and Spanish.
Demonstration of proficiency through prior transcripts, projects, or other evidence outlined in the GA - approved by the participating high school	N/A	N/A	The burden is on the AEL provider to show the school that state standards have been satisfactorily met in the content area.

Science

Assessment	Minimum Proficiency Scale Score Required for Graduation	Possible Scale Score Range	Considerations
GED – Science	145	100 - 200	GED tests show level of proficiency in meeting standards. Test available in both English and Spanish.
Demonstration of proficiency through prior transcripts, projects, or other evidence outlined in the GA - approved by the participating high school	N/A	N/A	The burden is on the AEL provider to show the school that state standards have been satisfactorily met in the content area.

Scale score information can be found on the website for each assessment:

- [TABE Grade-Based Scale Score Guidance](#)
- [GED: Understanding Your Scores](#)
- [Understanding WorkKeys Scores](#)
 - [Assess and Measure Skills Gains with ACT WorkKeys](#) (see NRS Educational Functioning Level Benchmarks table on page 3).

Appendix B: Roles and Responsibilities

AOE:

- Formally invite high schools to participate by entering into and signing a Participating High School Agreement (PHSA).
- Provide training to stakeholders on program policies and procedures.
- Develop a transcript template for ADP graduates.
- Monitor ADP data entered in the AEL statewide database to ensure ADP policies are being followed.
- Communicate with stakeholders to receive program feedback.
- Facilitate changes to the ADP.

AEL Provider:

- Provide intake with students including required AEL assessments (TABE or ESL assessment) to set Educational Functioning Level (EFL).
- Complete development and maintenance of the ADP Graduation Agreement and submit to participating high schools for review and approval both initially and for any subsequent revisions to learning activities or assessments.
- Provide services outlined in the ADP Graduation Agreement.
- Oversee process of discovery and documentation of evidence of proficiency in each required content area (see “ADP Statewide Proficiency-Based Graduation and Curriculum Requirements” above).
- Provide all documentation that proposes that the student has met the ADP PBGRs to the participating high school listed on the student’s ADP graduation agreement.
- Transcript creation with the school.

Participating High Schools:

- Review the ADP Graduation Agreement prior to implementation and if any revisions are made to learning activities or assessments. Sign the agreement to indicate approval or communicate with the AEL provider if additional information is needed or to request changes.
 - Approval of the learning activities or assessments written into the plan cannot be withdrawn once given.

- Review the ADP Graduation Agreement and other documentation submitted by AEL provider for each student candidate for graduation. Sign the graduation agreement if the student has completed all requirements and documented proof of proficiency is provided in accordance with ADP program policy, or communicate with AEL provider if additional documentation is needed.
- Accept the fees for service outlined in Appendix E of the ADP Policy Manual.
- Verify that all the required documentation is present and only AOE approved methods, as stated in the ADP Policy Manual, were used to meet the ADP PBGRs.
- Enroll the student in school for a day to issue a valid diploma.
- Report the student as a graduate to the AOE in the census data collection.
- Issue a diploma to the student.
- Permit students to participate in the graduation ceremony held for all graduates of the participating high school.
- Create the ADP students' transcripts with the AEL provider.
- Maintain all transcripts per [State Board Rule 2113](#).

Appendix C: District Reporting of ADP Student Status to AOE

Coding for the Statewide Longitudinal Data Submission (SLDS)

When a student exits the school (unenrolls) and expresses their intent to attend the Adult Education and Literacy program to pursue a GED or Adult Diploma Program, schools should use the following codes when reporting the student.

- Exit/Withdrawal (EXITTYPE): 18 - Transfer to GED program NOT operated by VT School District*
- Funding Source (FUNDSOURCE): 04 – VT State Agency

Once a student completes their ADP graduation requirements, they should be re-enrolled in high school for one day at the end of the school year for the school to issue a diploma. The school should use the following codes when reporting the student.

- Admission Status (ADMINSTAT): 09 – Status of HSCP Student**
- Entry/Reentry Type (ENTRYTYPE): 07 – Re-entry
- Funding Source (FUNDSOURCE): 04 – VT State Agency

*The AOE’s Data Management and Analysis Division (DMAD) team will change this Ed-Fi codeValue to “Transfer to Adult Education and Literacy program - a student who has transferred to Adult Education and Literacy program (includes GED and Adult Diploma Program) not operated by a School District prior to completion of their secondary education” beginning school year 2025-2026 (SY26).

**The AOE’s DMAD team will change this Ed-Fi codeValue to “Adult Diploma Program – receiving diploma through Adult Diploma Program” beginning school year 2025-2026.

Please see the [AOE's website](#) for more information about codesets and the SLDS.

Appendix D: AEL Provider Reporting of ADP Students in LACES (AEL Statewide Database)

When an ADP graduation agreement has been signed by an eligible student and an AEL provider staff member, the student's LACES record must be updated to reflect that they are now participating in the ADP. A staff member identified by the AEL provider must go into the student's LACES record and complete the following steps.

1. Under the "Education" tab, locate and expand the "Program Tracking" panel.
2. Select "Add" and a pop-up window will appear with four fillable fields.
 - a. Program: Select "AEL – ADP" if the student is not participating as a High School Completion Program (HSCP) transitional student. Select "AEL – ADP – HSCP Transition" if the student is participating as an HSCP transitional student.
 - b. Start Date: The date of the last required signature on their Graduation Agreement.
 - c. End Date: This should not be filled out until the student has completed the activities of their Graduation Agreement and the participating high school has agreed to issue them a diploma. It does not need to be updated if a student exits their services without completing the ADP.
 - d. Comments: Not required.
3. Select the "Save" button in the bottom right-hand corner of the window.

If the student exits from AEL services or decides to end their participation in the ADP, an AEL staff member must go into the student's record and do the following.

1. Open the ADP record under the Program Tracking panel.
2. In the End Date field, enter the date that the high school signed Section I of the Graduation Agreement.
3. Select the "Save" button in the bottom right-hand corner of the window.

The AEL provider staff member must also upload a copy of the signed ADP graduation agreement under the "Student Data" tab, within the "Documents" panel. Select the "Add" button to open the upload pop up form. Select the following options from the choice lists:

- Document Category: "Adult Learning Plan"
- Document Type: "ADP Graduation Agreement"

Select the “Select files...” button and select the student’s signed graduation agreement in the file explorer. Select the green “Upload” button to complete the action. Please note that as changes are made to the ADP graduation agreement (a staff member signs off that a student meets a PBGR or the student decides to meet a PBGR using a different AOE approved method), the updated version of the graduation agreement must be uploaded to the student’s LACES record within the quarter in which the agreement is signed and before the student graduates. This version can replace the version of the graduation agreement that is currently in the student’s LACES record. This can be done by deleting the version that is currently in the student’s record and then following the above instructions to upload the updated version.

Appendix E: ADP Funding

State funding for the ADP is awarded to the AEL providers per [16 V.S.A. § 4011\(f\)](#) through the grant process. Grant funds are subject to all the requirements under the [Uniform Guidance \(2 CFR Part 200\)](#).

Participating high schools may choose to use their available unrestricted funds from their school budget to support staff and faculty time spent on the ADP. However, since ADP students are not enrolled in school and cannot be reported as such, the school may charge the AEL provider for services that lead to a student's graduation. AEL providers may budget for and use State grant funds to reimburse high schools for costs related to the ADP. These costs may be negotiated through an annual agreement between each district or school and the local AEL provider, but will not exceed the rates listed below:

High School Reimbursement Chart

Phase	Task	Cost maximum
Planning	Development of Graduation Agreement with AEL provider and student	\$250
Consideration for graduation	Review of documentation of proficiency	\$250
Preparation for Graduation	Issuing the Diploma, e.g. printing cost	\$100
Preparation for Graduation	Charges related to graduation, e.g., cap and gown	\$100
Preparation for Graduation	Creation of the transcript in conjunction with the AEL provider	\$300
Post Graduation	Permanent maintenance of transcript	\$200

Maximum total per student: \$1,200

Appendix F: Assessment and Curriculum Resources

The following are resources that can be used when developing graduation plans or curricula, preparing for assessments, and reviewing the results of assessments.

Resources for ADP Assessments and Curriculum

ADP PBGR	Resource	Possible uses
English Language Arts and Mathematics	TABE 13/14 Blueprints	Review standards addressed on each the TABE 13/14 assessment level.
English Language Arts	Performance Level Descriptor Charts for the GED Reasoning Through Language exam: Passing Score College Ready College Ready + Credit	Review what skills need to be demonstrated to achieve the different passing levels for this exam
English Language Arts and Workforce Preparation	WorkKeys Workplace Documents Assessment skills measured	Review what skills need to be demonstrated at each level of the WorkKeys Workplace Documents assessment
English Language Arts and Transferable Skills integration	English Language Arts Priority Performance Indicators and Transferable Skills Connections	Review the connections for integrating transferable skills with ELA instruction
Mathematics	Performance Level Descriptor Charts for GED Mathematical Reasoning exam: Passing Score College Ready College Ready + Credit	Review what skills need to be demonstrated to achieve the different passing levels for this exam

ADP PBGR	Resource	Possible uses
Mathematics	ACT WorkKeys Applied Math Assessment skills measured	Review what skills need to be demonstrated at each level of the WorkKeys Applied Math assessment
Mathematics	Mathematics Priority Performance Indicators and Transferable Skills Connections	Review the connections for integrating transferable skills with Mathematics instruction
Financial Literacy	Teaching Skills That Matter: Financial Literacy framework	Use as a guide when developing curriculum
Financial Literacy and Transferable Skills integration	Financial Literacy Priority Performance Indicators and Transferable Skills Connections	Review the connections for integrating transferable skills with Financial Literacy instruction
Financial Literacy	Vermont Financial Literacy Proficiency-Based Graduation Hierarchy	Review the priority performance indicators for high school level financial literacy
Financial Literacy	WorkforceGPS - Financial Literacy Tools	Use these resources in your curriculum
Financial Literacy	Workforce GPS – Financial Literacy Education	Use these resources in your curriculum
Science	Performance Level Descriptor Charts for the GED Science exam: Passing Score College Ready College Ready + Credit	Review skills that need to be demonstrated to achieve the different passing levels for this exam

ADP PBGR	Resource	Possible uses
Science	Vermont Science Proficiency Based Priority Performance Indicators	
Science and Transferable Skills integration	Science Priority Performance Indicators and Transferable Skills Connections	Review the connections for integrating transferable skills with Science instruction
Health Literacy	TSTM Health Literacy framework	Use as a guide when developing curriculum
Health Literacy	Staying healthy: An English learner's guide to health care and healthy living.	Use this resource in your curriculum
Social Studies	Performance Level Descriptor Charts for the GED Social Studies exam: Passing Score College Ready College Ready + Credit	Review skills that need to be demonstrated to achieve the different passing levels for this exam
Social Studies (includes Civics Education)	Vermont Social Studies Proficiency Based Priority Performance Indicators	Review the priority performance indicators for high school level Social Studies (including Civics Education)
Social Studies and Transferable Skills integration	Social Studies Priority Performance Indicators and Transferable Skills Connections	Review the connections for integrating transferable skills with Social Studies instruction
Civics Education	TSTM Civics Education framework	Use as a guide when developing curriculum
Digital Literacy	TSTM Digital Literacy framework	Use as a guide when developing curriculum

ADP PBGR	Resource	Possible uses
Digital Literacy	Northstar Curriculum	Use the learning modules in your curriculum
Workforce Preparation	TSTM Workforce Preparation framework	Use as a guide when developing curriculum

Appendix G: Change Log

This change log documents all updates to this current version of this policy manual.

Change Log

Date	Description	Reason for Change	Section
3/13/26	Revised HSCP transition accommodation language to align with HSCP transitional student language in H.493 .	HSCP transition accommodation was developed prior to H.493 being signed into law.	ADP and HSCP Transitional Students
3/10/26	Re-entered TABE 11/12 Reading, Math and Language assessments into Appendix A with the minimum scale score for an NRS 5.	Though Vermont discontinued use of the TABE 11/12 on July 1, 2025, there are current ADP students who had met the program's demonstration of proficiency requirement in ELA or Math by achieving an NRS 5 on the relevant TABE 11/12 assessment. These assessment results are still valid for the purpose of meeting this requirement.	Appendix A
2/23/26	Transitioned manual to AOE report template.	Report template formatting aligns with the use of this manual and provides additional technical clarity (font styles, cover page, etc.).	Entire manual
2/23/26	Updated link to Education Quality Standards to the current version. Removed: "Beginning July 1, 2025, a revised EQS will take effect."	It is after July 1, 2025. The revised Education Quality Standards have taken effect.	Definitions

Date	Description	Reason for Change	Section
2/23/26	<p>Previous: "...and a Home Study Independent Professional Evidence form and/or the Annual Notice..."</p> <p>New: "...and a Home Study Independent Professional Evidence form or the Annual Notice..."</p>	Clarity	Adult Diploma Program and Other Education Programs
2/23/26	<p>Previous: "English Language Learners must be assessed in speaking and listening and/or reading to set EFL."</p> <p>New: "English Language Learners must be assessed in speaking and listening or reading to set EFL."</p>	Clarity	Intake Process
2/23/26	<p>Previous: "English Language Learners are given assessments that test in speaking and listening skills in English and/or reading and writing skills"</p> <p>New: "English Language Learners are given assessments that test in speaking and listening skills in English, reading, or writing skills."</p>	Clarity	Adult Diploma Program Required Components

Date	Description	Reason for Change	Section
2/23/26	<p>Previous: “A thorough transcript review by the AEL provider and student will be necessary so that they can provide documentation to the participating high school about which standards in those content areas...”</p> <p>New: “A thorough transcript review by the AEL provider and student will be necessary so that they can provide documentation to the participating high school about which standards in Science or Social Studies...”</p>	<p>Clarity; the use of “those content areas” refers to “Science and Social Studies”, as the preceding sentence is: “The other content areas of Science and Social Studies will require either a passing score on the GED in each area or another demonstration of proficiency acceptable to the local participating high school.”</p>	Adult Diploma Program Required Components
2/23/26	<p>Previous: “...which require further instruction and/or other learning activities using the priority performance indicators in each area...”</p> <p>New: “...which require further instruction or other learning activities using the priority performance indicators in each area...”</p>	Clarity	Adult Diploma Program Required Components
2/23/26	<p>Previous: “English Language Learners will be given the approved assessments in reading and/or speaking and listening.”</p> <p>New: “English Language Learners will be given the approved assessments in reading or speaking and listening.”</p>	Clarity	Adult Diploma Program Required Components

Date	Description	Reason for Change	Section
2/23/26	<p>Previous: "Native English speakers will take the three TABE assessments in reading, language, and math."</p> <p>New: "Native English speakers will take the two TABE assessments in reading and math."</p>	<p>Alignment with current AEL assessment policy; as of July 1, 2026, TABE 13/14 Language assessments are not required to be administered though they are allowed and can be entered into LACES.</p>	<p>Adult Diploma Program Required Components</p>
2/23/26	<p>Previous: "A student who demonstrates an NRS 5, which is the equivalency of high school level proficiency, or higher in ELA and/or math at entry will not be required to engage in further learning activities in those areas."</p> <p>New: "A student who demonstrates the required minimum high school level proficiency or higher in ELA and math at entry will not be required to engage in further learning activities in those areas."</p>	<p>Alignment with changes to ADP Assessment Menu.</p>	<p>Adult Diploma Program Required Components</p>
2/23/26	<p>Previous: "Some of these topic areas are integrated with academic content areas and/or EQS Transferable Skills."</p> <p>New: "These topic areas are integrated with academic content areas and EQS Transferable Skills."</p>	<p>Clarity; Teaching Skills That Matter curriculum framework are designed to integrate with academic content areas and EQS Transferable Skills.</p>	<p>Adult Diploma Program Required Components</p>

Date	Description	Reason for Change	Section
2/23/26	TSTM and EQS Transferable Skills Alignment Chart revised. The EQS Transferable Skill names were corrected to match how they are listed in the EQS; the additional skills included in the updated EQS on July 1, 2026 have been added; and additional connections identified between the TSTM skills and the EQS Transferable Skills were added.	Alignment with EQS and clarity.	ADP Statewide Proficiency- Based Graduation and Curriculum Requirements

Date	Description	Reason for Change	Section
2/23/26	<p>Previous: “Any student not demonstrating proficiency in the content areas of ELA and math, via one of the approved assessments during the pilot may work with the AEL provider to send a written request (template to be developed) to the AOE and the participating high school to recognize other evidence of proficiency. Additional opportunities for demonstrating proficiency, recommended by AEL providers and high schools for review, will be made available once vetted and approved.”</p> <p>New: “For any student not demonstrating proficiency in ELA or Math using the currently available options during the pilot, please see the “Performance Assessment Pilot” section of the memorandum: Vermont Adult Diploma Program Pilot Updates and Reminders published by the AOE on February 20, 2026.”</p>	Alignment with ongoing performance assessment pilot.	ADP Statewide Proficiency-Based Graduation and Curriculum Requirements

Date	Description	Reason for Change	Section
2/23/26	Removed: "Note that a transcript template for the ADP is under development. In the meantime, schools may use their standard transcript."	Feedback received by AOE indicates that a transcript template would not be feasible given the differences in transcript processes and platforms between Vermont high schools. AOE is currently working on developing transcript technical assistance document with stakeholder input.	Transcript Development and Maintenance
2/23/26	<p>Previous: "Learners must achieve the minimum proficiency level score in at least one assessment listed in the following tables for ELA and Math."</p> <p>New: "Learners must achieve the minimum proficiency level score in at least one of the options listed in the tables below per content area."</p>	<p>Clarity; previous sentence was in reference to preceding sentences referencing the assessment policy for all AEL learners.</p> <p>Sentence revised to summarize the demonstration of proficiency requirement as stated in other areas of this manual.</p>	Appendix A

Date	Description	Reason for Change	Section
2/23/26	<p>Previous: “Any student not demonstrating proficiency in ELA or Math using the currently available options during the pilot may work with the AEL provider to send a written request (template to be developed) to the AOE and the participating high school to recognize other evidence of proficiency.”</p> <p>New: “For any student not demonstrating proficiency in ELA or Math using the currently available options during the pilot, please see the “Performance Assessment Pilot” section of the memorandum: Vermont Adult Diploma Program Pilot Updates and Reminders published by the AOE on February 20, 2026.”</p>	Alignment with ongoing performance assessment pilot.	Appendix A
2/23/26	Assessment option tables for each content area (English Language Arts, Mathematics, Science and Social Studies) revised to replace NRS levels, GED proficiency level descriptors and WorkKeys levels with scale score information.	Refer to the “Updated ADP Assessment Menu” section of the memorandum: Vermont Adult Diploma Program Pilot Updates and Reminders for more information.	Appendix A
2/23/26	Updated ACT WorkKeys assessment information link.	Broken link	Appendix A

Date	Description	Reason for Change	Section
2/23/26	<p>Previous: Transcript creation with the school using the AOE-provided transcript template (to be developed).</p> <p>New: Transcript creation with the school.</p>	<p>Feedback received by AOE indicates that a transcript template would not be feasible given the differences in transcript processes and platforms between Vermont high schools. AOE is currently working on developing transcript technical assistance document with stakeholder input.</p>	Appendix B
2/23/26	Revised instructions.	<p>Instructions were published prior to the programming being implemented in the database and included incorrect steps.</p>	Appendix D
2/23/26	<p>Removed resources related to TABE 11/12 and replaced them with TABE 13/14 resources.</p>	<p>TABE 11/12 was sunset on June 30, 2025.</p>	Appendix F