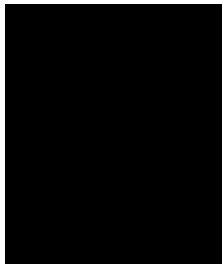


**Office of
Adult Education
& Literacy**

**Application Packet
For
Individual Student Alternative
Education Plan Program
Funds
2002-2003**



Virginia Department of Education
Richmond, VA



**Office of
Adult
Education**

ISAEP PROGRAM APPLICATION

Individual Student Alternative Education Plan Program

Revised May 2002

Commonwealth of Virginia
Department of Education
Office of Adult Education and Literacy

ISAEP Program
Individualized Student Alternative Education Plan

Division Code

The following person is the contact for all communications regarding the ISAEP programs for the year 2002-3003:

Name _____

Title _____

School Division _____

City _____ State _____ Zip Code _____

Telephone No. _____ Fax No. _____

E-mail Address _____

By signing below, the applicant agrees to comply with all appropriate federal and state laws and regulations.

Financial Officer

Superintendent

Printed Name

Printed Name

Signature

Signature

STATE USE ONLY

State Funds to Be Distributed

Date

Director, Adult Education and Literacy

Date

Grants Manager

ISAEP APPLICATION REQUIREMENTS

Continuation Application Requirements

1. Briefly summarize the program's major accomplishments in 2001-02.
2. List your program objectives ** for 2002-03 with the measures that will be used to evaluate those objectives.
3. Explain any program changes that you plan for 2002-03.
4. Complete the cover page, including signatures of superintendent and financial officer, as well as contact person, with essential information.
5. Attach a budget summary sheet, budget worksheet, and budget narrative for 2002-03. Use the appropriate forms.

New Application Requirements

1. List your program objectives for 2002-03 and procedures for implementation. These objectives and procedures should be based on the following **five steps in the ISAEP process** **:
 - initial student-parents-principal meeting
 - student evaluation/assessment
 - development of the student plan (second student-parents-principal meeting),
 - ongoing activities
 - exiting program

Also, the objectives and procedures should include the following **required components** :

- vocational assessment/evaluation for each student
 - career, technical or occupational training for students not gainfully employed
 - career guidance and counseling
 - counseling on the economic impact of failing to complete high school
2. How will you measure progress in achieving the above objectives?
 3. Describe how the ISAEP program will meet needs not addressed in other alternative education programs in your school division.
 4. What is the projected number of ISAEP -eligible students in your school division in 2002-03?
How many of these students do you plan to serve?
 5. Complete the cover page, including signatures of superintendent and financial officer, as well as contact person, with essential information.
 6. Attach a budget summary sheet, budget worksheet, and budget narrative for 2002-03. Use the appropriate forms.

** See attached guidelines for career and technical skills component and include in your objectives.

Individual Student Alternative Education Plan (ISAEP) Program Guidelines for Career and Technical (CTE) Skills Component

School divisions may select one or more of the following three approved options for the CTE skills component as part of the application to receive funds to support an ISAEP program. Each option is flexible in design and should be individualized to meet the needs of students and the school/school division. Each of these options is described in measurable terms and the results should be monitored regularly for continuous improvement. Student performance in each option will be reported annually to the Office of Adult Education and Literacy, Virginia Department of Education.

ISAEP programs should ensure that students are engaged in a career choice process. At a minimum, each student must be assessed before selecting one of the options for the CTE skills component. Programs should use career and technical instruments that measure interests, aptitude, and abilities. ISAEP teachers and/or counselors should also use Virginia Career Resource Network, www.vacrn.net, to assist students and parents in making career choices.

OPTION I

This CTE skills component shall include:

- ability to demonstrate competency in skills included in *Virginia's Workplace Readiness Skills* (measurement – local decision);
- successful completion of coursework based on elements included in *Virginia's All Aspects of Industry* (measurement – local decision);
- successful completion of *Workplace Essential Skills* coursework; and
- forty hours of successfully sustained real-world work experience(s)¹ based on the student's assessment results and career counseling activities (ISAEP staff, in consultation with employer, shall be the primary evaluator of student performance).

¹ Successfully sustained real work experience(s) may include simulated job activities, interviewing for prospective job opportunities, job shadowing, and internships.

OPTION II

This CTE skills component shall include:

- ability to demonstrate competency in skills included in *Virginia's Workplace Readiness Skills* (measurement – local decision);
- successful completion of coursework based on elements included in *Virginia's All Aspects of Industry* (measurement – local decision); and
- minimum of 120 hours of real-world work experience² (measurement – local decision) that is consistent with assessment results (employer, in consultation with the ISAEP staff, shall be the primary evaluator of student performance).

OPTION III

This CTE skills component shall include:

- ability to demonstrate competency of skills included in *Virginia's Workplace Readiness Skills* (measurement – local decision);
- successful completion of coursework based on elements included in *Virginia's All Aspects of Industry* (measurement – local decision);and
- successfully sustained participation in and/or completion of a career and technical education program (specified level of completion and competency – local decision) that is consistent with the assessment results³; or
- acceptance in approved advanced technical training; or
- acceptance in approved higher education program; or
- acceptance in a branch of the U.S. armed forces.

² Real world experience means any one or combination of paid or unpaid employment experience(s) that is (are) connected to assessment results.

³ This may include formal career and technical education programs that result in “career and technical completers” or short-term training programs that help students learn specific technical skills necessary for employment.

**Virginia Department of Education
Office of Adult Education and Literacy
P.O. Box 2120
Richmond, VA 23218-2120**

ISAEP Program Budget Summary Sheet

Fiscal Year 2002-2003

School Division: _____ Code: _____

Expenditure Categories	State Funds
1000 Personal Services	
2000 Employee Benefits	
3000 Purchased Services	
4000 Internal Services	
5000 Other Charges	
6000 Materials & Supplies	
8000 Equipment	
Total	

EXPENDITURE CATEGORIES

1000 Personal Services

(Salaries & Wages) All compensation for the direct labor of persons in employment of the local agency. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payment for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.) that are earned during the reporting period.

2000 Employee Benefits

Job-related benefits provided employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, death, disability income, etc.) and employee allowances.

3000 Purchased Services

Services acquired from outside sources (i.e., private vendors, tuition, client/participant travel, day care, public authorities or other governmental entities).

4000 Internal Services

Charges from an Internal Service Fund to other activities or elements of the local government (i.e., data processing, automotive/motor pool, central purchasing, or print shop).

5000 Other Charges

Utilities, communications, insurance, leases/rentals, staff/consultant travel, indirect cost or miscellaneous. (Mileage, lodging, and meals will be limited to no more than the current state-approved rate.)

6000 Materials and Supplies

Includes articles and commodities, which are consumed or materially altered when used.

8000 Equipment

Includes computers, furniture, fixtures, and equipment.

SAMPLE BUDGET WORKSHEET

Object Code

1000	<u>Personal Services</u>		
	Project director (@ 10 % of time)	\$5,000.00	
	Administrative support (@ 10% of time)	<u>2,100.00</u>	7,100.00
2000	<u>Employee Benefits</u>		
	FICA	465.00	
	Insurance	<u>150.00</u>	615.00
3000	<u>Purchased Services</u>		
	Consultants (2 @ \$200 X 2 days)	<u>800.00</u>	800.00
4000	<u>Internal Service</u>		
	Printing	<u>200.00</u>	200.00
5000	<u>Other Charges</u>		
	Staff travel (in -state) (not to exceed state allowable rate)	500.00	
	Postage	25.00	
	Participants' travel	<u>500.00</u>	1,025.00
6000	<u>Materials and Supplies</u>		
	Resource materials	<u>2,000.00</u>	2,000.00
8000	<u>Equipment</u>		
	Computer	1,500.00	
	Printer	<u>900.00</u>	<u>2,400.00</u>
	Total		\$14,140.00

ISAEP Allocations		
FY 2002-2003		
Payee		Available Funds
Code	Locality	2002-2003
001	Accomack	16,286
002	Albemarle	24,430
003	Alleghany	8,144
004	Amelia	8,144
005	Amherst	16,286
006	Appomattox	8,144
007	Arlington	32,573
008	Augusta	16,286
009	Bath	8,144
010	Bedford	16,286
011	Bland	8,144
012	Botetourt	8,144
013	Brunswick	8,144
014	Buchanan	24,430
015	Buckingham	8,144
016	Campbell	16,286
017	Caroline	16,286
018	Carroll	16,286
019	Charles City	8,144
020	Charlotte	8,144
021	Chesterfield	48,860
022	Clarke	8,144
023	Craig	8,144
024	Culpeper	16,286
025	Cumberland	8,144
026	Dickenson	8,144
027	Dinwiddie	8,144
028	Essex	8,144
029	Fairfax	105,864
030	Fauquier	16,286
031	Floyd	8,144
032	Fluvanna	8,144
033	Franklin	24,430
034	Frederick	24,430
035	Giles	8,144
036	Gloucester	16,286
037	Goochland	8,144
038	Grayson	8,144
039	Greene	8,144
040	Greensville	8,144
041	Halifax	24,430
042	Hanover	24,430

Payee Code	Locality	Available Funds 2002-2003
043	Henrico	48,860
044	Henry	32,573
045	Highland	No Program
046	Isle Of Wight	16,286
048	King George	8,144
049	King Queen	8,144
050	King William	8,144
051	Lancaster	8,144
052	Lee	16,286
053	Loudoun	32,573
054	Louisa	8,144
055	Lunenburg	8,144
056	Madison	No Program
057	Mathews	8,144
058	Mecklenburg	16,286
059	Middlesex	8,144
060	Montgomery	16,286
062	Nelson	16,286
063	New Kent	8,144
065	Northampton	8,144
066	Northumberland	8,144
067	Nottoway	8,144
068	Orange	8,144
069	Page	16,286
070	Patrick	8,144
071	Pittsylvania	24,430
072	Powhatan	16,286
073	Prince Edward	8,144
074	Prince George	8,144
075	Prince William	48,860
077	Pulaski	16,286
078	Rappahannock	8,144
079	Richmond County	8,144
080	Roanoke County	16,286
081	Rockbridge	24,430
082	Rockingham	No Program
083	Russell	16,286
084	Scott	8,144
085	Shenandoah	16,286
086	Smyth	24,430
087	Southampton	No Program
088	Spotsylvania	32,573
089	Stafford	32,573
090	Surry	8,144
091	Sussex	8,144

Payee		Available Funds
Code	Locality	2002-2003
092	Tazewell	24,430
093	Warren	16,286
094	Washington	24,430
095	Westmoreland	8,144
096	Wise	24,430
097	Wythe	16,286
098	York	16,286
101	Alexandria	32,573
102	Bristol	8,144
103	Buena Vista	8,144
104	Charlottesville	16,286
105	Clifton Forge	With Alleghany
106	Colonial Heights	8,144
107	Covington	No Program
108	Danville	24,430
109	Falls Church	8,144
110	Fredericksburg	16,286
111	Galax	8,144
112	Hampton	32,573
113	Harrisonburg	8,144
114	Hopewell	16,286
115	Lynchburg	24,430
116	Martinsville	16,286
117	Newport News	48,860
118	Norfolk	65,147
119	Norton	8,144
120	Petersburg	24,430
121	Portsmouth	40,717
122	Radford	No Program
123	Richmond City	48,860
124	Roanoke City	40,717
126	Staunton	16,286
127	Suffolk	24,430
128	Virginia Beach	65,147
130	Waynesboro	16,286
131	Williamsburg/James	16,286
132	Winchester	16,286
134	Fairfax City	With Fairfax County
135	Franklin City	8,144
136	Chesapeake City	48,860
137	Lexington	With Rockbridge
138	Emporia	With Greensville
139	Salem	8,144
140	Bedford City	With Bedford County

Payee		Available Funds
Code	Locality	2002-2003
142	Poquoson	8,144
143	Manassas City	24,430
144	Manassas Park	8,144
202	Colonial Beach	8,144
207	West Point	8,144
		2,247,581



**Office of
Adult Education
& Literacy**

ISAEP PROGRAM GUIDELINES

Individual Student Alternative Education Plan Program

Revised May 2002

FULFILLMENT OF COMPULSORY ATTENDANCE REQUIREMENTS THROUGH THE INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP) PROGRAM

Introduction

Virginia School Laws, Section 22.1-254, Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article, 1999, authorizes local school boards to allow the fulfillment of compulsory attendance requirements by any student who is 16 years of age and for whom an Individual Student Alternative Education Plan (ISAEP) program is developed in a meeting between the student, the student's parents, and the principal or designee. The Virginia Board of Education is charged with development of the guidelines associated with the ISAEP program. A student for whom an ISAEP program has been granted and who fails to comply with the components of the ISAEP shall be deemed to be in violation of compulsory attendance requirements. Students in an ISAEP program shall be counted in the average daily membership (ADM) of the school division.

Program Requirements

Code of Virginia

The ISAEP program must include (1) career guidance counseling, (2) mandatory enrollment in a GED testing program or an alternative education program approved by the local school board, (3) counseling on the economic impact of failing to complete high school, and (4) provisions for reenrollment in school. A student for whom an ISAEP program has been granted and who fails to comply with the components of the ISAEP shall be deemed to be in violation of compulsory attendance requirements. If violated, appropriate legal actions will be taken against the student and/or parent. Students in an ISAEP program shall be counted in the ADM of the school division.

Local school boards also must implement GED testing and preparatory programs with funds appropriated as a result of this legislation. The Virginia Board of Education is charged with the development of guidelines associated with GED testing and preparatory programs.

Virginia Board of Education

The Virginia Board of Education identified and approved critical areas to be included in the ISAEP program. The Board requires a career, technical, and vocational training option for those students who are not gainfully employed and, in support of this option, a career assessment/evaluation component for the student.

To ensure that parents and students are fully informed of the ISAEP program process, the Board requires that a process and procedures for full disclosure be implemented. The Board determined that ISAEP programs will include regular and ongoing reports to parents and students regarding academic progress, career, technical, and vocational training progress, as well as information on additional career opportunities.

American Council on Education

Virginia was the first state to request that the GED Testing Service (GEDTS) of the American Council on Education approve the use of the GED, under close supervision, with students enrolled in alternative education or “at-risk” programs in the public schools. In 1988, permission to use the GED was granted with the provision that alternative education programs follow strict guidelines set by the State Department of Education.

The ISAEP program requirement guidelines allow students in alternative education programs, as well as students in an ISAEP program, to be eligible to take the GED at age 16 if they are otherwise qualified. Guidelines proposed in this document address both groups.

Administrative Procedures

To support the integration of the ISAEP program option into the existing system of services, a number of administrative procedures have been developed. They include procedures for coding students participating in and exiting from ISAEP programs, requirements for serving students with disabilities, GED testing procedures, and program application requirements.

1. Coding for Enrollment and ADM: Students placed in the ISAEP program will be assigned a unique code for attendance-monitoring purposes. Local school divisions will draw ADM on these students.
2. Completion: Students can exit an ISAEP program in one of three ways, and their actions will be coded accordingly.
 - Students can successfully complete the requirements of the ISAEP program, which include passing the GED exam and completing the career and technical training component.
 - Students can reenroll in the K-12 program, including regular high school or a local school board approved alternative education program.
 - Students can discontinue their involvement in the ISAEP program and drop their enrollment in any recognized educational program. Such action is coded as a dropout and will result in notifying the courts as appropriate.
3. Students with Disabilities: School divisions should be familiar with GED preparation and testing accommodations (refer to Attachment C, “*Accommodations for GED Testing*” for students with disabilities). The IEP and/or 504 process will determine student placement in an ISAEP program. Any accommodations identified for the student in the IEP and/or 504 plan must be addressed in the ISAEP. Even if students with disabilities complete their ISAEP program, per IDEA, they continue to be entitled to free access to public education (FAPE) through age 21.)
4. GED Testing: Students who have successfully completed the Official GED *Practice Test* must be tested at an official GED testing center. They must register in the school division where they live. All students in the ISAEP program should have access to registration and scheduling information so that testing can be accomplished efficiently. In some jurisdictions, school districts may

wish to make arrangements with their local GED testing center to deliver testing services on site for groups of ISAEP program participants.

A student enrolled in an ISAEP program may take the GED test if a letter from an official of the school division operating an ISAEP program is submitted stating that the applicant meets the following provisions:

- The applicant is currently enrolled in an ISAEP program.
- The applicant has successfully completed the *Official GED Practice Tests*.
- The applicant is at least 16 years of age.

Because GED testing is a cooperative program administered by the commonwealth and local school divisions in conjunction with the GED Testing Service and the American Council on Education, guidelines proposed for testing eligibility are binding upon local school divisions.

5. Coding for ISAEP: As soon as ISAEP students have completed all of the ISAEP components including qualifying for a GED credential, they will be assigned a unique code (W16) that will signify enrollment in ISAEP. The ISAEP exit code (W31) will be used to describe ISAEP program completers. ISAEP program completers “diploma type” coding should be 07. They should be counted on the school’s *“Report of Graduates”* submitted to the Department of Education. These students are released from compulsory attendance.
6. Application for Funds: Participating school divisions will submit an application for the appropriated funds. Each application must include a budget. Actual expenditures, by category, must be reported. Monies allocated to the division will be used to expand opportunities for students and not to support existing program options. It is expected that all participating school divisions will monitor student attendance and adherence to the ISAEP program, and that all required data will be collected and reported. Preparation classes and testing may be done cooperatively between two (or more) school divisions.

Guidelines for ISAEP Program Development and Implementation

Step One: Initial Principal-Parent-Student (PPS) Meeting

The purpose of the initial principal-parent-student meeting is to help parents and students understand the following options for fulfilling the compulsory attendance requirement: (1) remaining in the regular school program, (2) enrolling in an alternative educational program, or (3) completing an ISAEP program. The principal or designee will provide full disclosure of the relevant aspects of the program, written descriptions of the required program components, a listing of the parties involved in developing and implementing the ISAEP, and complete information regarding an academic and career and technical assessment/evaluation. At this initial meeting, parents will sign a consent form to attest that they have received full disclosure on the ISAEP program and understand all requirements for each of the options for completing public school.

Step Two: Student Evaluation/Assessment

The purpose of the student evaluation is to provide the student, the parents, and the principal/designee with the information necessary to determine the program of study that is in the best educational interest of the student. Students planning to fulfill compulsory attendance requirements by completing an ISAEP must first demonstrate that they have the ability to benefit from such a program. School divisions should be familiar with GED preparation and testing accommodations for students with disabilities and include accommodations in the ISAEP. A formal academic and a career, technical, and assessment/evaluation will be conducted to provide the necessary information on which to base decisions. Evaluation results will be used in the development of each student's ISAEP, if they qualify. The recommended instruments and required academic scores for enrollment in the ISAEP program are:

INSTRUMENT	REQUIRED SCORES
1. READING Test of Adult Basic Education (TABE) or any recognized standardized test	7.5 grade equivalent or higher
2. The Official GED Practice Test	410 on each subtest
3. Career/technical/vocational assessment/evaluation (local division choice)	N/A

The GED test battery is normed on graduating high school seniors throughout the United States. Because the GED is a difficult test and measures the outcomes of a traditional high school education, certain levels of competence should be established for entry into the GED preparation/testing option. Students who need serious remediation of reading or math skills will not be successful after a semester or two in

the preparation class. These students should be served in another alternative education program, where a mixture of basic skills, career, technical, vocational education, and work experience can help to increase and reinforce basic skills.

Step Three: Development of the ISAEP (Second Principal-Parent-Student Meeting)

The student, the parents, and the principal/designee are required partners for developing an ISAEP. Other individuals may be invited to participate as needed and as required. The ISAEP will address the needs of the student based on the evaluation results. Measurable goals and objectives should be written in the four areas outlined in *Virginia School Laws, Section 22.1-254*, to ensure ongoing progress and to address each of the program components as identified. Each ISAEP must include the following components:

- career guidance counseling,
- mandatory enrollment and attendance in a GED preparation program or alternative education program,
- counseling on the economic impact of failing to complete high school,
- procedures for reenrolling in regular high school programs, and
- career and technical training component for those not gainfully employed

For students not gainfully employed, the ISAEP program will include a career, technical, and vocational training component in an area of local labor market demand to ensure that the student exits the program with the technical skills necessary for entry-level employment. The career, technical, and vocational training component may include an apprenticeship, cooperative learning experiences, paid or unpaid internships, service learning, and/or job shadowing.

Note. The Board of Education supports and encourages that employability skills be incorporated into each student's ISAEP.

The student, the parents, the principal/designee, and other appropriate individuals are required to sign the initial ISAEP document and any subsequent amendments. In addition, parents will sign an acknowledgement that if the student for whom an ISAEP has been granted fails to comply with the ISAEP program, he/she shall be deemed to be in violation of compulsory attendance requirements. If violated, appropriate legal actions will be taken against the student and/or parents.

Step Four: ISAEP Program Ongoing Activities

As described in the first section of this document, the Virginia General Assembly and the Virginia Board of Education have prescribed components for the ISAEP program. Local school divisions have flexibility in designing activities to meet educational needs of individual students. However, certain elements must be provided on an ongoing basis:

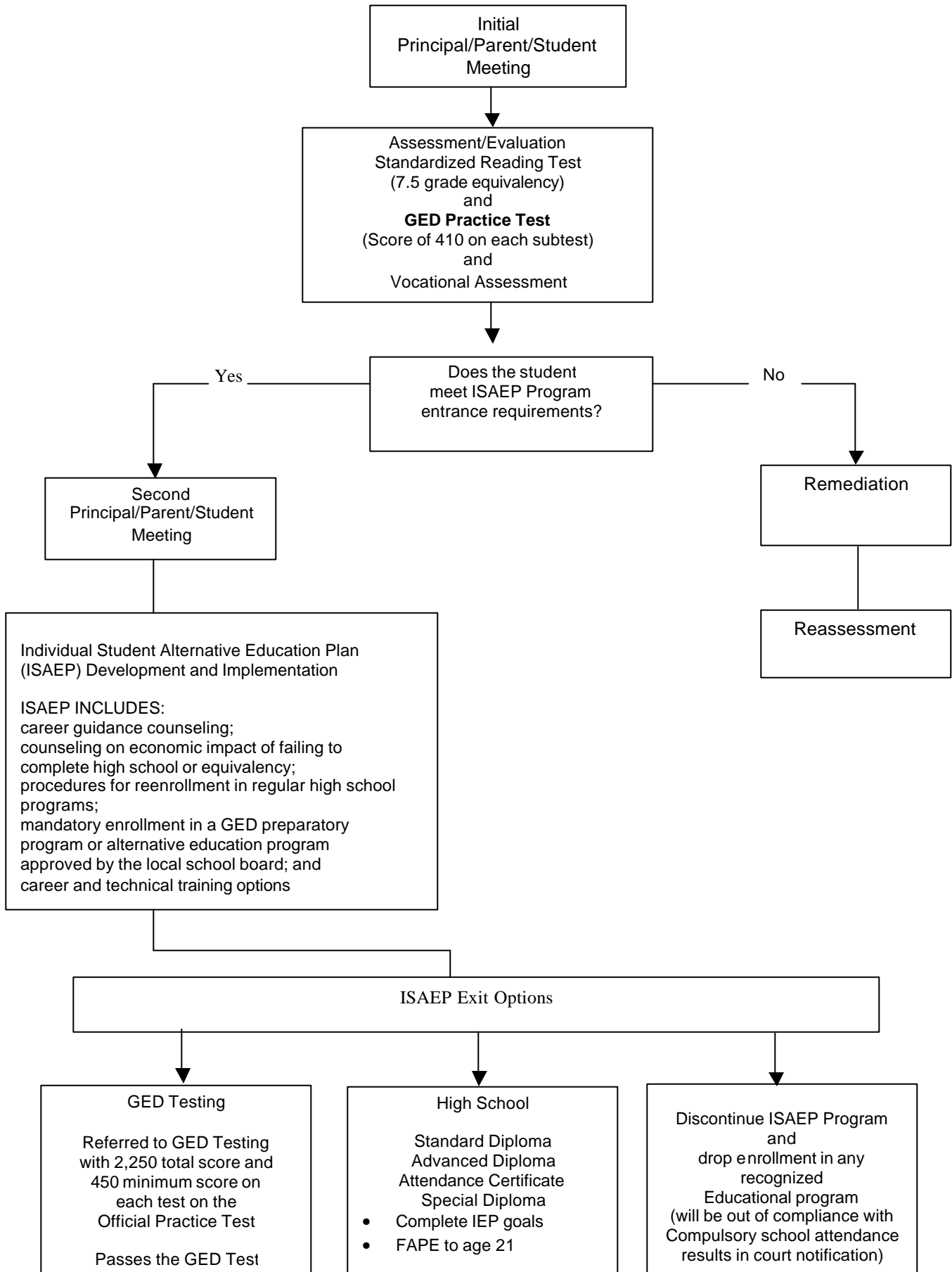
- academic preparation for the GED test,
- career counseling to include emerging career opportunities,
- updated information for both students and parents on additional career, technical, and vocational opportunities available as a result of the student's improved academic and occupational preparation, and
- regular reports to parents and students regarding the progress of students in academic as well as career, technical, and vocational preparation.

Step Five: Exiting the ISAEP Program Process

Students can exit the ISAEP program in one of three ways. Their actions will be coded accordingly.

- Students must successfully complete all of the requirements of their ISAEP, including passing the GED exam.
- Students can reenroll in the K-12 program, including regular high school or some other alternative education program approved by the local board school.
- Students who discontinue their involvement in the ISAEP program and drop their enrollment in any recognized educational program would be out of compliance with the compulsory school attendance law. These actions will result in notifying courts as appropriate.

The ISAEP
Educational Process
for 16-22 Year Olds





**Office of
Adult Education
& Literacy**

**ISAEP PROGRAM
ACCOMMODATIONS for GED Testing**
Individual Student Alternative Education Plan Program

Revised May 2002

Accommodations for GED Testing

SPECIAL EDITIONS REQUIRING APPROVAL:

- **Audiocassette**
- **Braille**

SPECIAL EDITIONS NOT REQUIRING APPROVAL:

Large Print

SPECIFIC ACCOMMODATIONS REQUIRING APPROVAL:

- **Extended Time**
- **Scribe**
- **Calculator**
- **Private Room**
- **Frequent Supervised Breaks**
- **Others (approved on an individual basis)**

ACCOMMODATIONS NOT REQUIRING APPROVAL:

- **Colored Transparent Overlays**
- **Clear Transparent Overlays and Highlighter**
- **Temporary Adhesive Notes with Spatial Notes**
- **Earplugs**
- **Large Print Test**
- **Magnifying Glass**
- **One Test Per Day**
- **Straightedge**

ACCOMMODATIONS GENERALLY NOT ALLOWED:

- **Computers (in most cases)**
- **Readers (English version)**
- **Rulers/Measuring Devices**

For additional information, contact Robert MacGillivray, Adult Education/GED Specialist, at 804-371-2333 or <mailto:rmacgill@mail.vak12ed.edu>.