



**Office of
Adult Education
& Literacy**

**Application Packet
For
Individual Student Alternative
Education Plan Program
Funds
2003-2004**



Virginia Department of Education
Richmond, VA

ISAEF PROGRAM APPLICATION

Individual Student Alternative Education Plan Program

Revised April 2003

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 program for the year 2003-2004:

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

Date

Signature

Date

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 2002-03.
2. List your program objectives** for 2003-04 with the measures that will be used to evaluate those objectives.
3. Explain any program changes that you plan for 2003-04.
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 2003-04. Use the appropriate forms.

New Application Requirements

1. List your program objectives for 2003-04 and procedures for implementation. These objectives and procedures should be based on the following **four steps in the ISAEP process**** :
 - initial student-parents-principal meeting
 - student evaluation/assessment
 - development of the student plan (second student-parents-principal meeting)
 - 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 2003-04?
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 2003-04. 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 2003-04

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	
7000 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 and minor equipment (less than \$1,000).

7000 Equipment

Includes computers, furniture, fixtures, and equipment in excess of \$1,000.

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 (<u>2 @ \$200</u> 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
7000	<u>Equipment</u>		
	Computer	1,500.00	
	Printer	<u>900.00</u>	<u>2,400.00</u>
	Total		\$14,140.00

**ISAEF Allocations
FY 2003-2004**

Payee Code	Locality	Allocations 2003-2004
001	Accomack	15,717
002	Albemarle	23,576
003	Alleghany	7,859
004	Amelia	7,859
005	Amherst	15,717
006	Appomattox	7,859
007	Arlington	31,434
008	Augusta	15,717
009	Bath	7,859
010	Bedford	15,717
011	Bland	7,859
012	Botetourt	7,859
013	Brunswick	7,859
014	Buchanan	23,576
015	Buckingham	7,859
016	Campbell	15,717
017	Caroline	15,717
018	Carroll	15,717
019	Charles City	7,859
020	Charlotte	7,859
021	Chesterfield	47,152
022	Clarke	7,859
023	Craig	7,859
024	Culpeper	15,717
025	Cumberland	7,859
026	Dickenson	7,859
027	Dinwiddie	7,859
028	Essex	7,859
029	Fairfax	102,162
030	Fauquier	15,717
031	Floyd	7,859
032	Fluvanna	7,859
033	Franklin	23,576
034	Frederick	23,576
035	Giles	7,859
036	Gloucester	15,717
037	Goochland	7,859
038	Grayson	7,859

**ISAEF Allocations
FY 2003-2004**

Payee Code	Locality	Allocations 2003-2004
039	Greene	7,859
040	Greensville	7,859
041	Halifax	23,576
042	Hanover	23,576
043	Henrico	47,152
044	Henry	31,434
045	Highland	7,859
046	Isle of Wight	15,717
048	King George	7,859
049	King & Queen	7,859
050	King William	7,859
051	Lancaster	7,859
052	Lee	15,717
053	Loudoun	31,434
054	Louisa	7,859
055	Lunenburg	7,859
056	Madison	7,859
057	Mathews	7,859
058	Mecklenburg	15,717
059	Middlesex	7,859
060	Montgomery	15,717
062	Nelson	15,717
063	New Kent	7,859
065	Northampton	7,859
066	Northumberland	7,859
067	Nottoway	7,859
068	Orange	7,859
069	Page	15,717
070	Patrick	7,859
071	Pittsylvania	23,576
072	Powhatan	15,717
073	Prince Edward	7,859
074	Prince George	7,859
075	Prince William	47,152
077	Pulaski	15,717
078	Rappahannock	7,859
079	Richmond	7,859
080	Roanoke	15,717
081	Rockbridge	23,576

**ISAEF Allocations
FY 2003-2004**

Payee Code	Locality	Allocations 2003-2004
082	Rockingham	31,434
083	Russell	15,717
084	Scott	7,859
085	Shenandoah	15,717
086	Smyth	23,576
087	Southampton	15,717
088	Spotsylvania	31,434
089	Stafford	31,434
090	Surry	7,859
091	Sussex	7,859
092	Tazewell	23,576
093	Warren	15,717
094	Washington	23,576
095	Westmoreland	7,859
096	Wise	23,576
097	Wythe	15,717
098	York	15,717
101	Alexandria	31,434
102	Bristol	7,859
103	Buena Vista	7,859
104	Charlottesville	15,717
105	Clifton Forge	With Alleghany
106	Colonial Heights	7,859
107	Covington	7,859
108	Danville	23,576
109	Falls Church	7,859
110	Fredericksburg	15,717
111	Galax	7,859
112	Hampton	31,434
113	Harrisonburg	7,859
114	Hopewell	15,717
115	Lynchburg	23,576
116	Martinsville	15,717
117	Newport News	47,152
118	Norfolk	62,869
119	Norton	7,859
120	Petersburg	23,576
121	Portsmouth	39,293
122	Radford	7,859

**ISAEF Allocations
FY 2003-2004**

Payee Code	Locality	Allocations 2003-2004
123	Richmond City	47,152
124	Roanoke City	39,293
126	Staunton	15,717
127	Suffolk	23,576
128	Virginia Beach	62,869
130	Waynesboro	15,717
131	Williamsburg/James City County	15,717
132	Winchester	15,717
134	Fairfax City	With Fairfax County
135	Franklin City	7,859
136	Chesapeake City	47,152
137	Lexington	With Rockbridge
138	Emporia	With Greensville
139	Salem	7,859
140	Bedford City	With Bedford County
142	Poquoson	7,859
143	Manassas City	23,576
144	Manassas Park	7,859
202	Colonial Beach	7,859
207	West Point	7,859
		2,247,581



Individual Student Alternative Education Plan (ISAEP) Program Guidelines

**Adopted
by the
Virginia Board of Education**

**Office of Adult Education and Literacy
Revised
February 2003**

INDIVIDUAL STUDENT ALTERNATIVE EDUCATION PLAN (ISAEP) PROGRAM GUIDELINES

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) 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 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 enrolled with an ISAEP shall be counted in the average daily membership (ADM) of the school.

School divisions that allow students to fulfill compulsory attendance requirements by granting them an ISAEP must adhere to all guidelines prescribed by the Board of Education. These guidelines

- 1) reflect the legislative intent that created the ISAEP option;
- 2) adhere to the agreement between the Department of Education and the GED Testing Service of the American Council on Education that permits testing of students who are between the ages of 16 and 18 years and enrolled in high school programs; and
- 3) are consistent with Board of Education standards concerning the quality of all publicly funded educational programs.

These guidelines address the specific purpose of the ISAEP program, identify essential elements that school divisions are required to include in each student's ISAEP, and outline administrative procedures that describe the process from enrollment in an ISAEP program through release from compulsory attendance.

School divisions that accept funds from the Department of Education to support ISAEP programs must provide assurance annually that they will adhere to all Board of Education guidelines. Additionally, divisions are required to report student information to the Department of Education for annual evaluation reports to the Governor and the General Assembly. Only those school divisions that have approved ISAEP programs may authorize enrolled students between the ages of 16 and 18 years to take the GED Tests.

Purpose

The Board of Education believes that the first option for every high school-aged student should be to work towards completing the requirements for a standard or advanced studies diploma. Although every effort should be made to counsel students to remain in high school through graduation, there are circumstances when this is no longer a viable option. In such cases, the Board desires to provide students with a “second opportunity” to exit high school with a well-recognized credential and the knowledge and skills necessary for a successful transition to adulthood, an option more desirable than dropping out of school.

An ISAEP may be developed when the student demonstrates substantial need for an alternative program, meets enrollment criteria, and demonstrates an ability to benefit from the program. The need is determined by a student’s risk of dropping-out of school. A student may qualify to be granted an ISAEP if dropping-out is imminent. A student’s ability to benefit is determined by achieving satisfactory scores, as determined by the Board of Education, on a standardized measure of reading and the Official GED Practice Test.

Program Requirements

School divisions must include the following elements in each student’s ISAEP:

- 1) career guidance counseling;
- 2) mandatory enrollment in a GED preparation program or other 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 re-enrollment in school.

Career guidance and counseling should include a comprehensive vocational assessment that can assist students in developing career goals. Students with an ISAEP also must be provided opportunities for career and technical education (CTE) opportunities. The opportunities may vary from highly structured and formal CTE programs offered at the high school or regional career and technical education center to paid employment to unpaid internships.

School divisions must provide GED preparation programs or other alternative education classes that help students prepare for the GED Tests. Enrollment in such programs is mandatory and school divisions are required to maintain attendance records. Although class scheduling and weekly hours of attendance are flexible, school divisions are expected to provide instruction for sufficient length and duration to maximize a student’s chance to pass the GED Tests on the first attempt.

ISAEP students and their parents must receive counseling on the impact of failing to complete a traditional high school program. School divisions should ensure that both parents and students are aware of the differences between the high school diplomas authorized by the Board of Education and the GED credential. Documentation of informed consent is required before a student may be granted an ISAEP and should be located and maintained in the student’s school records for the period of time prescribed by law.

Students with an ISAEP may elect to re-enroll in the regular school or other alternative school program for any reason prior to completing their plan. School divisions shall have written procedures that describe the provisions for re-enrollment.

Administrative Procedures

Any student or parent may request an ISAEP. However, school divisions must follow all of the following administrative procedures before a student may be granted an ISAEP.

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. 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 education assessment. At this initial meeting, parents will sign a consent form to attest that they have received full disclosure regarding 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 screening process and in the ISAEP. A reading achievement test, the GED Practice Test, and a career and technical education assessment 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 plan, if he or she qualifies.

The GED test battery is normed on graduating high school seniors throughout the United States. Because the tests measure the outcomes of a traditional high school education, certain levels of competence should be established for entry into the GED preparation/testing option. Both of the following minimum academic achievement criteria must be met for students to be granted an ISAEP:

- Students shall score 7.5 grade equivalent or higher on a recognized standardized measure of reading achievement.
- Students shall score 410 or higher on each of the subtests of the Official GED Practice Test.

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. Each student's plan should be clearly defined and include:

- measurable academic and career and technical education goals and objectives;
- attendance requirements for enrollment in GED preparation classes;
- attendance requirements for enrollment in career and technical education-related classes (e.g., employment, apprenticeship, cooperative learning experiences, paid or unpaid internships, and workplace readiness training);
- methods and time frame for evaluating student's progress;
- procedures to provide parents with regular progress reports, and
- requirements for program completion.

The student, the parents, the principal/designee, and other appropriate individuals are required to sign the initial ISAEP and any subsequent amendments. A student granted an ISAEP is not released from compulsory attendance until the school board deems all elements of a student's plan to be complete, which includes successfully passing the GED Tests. Any student who fails to complete the plan and does not return to school shall be deemed to be in violation of compulsory attendance requirements, and appropriate legal actions will be taken.

Step Four: Exiting the ISAEP Program

Students can exit the ISAEP program in one of the three ways described below:

- Students can be released from compulsory attendance by the local school board if the ISAEP is successfully completed, which includes successfully passing the GED Tests;
- Students can re-enroll in the K-12 program, including regular high school or some other alternative education program approved by the school board; or
- Students can discontinue their involvement in the ISAEP program and drop their enrollment in any recognized educational program. Such action would be a violation of compulsory attendance laws and will result in notifying the courts as appropriate.

School divisions shall report a change in a student's enrollment status to the Department of Education.