ISAEP QUESTIONS & ANSWERS

1. **Can students (under 18 years of age) who have been released from compulsory attendance by the local Board of Education or the judicial court in accordance with Virginia law re-enroll within an ISAEP program?**

    Waiting for an opinion from the Attorney General's Office.

2. **Are students in an ISAEP program who do not fulfill the requirements of their ISAEP by the time they are 18 years of age released from compulsory attendance?**

    Waiting for an opinion from the Attorney General's Office.

3. **Is there a set amount of hours that a student must be enrolled in classes, academic or vocational?**

    According to the Code of Virginia, time is flexible for alternative education programs. Pending a decision from the Attorney General's Office on this issue and/or Board of Education Guidelines, this is subject to change.

4. **Can an in-school student, 19 years of age, be in an ISAEP program?**

    Waiting for a legal opinion from the Attorney General's Office.

5. **Can ISAEP programs receive the grant money and the ADM money for participating students?**

    The General Assembly's intent was that ADM basic aid monies should be used in conjunction with the ISAEP grant monies to serve ISAEP students. The local division can retain a portion of the ADM monies for administration, transportation, and other such costs for providing services to ISAEP students.

6. **Can school divisions use the money to buy materials to refurbish computers and give the computers to the students?**

    School divisions can buy computer parts to use in training ISAEP students in computer repair. These computers can be loaned to students to use at home for their studies while

they are enrolled in the ISAEP program, but computers CANNOT be given to the students. All such computers must be retained as equipment for the program.

7. **Do students have to be <u>vocational completers</u> to be released from compulsory attendance or to be considered finished with their ISAEP program?**

    No. The ISAEP defines the student's occupational training component, just as an IEP does for a student with disabilities. Thus, if a student finishes all ISAEP requirements, which include an occupational training component, the student is to be counted as a vocational completer. Remember, the definition of completer is a student who has met the requirements for a vocational concentration or a vocational specialization and all requirements for high school graduation or an approved alternative education program.

8. **Are we going to be required to track equipment purchased from this grant the same as we do for equipment purchased with federal money?**

    Yes. Local school divisions must keep an inventory for monitoring purposes.

9. **For what may the grant money be used?**

    $ *GED preparation*
    $ *occupational training*
    $ *transportation*
    $ *child care*
    $ *salaries of instructor(s)*
    $ *instructional materials*
    $ *vocational evaluation/assessments*
    $ *GED practice tests*
    $ *software*
    $ *computers for individualized instruction*
    $ *coordination of students in an internship or co-op setting*
    Note*: This is not a complete listing.*

10. **What are some examples of how grant money may not be used?**

    $ *$35 GED test fee*
    $ *vocational equipment, in most cases unless it is specifically used to serve students with an ISAEP*
    $ *equipment not related to the ISAEP program*
    $ *to supplant other monies*
    $ *student wages*

$ *services for a student not in an ISAEP program*
Note: This is not a complete listing.

11. Can a student who is 16 years old and who completes all requirements of their ISAEP be released from compulsory attendance?

   Yes.

12. Are students in existing alternative education programs held to the same guidelines as ISAEP students?

   No. By the Code of Virginia, local boards approve the components of "in-school" alternative education programs.

13. How recent should the reading test(s) have been administered?

   Within the last calendar year.

14. Is a <u>formal</u> vocational program required for ISAEP students?

   No. Occupational training is required, in an area of local labor market demand, for students not gainfully employed. This could consist of short-term training and/or a co-op or internship experience.

15. What is the allocation for 2000-01?

   The 1999-00 allotments were for a full year of funding. Full funding was provided for this partial program year realizing that school divisions would have start-up costs. The General Assembly allocated the same funding for FY 00-01 as the first year.

16. Do the Standards of Learning (SOL) apply to students enrolled in an ISAEP program?

   No. Students are in GED preparation for their academic studies.

17. If students are attending an academic class as a part of their GED prep, are they required to take the SOL test(s) or the class(es)?

   Students who are auditing an academic class as a part of their GED prep are not required to take the respective SOL test. (**However, if the student is taking the class for credit then they must take the respective SOL test(s).**)

18. If a student passes the GED but is still involved in a work component, can the district continue collecting ADM money?

Yes. ADM is collected until all components of the student's ISAEP are met and the student is released from compulsory attendance.

19. When is an ISAEP student released from compulsory attendance?

When all components of their ISAEP are met.

20. Can a student with an ISAEP receive services in an existing alternative education program?

Yes, if the services are those contained in the ISAEP Guidelines or are additional services specified in the student's ISAEP.

21. What is recommended for the vocational assessment?

This is a local decision.

22. Is there a minimum number of students required to be enrolled in the ISAEP to qualify for funding?

No. However, the DOE will be reporting the cost-per-student to the General Assembly and the total number of students served, among other data.

23. Will these students be counted in the vocational numbers report?

Yes. If they are enrolled in a vocational course.

24. Can we include a pre-ISAEP in the ISAEP proposal?

No. Students not meeting the minimum requirements for the ISAEP should be served through local remedial or alternative programs.

25. Can expenses be claimed beginning January 1, 2000, or will expenses be from the date the plan is approved?

From the date that the plan is approved.

26. What happens if any division does not apply for the money?

It was the General Assembly's intent that all school divisions implement a program to serve students. If a school division superintendent elects not to participate this fiscal year, there is no guarantee that funding will be available for that division in the future.

27. Can a division operate an ISAEP without applying for this money?

A school division cannot operate an ISAEP program without the DOE approving their proposed program. This approval is a part of the grants process and includes the awarding of available funds for approved programs.

28. How were the allocations determined?

$ *Teacher Salaries/Benefits*

     Salaries: Statewide average of first year teacher minimum salary for 1997/98 (as provided by the VEA)

     Benefits: State percentage of 19.32% plus employee only health care benefit of $1,874 per FTE

$ *Allocation of funds based on local GED Preparatory Staff:*

Students	FTEs
1-30	.5
31-60	1.0
60-99	1.5
100-131	2.0
132-187	2.5
222-296	3.0
417-443	4.0
584	6.5

29. What is the number of eligible GED preparatory students based upon?

- *Percent growth in juvenile population from 1990 U.S. census to 1996 provisional estimate.*
- *Number of persons age 16-19 without a high school credential and not in school from the 1990 U.S. census*
- *Applied percent growth in juvenile population as compared to the population of*

uneducated young adults in the 1990 census (used growth only and held population loss harmless)

- *Assumed 20% of educated young adults 16-19 would be served by the preparatory and test programs; percentage based upon DOE suggested level*

30. Why would students want to enroll in an ISAEP program, when they can technically complete the ISAEP program at an earlier age?

Students cannot "technically" complete an ISAEP program at an earlier age. Virginia law is specific regarding when an ISAEP program is completed by the participating student and since a student cannot enroll before age 16, he/she cannot complete before age 16.

31. Can a student return to alternative education or regular school if they have not completed the ISAEP?

Yes.

32. How is the ISAEP program different from existing alternative education programs?

Existing programs are defined and approved by local boards of education. The ISAEP requirements and guidelines were defined and approved by the General Assembly and the State Board of Education.

33. Are alternative education programs bound by attendance requirements?

Yes, because of Virginia's compulsory attendance law; however, the current rules governing alternative education (8VAC 20-330-10) allow flexibility in terms of time and location.

34. Are students enrolled in ISAEP programs bound by attendance requirements?

Yes. The Code of Virginia requires mandatory enrollment and attendance in a GED preparatory program.

35. If a student enrolls in an ISAEP program, passes the GED, and completes the occupational training and other required program components, do we still take the student back into school?

No. They are immediately released from compulsory attendance.

36. If a student completes the ISAEP and is released from compulsory attendance, are they considered to be ▲drop-outs❷ or are they considered ▲completers❷ and recorded as completing high school?

The student will be counted as a successful secondary school completer.

37. Will ADM be cut off for special education students who complete their ISAEP and return to school for ancillary special education services?

ADM will be provided for students receiving any services under an IEP.

38. What is the time frame for the vocational training/occupational-training component?

As long as necessary to obtain the skills to be gainfully employed in an area that reflects local labor market needs.

39. Can this money be dovetailed with the existing YES program?

Project YES was not designed solely as an alternative education program; however, some school divisions may have had their Project Yes approved to serve students in a local alternative program. School divisions may use multiple resources for serving students in an ISAEP program. However, school divisions must provide for separate tracking and accountability systems for students served with ISAEP grant monies.

40. According to one superintendent, Virginia law states that a student is released from compulsory attendance once he/she has passed the GED examination (thereby earning the GED Certificate). Should we advise all programs to withhold administering the GED exam until the absolute final phase of the students ISAEP?

*Virginia law does state that a student can be released from compulsory attendance upon completion of a GED. (**However, Virginia law states that for students with an ISAEP, they cannot be released from compulsory attendance until "all components" of their ISAEP have been met. If a student were to pass the GED and leave the program prior to completing any remaining components of their ISAEP, Virginia law states that they are in violation of Virginia's Compulsory Attendance laws and should be treated accordingly.**)*

41. What latitude do we have in placing a student in an ISAEP program if they do not meet all the score requirements on the reading test and GED practice test?

None. They should be placed in a locally approved alternative or remedial education program.

42. Is there a length of time that a student must be in an ISAEP program?

Until they complete all components of their ISAEP.

43. Is Work Keys a valid vocational assessment?

Work Keys is not a vocational assessment.

44. Can a regional center receive the money for school divisions?

Each local school division will receive the allocated funds on a reimbursement basis.

45. If school divisions decide to combine resources and jointly serve students, can the participating school divisions select one fiscal agent and elect to have the DOE to send funds for each of the participating school divisions to the designated fiscal agent?

No. Each local division must receive their funding. School division's may work together and contract for services from one division to another.

46. What documentation must be provided for the GED test examiner regarding an ISAEP student?

A student enrolled in an ISAEP program may take the GED tests if a letter from an official of the school division operating an ISAEP program is submitted stating that the applicant meets the following provisions: (1) the student is currently enrolled in an ISAEP program, (2) has successfully completed the Official GED Practice Test and (3) is at least 16 years of age.

47. Are students enrolled in an ISAEP program to be included in the EdvantagePro data system for Adult Education?

No, since ADM is received for these students, they would not be included in the adult education data collection.

48. Can the chief or alternate GED examiner administer the GED Practice Test?

*As long as they only administer the test and report the scores. **They may not interpret scores and suggest areas for study**. GED examiners may not be involved in instructional processes leading to administration of the official GED exam.*

49. If we hire someone to do the assessment and run the ISAEP program, and they conclude that no student meets the criteria for ISAEP services other than the assessment, are we out of line having spent the money for assessment?

Not for the initial start-up year as this will be considered as providing services to students. Records must be kept on the number of students identified and all services provided, i.e. the number assessed, number of initial meetings, etc. even if a student is not enrolled. This and other data will be collected by the DOE.

50. Will school divisions receive a whole or partial ADM based on the number of hours a student is in the ISAEP program?

School divisions may count such students as 1 full (not partial) student in ADM.

51. Can we start a program without serving students this fiscal year?

No, you must provide some level of services to students during this start-up year. Services begin with the initial student, parent, principal/designee meeting and continue from there. Records must be maintained on all such meetings and services to students.

52. What accommodations can be made for a LD student with a reading disability that is unable to reach 7.5-grade equivalent on the standardized reading test?

The local division's IEP team can recommend a waiver to the 7.5 g.e. requirement on the reading test only if the student has a <u>document learning disability that affects reading</u>. Accommodations that are consistent with those allowed on the Official GED Test may be granted on the practice test. The student can enroll in the ISAEP program based on a recommendation of the IEP team and a score of 40 on each of the subtests of the GED practice test.

53. Can accommodations be provided for eligible students taking the GED "practice" tests? If so, who makes the determination about the kinds of accommodations?

Yes. The local division IEP team should review records and documentation and recommend accommodations that are consistent with the GED Testing Service policy.

54. If students are in an ISAEP program, are they considered enrolled students?

Students in an ISAEP program are considered unenrolled students.

55. Is there a recommended version of the Official Practice GED test?

Yes. Version CC or later.

56. Can the school system reject a student from an ISAEP when the parent and student want the student to participate?

The student, parent, and principal/designee must all be in agreement of the best educational interest of the student before placement into an ISAEP.

57. Is Bridges included as a vocational assessment?

Bridges is not a vocational assessment.

58. Draft codes for designating student enrollment, withdrawal, dropout reason, and diploma type.

Note: These codes are subject to change since this is a working draft, however the definitions for the draft codes will remain essentially the same. Further, a school division can use any code desired as long as the local codes are defined as follows:

<u>**Withdrawal Definitions**</u>

16   Withdrawal to enter Individualized Student Alternative Education Program (ISAEP) - A student who withdraws from school and enrolls in a GED preparation program as a part of an ISAEP as defined in *Code of Virginia* §22.1-254.D and Board of Education guidelines. A student in an ISAEP will maintain this withdrawal code until he or she exits the program.   A student in an ISAEP shall be counted in the average daily membership

(ADM) of the local education agency.

21   Discontinued involvement in an ISAEP and re-enters school – A student who discontinues involvement in ISAEP and re-enrolls in school.

31   Completed school with other credentials – A student who has received a GED, certificate of completion , or other credential in lieu of a high school diploma.

60   Discontinued schooling – A student who stops attending school and is considered to constitute "dropping out."

Entry Definitions

98   Re-entry into a school from an Individualized Alternative Education Program (ISAEP) – A student who re-enters a school after a period of time in an ISAEP.

99   Entry into an Individualized Alternative Education Program (ISAEP) – A student who has entered an ISAEP and is not enrolled in any school.

Diploma Type Definitions

07   General Educational Development (GED) Certificate as a part of an ISAEP – A student who has successfully completed all of the requirements of his or her ISAEP, which includes passing the GED exam.

5/16/00

The ISAEP/Alternative Education Process
Program Options for 16-22
Year Olds

Initial
Parent/Principal/Student
Meeting

Standardized Reading Test
(7.5 grade equivalency)
and
GED Practice Test
(Score of 40 on each subtest)
and
Vocational Assessment

Second
Principal/Parent/Student
Meeting
to determine appropriate student placement

Minimum 7.5 reading and
each GED subtests

Less than 7.5 on reading OR
40 on each GED subtest

ISAEP Plan
Development

Alternative Education
Plan Development

**Individual Student Alternative
Education Plan (ISAEP) that**
includes:
*guidance counseling
*counseling on economic impact of
failing to complete high school or
equivalency
*provisions for re-enrollment in
school
*enrollment in GED Preparatory
program, or another alternative,
adult, or evening school program
*occupational training options

Alternative Education Plan
Local school boards establish
Alternative Ed. Services to meet
student needs with combinations
of:
* GED Preparation
* Adult High School
* Vocational Education
* Work Experience

ISAEP Exit Options

Alternative Ed. Exit
Options

GED Testing
1. Referred to GED
Testing with 250 total
score and 45 minimum
score on each test on the
Official Practice Test
2. Passed the GED Test
3. Coded W-? for GEDP
or W-? for Alt Ed.

High School
1. Standard Diploma
2. Advanced Diploma
3. Attendance Certificate
4. Special Diploma
   a.Complete IEP goals
   b.FAPE to age 21

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