

TAP MANUAL

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Introduction

The Transition Alliance Program (TAP) started in 1998 and is a joint project of a Community School District and the Iowa Vocational Rehabilitation Services (IVRS). TAP is available to students with disabilities and designed to assist in transitioning from school to adult life. All students must be eligible for IVRS services to participate in TAP. TAP is funded jointly by the Community School District and IVRS. Each entity is responsible for fifty percent of the cost of the program. There is no cost to the student for their participation in TAP.

TAP provides a variety of vocational based individualized services that generally begin when the student is a sophomore in high school. TAP does not replace existing education or transition services to students that are mandated under the Individual with Disabilities Act (IDEA). The services that a student receives through TAP are new and enhanced services that are not provided by the school district.

TAP services are provided by a Transition Specialist that is hired specifically to work with students in TAP. While the School District may assign personnel who provide services covered by the IDEA to provide TAP services, the School District must carefully separate and document the hours and services provided by such personnel under the TAP program.

TAP is a results-driven program with a focus on assisting students with disabilities becoming career and college ready. The optimal goal for each TAP student is employment, whether that is directly out of high school, or after completing their post-secondary training. TAP is a year round program that follows the student after graduation until they reach the age of 25. This continued support after graduation provides a seamless transition for young adults leaving high school promoting success both at post-secondary education programs and employment.

Today, IVRS continues to offer opportunities for expanding TAP to other school districts across the state. For school districts interested in pursuing a TAP for their area, contact Ruth Allison at 515-725-2055.

Benefits of TAP

TAP is a mutually beneficial program for all entities involved with TAP. Below is a list of benefits specific to each entity.

Benefits to Students:

The student is the focus of the TAP and activities are directed to help her/him achieve successful employment in a job that matches his/her interests, strengths and preferences.

- Enhanced transition services beginning during the sophomore year of high school
- Individualized attention from the TAP staff to address transition needs
- Development of job-seeking and job - keeping skills
- Emphasis is placed on education and securing post-secondary training for career goal
- Transportation training
- Obtain necessary life skills to become more prepared for adult life
- Assistance in locating and maintaining employment
- Opportunity to move into education/training with support
- Continued support from TAP staff until student reaches age 25
- Year round support
- Focus on continued development toward being a responsible citizen and life-long learner

Benefits to Educators

The TAP staff provides added capacity to the school to assist in the transition of TAP students.

- TAP involvement in the IEP process to assist the team in planning transition services
- Connects school-based learning and workplace success
- Provide community based services for students
- Implementation of transition related goals and services beyond high school

- Assist and encourage achievement of individual goals
- Support and monitoring year round as individuals pursue life goals
- Receive Indicator 14 data on an annual basis
- Cost effective program

Benefits to Employers

- Offer employers a competitive advantage by referring pre-screened, qualified applicants
- Opportunities for on-the-job coaching and provide support to student
- Community is able to see businesses' commitment to hiring area youth
- Assists in building a diverse workforce
- Provide the most up-to-date information on disability related tax credits and deductions
- Reduced turnover and absenteeism
- Help employer build a future workforce by referring qualified interns and/or trainees who want to learn about the business while the employer gets an opportunity to view the quality of their work
- Follow - along services by TAP staff assists in employee and employer support

Benefits to IVRS

- Cost effective program
- Increases capacity of IVRS Counselors in serving transition age youth
- Increases successful employment outcomes (status 26 closures)
- Ability to use third party match to access additional federal funds to serve more individuals

Four Core Areas of TAP

The TAP is comprised of four core areas: referral and eligibility, assessment and diagnostic services, individualized plan for employment implementation and follow along and follow-up services. Each of these four core areas have required services, some of which are standardized from TAP to TAP and others that are customized to the school district. Each of the four core areas are described below.

Core Area 1: Referral and Eligibility

Recruitment of students:

In order to have a successful TAP, there must be a critical mass of students enrolled in program to make it both viable and cost effective for the school and IVRS. The first step in getting students into a TAP is connecting the student to IVRS in order to determine if the student is eligible for IVRS services. To be eligible for IVRS services, a student must have a disability, have barriers to employment, and be able to benefit from IVRS services. Generally, a student on an Individualized Education Plan (IEP) is eligible for IVRS services. Students on a 504 Plan or students with other disabilities such as asthma or diabetes could be eligible for IVRS services as well.

TAP staff recruits students from the school district for IVRS and refer all potential applicants to the IVRS Counselor assigned to the school. Students are recruited during their freshman year of high school. A student in their sophomore, junior, and senior year may also be recruited, but it is best to recruit early in the student's high school career so the student has the full benefit of TAP services that are provided while they are in high school.

Gathering and Providing Assessment Information:

When a student is referred to IVRS, TAP staff starts a TAP file for the student. The TAP staff gathers existing information from the school, such as the IEP, assessments that have been completed by the school, grades and test scores and provides this information to the IVRS Counselor. Additionally, the TAP staff complete an assessment(s) with the student to gather more information that can be helpful in determining IVRS eligibility and future transition planning with the student. This assessment should include gathering pertinent information from the student, teacher(s) and parent(s). All assessment results should be shared with the student, IVRS Counselor, parent(s) and teacher. One of the keys of a successful TAP is good communication and sharing information between the team working with the student. This sharing process should begin as soon as a student is identified as an applicant to IVRS.

Determining Eligibility:

Once the IVRS Counselor has secured information regarding the student, he/she will determine if the student is eligible for IVRS services. The eligibility decision should be communicated to the student, parents, TAP and teacher. If the student is found ineligible for services, TAP is not considered a viable option for the student. If the student is found eligible for IVRS services, a severity of disability is determined. Based on the severity of the disability, the student may be placed on an IVRS waiting list. While the student is on the waiting list they may not access TAP services. Once the student is removed from the IVRS waiting list, the IVRS Counselor will notify the TAP staff and the student may begin participating in TAP. Not all students eligible for IVRS will necessarily be in TAP. Participation of a student in TAP is driven by the student's need for the enhanced transition services offered by TAP. The IEP team will make the ultimate decision which students are accepted into TAP. If a student is not accepted into TAP, IVRS will continue to work with the student and provide transition services available through IVRS.

Core Area 2: Assessment and Diagnostic Services

Further Assessment Activities:

A student's initial participation in TAP will focus on helping him/her identify and develop a career goal through a self-discovery process. Existing information gathered during activities outlined under Core Area 1 will be reviewed with the student to identify what has changed and what is still consistent with the student's interests, strengths and preferences. Under Core Area 2, a number of different activities and services can be provided to the student including, but not limited to: job shadows, information interviews, community-based assessments, interest inventories, work experience, work site evaluations, career exploration, functional assessments, etc.

Students often have difficulty determining a career goal based on their limited knowledge of job requirements, labor market information and what would be a good job match for their strengths and skills. For a student to be successful in their career goal they need to understand the competencies that will be needed to obtain that job, academic requirements and hard and soft skills. TAP staff work individually with a student to help them understand the competencies needed as well as provide the experiences that allow them to make informed decisions and refine a career goal. For example, a student may indicate that she is interested in becoming an accountant. TAP staff could set up a job shadow with a local accountant so the student could observe the everyday work of an accountant and have a better idea of what an accountant does. Additionally, the TAP staff could provide labor market information on the projected job openings for an accountant as well as the academic training that is required. TAP staff could work with the student on their course of study in high school to ensure that the classes they are

taking in high school are consistent with the requirements of college. Based on these experiences, the student may decide that becoming an accountant is a good job match for her skills, or decide that she would like to look at other careers. If it is the latter, TAP staff would then begin to work with her on exploring other careers.

Core Area 3: Implementing the Individualized Plan for Employment

Identifying Career Goal

The primary goal of TAP is for the student to be competitively employed by the time they have completed their TAP services. An Individualized Plan for Employment (IPE) is developed within 120 days after the student has come off the IVRS waiting list. The IPE is written by the IVRS Counselor, with input from the student, parents and TAP staff. The IPE identifies the services that will be provided by TAP and/or IVRS. The career goal identified on the IPE should reflect high expectations for the student. TAP has a performance goal that eighty percent of students will be placed in jobs working 35 hours or more per week and making at least minimum wage. Any job is not a good job; rather the goal is to place students in occupations where they will be able to be self-sufficient with their earnings.

Life Skills Training

For students to be successful in obtaining and maintaining employment, TAP provides life skills instruction and job seeking and keeping skills. Life skills instruction can include, but is not limited to the following: self-advocacy training, hygiene discussion and clothing selections for the workplace, transportation training of bus routes, assist student in studying for driver's permit/license, budgeting, assistance with housing application and rental agreements, etc.

Job Seeking and Keeping Skills

Under Core Area 3, job seeking and keeping skills are provided and can include, but are not limited to: assistance in picking up, filling out and returning application forms, helping student obtain part-time paid work while in high school, mock interviews, addressing employer concerns related to the student, and helping the student to learn soft skills.

Paid Work Experience

Research indicates the number one predictor of employment success after high school for a student with a disability is having paid work experience while in high school. The employer and student's expectations increase when the student is being paid for their work. If paid work experience is not available, the student should have a work experience that is directly related to their employment goal.

Customized Training

One of the most effective practices in setting up a work experience for a student is designing a customized training for the student. TAP works closely with the employer in completing a job analysis which details the requirements of the job the student will be doing. Additionally, a training plan is developed that outlines the specific knowledge, hard skills and soft skills the student will be required to learn in order to complete the job satisfactorily. When the student is placed in the job, initial support may need to be provided by TAP in order for the student to learn the job. At some businesses the employer prefers to do the training. Frequent evaluations are completed to determine what skills the student is learning. Customized training opportunities may lead to the student being hired by the business. If the student is not hired, the competencies acquired during the customized training can be used as transferable skills that the student can use at another work site. IVRS found that sixty-seven percent of individuals that participate in customized training opportunities find employment, either with the business where they participated in the training opportunity or at another business where they can use the skills they obtained during the training.

Post-secondary Training

Students whose career goal requires additional academic training after high school are provided support by TAP staff. The initial support includes encouraging the student to take a rigorous course of study while they are in high school to be prepared for college coursework, which can include the students taking post-secondary option classes. TAP staff assists students in researching the appropriate training for their vocational goal and taking the student on college tours that offer training that is consistent with their vocational goal. Part of the tour includes the student meeting the Disability Support Services (DSS) provider at the college. TAP Specialists assist with paperwork associated with college, which may include helping the student and their family complete financial papers and getting copies of disability paperwork to the DSS Coordinator. When the student starts their post-secondary training, TAP staff follows-up with the student frequently during the first semester to ensure the student is being successful and accessing accommodations as needed. This intensive support before and during the first semester of college, has proven to be a very successful strategy for students going onto post-secondary training. After the first semester, TAP students generally are able to be self-directed and have the ability to self-advocate for their needs.

Employer Development

It is an expectation that TAP continually cultivates new employer relationships to increase student employment opportunities. Understanding employer's workforce needs and the competencies that are required to be hired by the business is vital in assisting students'

preparedness for employment. Helping employers understand that TAP is committed to providing good job matches with the employer's workforce needs is critical for a long-term relationship with the employer.

Some employers may be interested in work opportunity tax incentives that may be available for businesses that hire individuals with disabilities. TAP staff need to be well versed in these incentives and can access information about current incentives on the Iowa Workforce Development website. Generally, employers are more interested in hiring a competent employee that will meet their workforce needs than getting the tax incentives. However, this is an option that may be attractive to some employers.

Job Placement

TAP staff actively work with a student in securing the student's career goal identified on the IPE. Once the student is hired by an employer, TAP staff need to follow-up with the student and employer to ensure the student is being successful in the work environment. If there is a workplace issue that needs to be addressed, TAP should work proactively in addressing these needs both for the student and the employer.

Supported Employment

Some TAP students will be identified as needing Supported Employment Services (SES). SES is defined as the need for ongoing support and appropriate services that are needed to support and maintain an individual with most significant disabilities in their supported employment. In order to write an IPE for a student who will require SES, the long-term supports must be identified when the plan is written. Long-term supports can be provided through a private nonprofit organization, such as a Community Rehabilitation Partner, the employer or other appropriate sources.

The Iowa Model Job Readiness Employment Form must be completed for students who access SES. IVRS Counselors and other team members should be included in completion of this form.

IVRS Case Closure

Once a student is placed in the job goal identified on the IPE for ninety days, is satisfied with his/her job, and there are no issues with the job placement, the student's IVRS case file is closed. This is considered a successful closure (status 26).

Completion of Educational Surveys

TAP staff is required to complete the Department of Education's senior exit survey with all graduating students. Some students on an IEP will participate in high school longer than the

traditional four years. The senior exit survey will be completed when the student officially graduates from high school and is no longer on an IEP. (See Appendix Y)

The Department of Education's 1 year out survey is completed after the student has been out of high school for one year. This survey monitors progress of the student one year after graduation. (See Appendix Z)

The information obtained from the survey is available for school districts to review and provides a comparison of performance for TAP students, other students on IEPs that are not involved in TAP, and students that are not on IEPs.

Core Area 4: Follow along and Follow-up

Follow-along

Follow-along services are provided by TAP staff to assure that the student remains gainfully employed and achieves a successful transition after the IVRS case file has been closed. Follow-along services include a minimum of contacting the student quarterly for a year after IVRS case closure. Assistance with job retention, job placement or career advancement are typical services that are provided during this time. Information should be gathered on a yearly basis regarding hours being worked and the wage the student is earning.

If the student has service needs that are more substantial, the IVRS counselor should be notified to determine if post-employment services are needed. Post-employment services can be provided by IVRS to address: 1) the student's need for further IVRS services to maintain employment, 2) the need for services to maintain another job in the same general field, 3) the student does not require complex or comprehensive services unrelated to the last IPE. The scope of services that can be provided under post-employment include any vocational rehabilitation service or combination of services within the limitations established by the definition above. All individuals who meet the criteria for post-employment services can be provided these services without further consideration of the IVRS waiting list.

If the student does have complex and comprehensive service needs that are unrelated to their last IPE, the student should be connected to appropriate adult service agencies, including IVRS, and be staffed out of TAP.

Follow-up

Continued support to the TAP student is provided through follow-up services. Follow-up services continue until the student reaches age 25 and consist of, at minimum, annual contacts with the student. Services outlined under follow-along are provided during follow-up.

Information continues to be gathered on a yearly basis regarding hours the student is working and the wages they are earning.

Required Reports

TAP staff is required to submit reports to IVRS to document efforts in delivering services to TAP students as outlined in the four core areas.

Quarterly Reports

Quarterly reports (Appendix W) are submitted to IVRS that detail the TAP services and operations, participant characteristics, and outcomes achieved during the quarter. The quarters are based on the federal fiscal year, October 1 – September 30. Quarterly reports are due 30 days after the end of the quarter (January 30, April 30, July 30, and October 30).

Quarterly reports are sent to the IVRS Contract Manager via electronic mail. Signatures and certification may be provided by electronic signature or in portable document format (PDF). Hard copies of progress reports or attachments will not be accepted without the approval of the IVRS Contract Manager.

The content of the quarterly reports needs to contain: 1) Budget status update. Based on the approved budget contained in the contract, TAP staff will indicate if their program is within budget and provide a report of expenditures for the reported period. If over budget, TAP staff should indicate by how much, the reason why and the impact this will have on the TAP. Also, indicate a plan for addressing and remedying any actual or anticipated budget shortfalls. Changes to the Statement of Work due to budget considerations or changes in strategy must be approved by IVRS. 2) An updated Student Matrix including data necessary to compile performance measures. Include or attach supporting documents or information as needed. 3) Program status update describing primary tasks accomplished, any unexpected problems encountered and the impact or possible impact on overall performance of the Contract. 4) A report detailing any progress and delays on recommendations cited during the annual TAP Monitoring visit.

Year -End Summary Report

TAP will submit a summary report (Appendix X) at the end of the federal fiscal year in which it provides a description of activities undertaken in performance of the Contract during the previous year, including examples of specific achievements and outcomes. TAP will provide information demonstrating substantial progress in achieving the objectives of the TAP as well as data that assists IVRS in demonstrating the usefulness and effectiveness (including cost-

effectiveness) of the TAP. Continued funding of the TAP is contingent upon satisfactorily meeting the performance measures outlined in the contract.

TAP will submit information regarding students served for the fiscal year as well a projection of students who will be served in TAP the following fiscal year. Specifically, the following need to be provided:

- New applicants accepted into TAP
- Number of active students
- Number of follow-along students
- Number of follow-up students
- Number of student closed as successfully employed, status 26

The Year- End Summary Report is due October 30 of each year. TAP should submit the report to the IVRS Contract Manager via electronic mail. Signatures may be provided by electronic signature or in portable document format (PDF). Hard copies of the reports or attachment(s) will not be accepted without the approval of the IVRS Contract Manager

TAP Matrix

IVRS will supply to TAPs a Matrix on which TAP staff, in cooperation with the local IVRS office, will compile data on TAP participants related to the four core areas. The Matrix is submitted to IVRS as part of the Quarterly Reports and is used by IVRS to compile statistics used to measure the outcomes and objectives of the TAP.

The Matrix is an excel document which is separated into sheets used to record data for each of the core areas. Some of the core areas are divided into multiple sheets to make the Matrix easier to navigate. Note that some fields are locked and do not require data entry. Also, all fields have been formatted for the type of data that is to be recorded. The worksheets and workbook have been password protected to prevent TAP staff from reformatting cells or rearranging the layout of the sheets in the Matrix. Formulas have been written to calculate certain data so the Matrix needs to be used as provided by IVRS to protect the integrity of the data. However, TAPs can add additional sheets to their own Matrix to record data used for their own purposes.

Descriptions of each of the sheets and directions for data entry follow.

1. STUDENT LIST (Appendix H)

This page is called a “cheater sheet.” Enter student names, school name if applicable, anticipated graduation date and TAP status on this page. Update the participant’s TAP Status as they advance through the TAP Program. All other sheets “read” the data entered on this sheet so the data does not have to be re-entered on subsequent pages. The Student List sheet also has a column to indicate that a student’s record can be deleted at the end of the fiscal year. Once a student’s name is entered in the matrix, do not delete the information.

2. DEMOGRAPHICS (Appendix I)

- a. On line #1 of the spreadsheet, delete “School Name” and enter the name of the TAP. In cell E1 enter the end date for the reporting quarter. (Quarter 1 is December 31st, Quarter 2 is March 31st, Quarter 3 is June 30th and Quarter 4 is September 30th.) Once this data is entered on the Demographics sheet, it will populate to all other sheets in the Matrix.
- b. “Sort by Name” button. This button will run a script to alphabetize all sheets in the spreadsheet by participant names.
- c. “Sort by School” button. This button will run a script to sort the records by school name and then by participant names.
- d. “Sort by Grad Yr” button. This button will run a script to sort the records by the participants’ anticipated graduation year and then by participant names.
- e. Fields include Student Last Name, Student First Name, Student Middle Name or Initial, School Name, Anticipated Grad, and TAP Status—which will populate from the STUDENT LIST sheet, Date of Birth, Age and two User-Definable fields. TAPs are encouraged to use the extra fields to collect data for use at the local level.

3. CORE AREA 1—REFERRAL AND ELIGIBILITY (Appendix J)

- a. Student Name, School Name, Anticipated Grad and TAP Status will populate based on data entered on the STUDENT LIST sheet.
- b. Referral Subcategory. Enter the date the potential applicant was referred to IVRS. Use the date that the IVRS IPE-1 Rights and Responsibilities form was signed. The local IVRS office will provide the VR Case Number once a case file is opened.
- c. Applicant Services Subcategory. Enter “Yes” or “No” from the drop-down list indicating whether Assessments were completed or Diagnostic Information was collected on the applicant. Diagnostic Information includes any medical records or psychological reports collected that provide a disability diagnosis that can be used to determine eligibility for IVRS services.
- d. Eligibility Subcategory. Local IVRS staff will provide the date of IVRS eligibility and the waiting list category. If an applicant is determined ineligible for IVRS

services, then he/she is not eligible for TAP services. Applicants placed on the IVRS waiting list cannot receive TAP services until they are removed from the waiting list.

- e. Enter the Federal Fiscal Year that the applicant was accepted into the TAP program for TAP services. This decision can be made at any point up to and including plan development.
4. CORE AREA 2—ASSESSMENT AND DIAGNOSTIC SERVICES (Appendix K)
 - a. Student Name, School Name, Anticipated Grad and TAP Status will populate based on data entered on the STUDENT LIST sheet.
 - b. Local IVRS staff will provide the date the applicant is removed from the IVRS Waiting List.
 - c. Enter the date TAP staff complete assessment(s) necessary for plan development. Because services cannot be provided to TAP participants until after they have been removed from the IVRS waiting list, the “Date Assessment Completed” field should never predate the “Off VR Wait List” field. If it is determined that no additional assessments are needed for plan development, enter the date that determination was made or the IPE-2 Plan for Employment date if a determination date is unknown.
 - d. Days Difference Between off Waiting List and Assessment Completed will automatically calculate based on data entered.
 - e. Local IVRS Staff will provide the date the Individual Plan for Employment is completed with the student.
 - f. Days Difference Between Eligibility and IPE Date will automatically calculate based on data entered.
 5. CORE AREA 3—INDIVIDUALIZED PLAN FOR EMPLOYMENT IMPLEMENTATION; Plan Implementation (Appendix L)
 - a. Student Name, School Name, Anticipated Grad and TAP Status will populate based on data entered on the STUDENT LIST sheet.
 - b. Local IVRS staff will provide the SOC (Employment) Goal listed on the Individual Plan for Employment. This field represents the SOC code for the original employment goal ONLY. If the participant changes his/her employment goal, the new SOC code should not be recorded on the Matrix.
 - c. Indicate with “Yes” or “No” from the drop-down list whether post-secondary involvement or training is included on the Individual Plan for Employment.
 - d. Enter the most-recent federal fiscal year the student took classes in high school under Post-Secondary Enrollment Options. This field is only completed after a plan for employment has been developed and the class(es) taken align with the employment goal.
 - e. Enter the participant’s actual high school graduation date.
 - f. Enter the date the participant completed the Senior Exit survey.
 - g. Enter the date the participant completed the Senior Exit 1 year out survey.

6. CORE AREA 3—INDIVIDUALIZED PLAN FOR EMPLOYMENT IMPLEMENTATION; Training/Post-Secondary (Appendix M)
 - a. Student Name, School Name, Anticipated Grad and TAP Status will populate based on data entered on the STUDENT LIST sheet.
 - b. If applicable, list the most recent federal fiscal year that services were provided to the participant include Participation in a Four Plus Program, Customized Training with a Business, Supported Employment, Job Coaching, Paid Work Experience or Non-Paid Work Experience.
 - c. If applicable, enter the number of training institutions visited or toured by the participant that the TAP staff helped arrange or attended with the participant.
 - d. If applicable, list the post-secondary institution and federal fiscal year attended by the participant after high school graduation.
 - e. List the certificate or degree the participant is working toward in their post-secondary program (Training Certificate, 1-2 Year Voc/Tech Degree, Associates Degree, and/or Bachelor's Degree). If a participant achieves a second degree, update the field to indicate the most advanced degree.
 - f. In the appropriate cells, list the date the participant received the post-secondary degree. If the participant achieves a second degree, update the field to indicate the date he/she received the most advanced degree.
 - g. Provide the Major/Degree obtained by the participant (Training Certificate, 1-2 Year Voc/Tech Degree, Associates Degree, and/or Bachelor's Degree).
 - h. Enter the NCRC Certificate Type achieved by the participant (Bronze, Silver, Gold, Platinum). If the participant achieves a more advanced certificate, update this field.
 - i. Enter the date the NCRC Certificate was received. If the participant achieves a more advanced certificate, update this field.

7. INDIVIDUALIZED PLAN FOR EMPLOYMENT IMPLEMENTATION; Closure Status (Appendix N)
 - a. Student Name, School Name, and TAP Status will populate based on data entered on the STUDENT LIST sheet.
 - b. Enter the SOC Code for the occupation obtained by the participant. This may or may not be the same as the SOC code recorded from the original plan for employment.
 - c. Enter the name of the participant's employer.
 - d. Enter the date the participant's employment began.
 - e. Enter the date the IVRS case file closed.
 - f. Enter the IVRS closure status. Closure Statuses include 26-Employed and no longer in need of IVRS services, so IVRS case is closed successfully (must have been in Status 22-0 (employed) for at least 90 days); 28-IVRS case closed after an IPE was written and it is determined that suitable employment cannot be achieved; 30-IVRS case closed before an IPE was implemented, or 08-Closed before acceptance.

- g. Enter the participant's hourly salary at the time of IVRS case closure. This data may be provided by the local IVRS office.
 - h. Enter the number of hours the participant worked per week at the time of IVRS case closure. If the number of hours fluctuates from week to week an average should be used. Do not use a range of numbers (eg. 25-30, 40+) as numeric calculations cannot be performed on this data.
 - i. A field is provided for comments related to the participant's employment or reason for case closure.
8. CORE AREA 4—FOLLOW ALONG SERVICES (Appendix O)
- a. Student Name, School Name, and TAP Status will populate based on data entered on the STUDENT LIST sheet.
 - b. Enter the date client is contacted for follow-along services in the appropriate cell for each quarter of the federal fiscal year.
 - c. Wage and hour information should be collected at least annually. Enter the most current wage and hour information obtained from the participant. TAP staff may collect this data quarterly, but it is not required. If the participant reports that the number of hours fluctuates from week to week an average should be used. Do not use a range of numbers (eg. 25-30) as numeric calculations cannot be performed on this data.
 - d. A field is provided for comments related to follow-along services. The comments provided should belong to the quarter reported and then deleted after the matrix has been submitted as part of the quarterly report.
9. CORE AREA 4: FOLLOW-UP SERVICES (Appendix P)
- a. Student Name, School Name, and TAP Status will populate based on data entered on the STUDENT LIST sheet.
 - b. Enter the date the participant was contacted for Follow Up services.
 - c. Wage and hour information should be collected annually. Enter the current wage and hour information obtained from the participant. If the participant reports that the number of hours fluctuates from week to week an average should be used. Do not use a range of numbers (eg. 25-30, 40+) as numeric calculations cannot be performed on this data.
 - d. Enter the increase or decrease of wages and hours from the previous report.
 - e. A field is provided for comments related to follow-up services.
 - f. Enter the date the participant is discharged from TAP.
 - g. Enter comments to describe the reason for participant's discharge.
10. BUSINESSES (Appendix Q)
- A sheet is included in the Matrix to be used to track businesses with which employer relationships have been developed. The fields required by IVRS are highlighted in yellow on the worksheet. When a business is contacted, enter the business name and contact information and the date contacted. A business is considered to have risen to the level of a partnership when they provide a learning or employment opportunity for TAP

participants. Under each of the activities, list the number of participants who received the service from the business. The activities demonstrate partnership activities during the current federal fiscal year. Once the matrix has been submitted with the annual report, the activities should be deleted and started anew for the new federal fiscal year.

Monitoring

TAPs are monitored for compliance with performing the duties of the contract. The following describes in details the monitoring efforts that will be completed by IVRS.

Reports and Financial Statements:

TAP submits reports of program and financial activities on a quarterly basis. IVRS reviews the reports for completeness and to determine if the TAP has satisfactorily performed services required by the contract. IVRS may withhold payment for services that were not satisfactorily performed.

Site Visits:

At its discretion, IVRS will make visits to the TAP site to inspect and review the TAP's place(s) of operation to inspect and review the TAP's physical facilities, financial records, case files and operational policies and procedure, including but not limited to, firsthand observation of TAP's delivery of services and any other aspects of TAP's program as may be reasonably necessary to ensure compliance with the TAP contract.

Technical Assistance:

IVRS may visit TAP's place of operation and communicate with its staff to assist the TAP in the performance of its responsibilities under the contract and to ensure satisfactory progress.

Contacts with staff and students:

IVRS may telephone, personally contact or otherwise interview staff or TAP students as necessary to ensure compliance with the contract.

Monitoring and evaluation reports:

TAP will furnish to IVRS reports, results of investigations, or any other information resulting from any monitoring and/or evaluation by any entity of its program and/or operation in a timely manner.

TAP Monitoring Tool:

A monitoring tool summarizing how TAP will be monitored is included in Appendix U. The monitoring provides further descriptors of documentation that should be available to demonstrate compliance with the TAP contract.

Corrective Action Plan:

A Corrective Action Plan is required to be completed after a TAP monitoring visit has identified any recommendations to the TAP. These recommendations have to be addressed and corrected for continued funding under the contract. TAP staff will need to submit the corrective action plan (Appendix V) within 45 days after the monitoring visit. If the Corrective Action Plan is approved by the IVRS Contract Manager, TAP will then submit quarterly updates and documentation on their progress. These quarterly updates are included in the quarterly reports.

Financial

Match Requirements

IVRS develops TAP contracts as third party cooperative arrangements allowed under federal regulations. Third party cooperative arrangements allow IVRS and the school district to share in the costs of the program on a 50/50 match basis. The school district's share is referred to as certified non-federal match and must be from nonfederal sources and cannot be used to match other federal funds. The school district must be able to document the source of funds used for their certified non-federal match.

Budgets

A detailed, line- item budget with a narrative explanation identifying only allowable costs is developed by the school district for the federal fiscal year. Third party cooperative arrangements require that all expenditures are allowable, allocable, and necessary to the vocational rehabilitation program. This means that both the IVRS share and the district's certified non-federal match must be for allowable costs that are allocable to the TAP. Allowable costs are defined by EDGAR (34 CFR Part 80 Subpart C), OMB Circular A-87 (2 CFR Part 225) and the State Accounting Policies & Procedures Manual. Transition activities required to be provided by the school under IDEA (Individuals with Disabilities Education

Improvement Act) cannot be paid through TAP. TAP services can only be provided to applicants for, and recipients of, vocational rehabilitation services.

IVRS will review the budget and narrative to ensure costs are allowable and allocable to the TAP. Budget items identified by the school district must support the Statement of Work outlined in the contract. The budget narrative must outline the budget items and how the costs will be documented. IVRS' contractors must adhere to the same travel rules that apply to employees of the state of Iowa if they wish to be reimbursed by IVRS for travel costs. (See Appendix A for a summary of these travel rules.)

When looking at the funds available to sustain your TAP, you may have questions regarding the use of special education funds. Dr. Barbara Guy, Transition Consultant, and Steve Crew, Special Education Finance Administrative Consultant, have sent a letter (dated 11/18/2011) to Superintendents and AEA Special Education Directors participating in TAPs answering the most commonly asked questions (Appendix B).

Claims

The school district will claim expenses and certify non-federal matching dollars to IVRS as follows:

- The school district will operate the TAP and pay all expenses according to the approved budget.
- On a quarterly basis, TAPs are asked to prepare a General Accounting Expenditure Form (GAX) for the preceding period (example provided in Appendix C). We ask that you please submit your billings within one month after the last month for which you are claiming. For example, if you're claiming for expenses incurred April 1st through June 30th, please submit that claim to IVRS by July 31st.
- The GAX will itemize the full amount of all expenses by budget line of the project for the quarter and documentation to support the expenses must be submitted with the GAX. All claims need to include only allowable direct costs. Indirect costs (costs which cannot be tracked to a timesheet, invoice or other means of documenting expenses directly related to the TAP) are not allowable.
- The school district's 50% certified non-federal match will be subtracted from the total expenses to calculate the 50% amount that IVRS will reimburse to the school district.
- The GAX claims should be submitted on an accrual basis; for example, if you incur an expense in May you should include it on your GAX for April to June expenses. This is especially important at the end of the State Fiscal Year and Federal Fiscal Year as follows: 1) Any expenses incurred through June 30 need to be claimed as June expenses even if they are not paid for until after June. 2) At the end of the contract

year, any expenses incurred through September 30, need to be claimed for as September expenses even if they are not paid for until after September.

- The GAX will contain the following statement “The funds used to pay the expenditures certified herein are non-federal funds and these funds have not been used to match other federal funds”.
- A person authorized to do so by the school district will sign the GAX.

The GAX will be sent to IVRS for review and approval upon receipt of completed quarterly program reports. The IVRS Financial Section will process the GAX and make payment to the school district based on the match rate of 50% of the amount of total expenses listed on the GAX.

To summarize, the school district will certify non-federal match by reporting actual expenses for the project to IVRS. IVRS will reimburse the school district for 50% of the expenses. Individual line item expense amounts that exceed the budgets for the line items require an explanation and contract amendment (see Contract Amendments). (Appendix G)

Financial Monitoring and Documentation Requirements

- Every expense incurred and claimed must have supporting documentation consisting of invoices, mileage logs, Personnel Activity Reports (PARs) for employees who work less than full-time on the project, payroll journals, bids for equipment purchases over \$5,000 and anything else that supports amounts claimed on GAX.
- IVRS will ask for documentation supporting each quarter’s claimed expenses. IVRS Financial staff audit every claim submitted by the TAPs, but once per Federal Fiscal Year IVRS selects one claim and completes an official monitoring checklist for that claim (See Appendix D for an example of this checklist). The claim and monitoring checklist are then provided to State/Federal auditors as an example of IVRS’ monitoring activities. At a minimum, IVRS staff will audit for compliance as follows:
 - All expenses charged are included in the contract budget and are allowable expenses;
 - All expenses are charged to the correct fiscal year;
 - No budget line items were exceeded;
 - The existence of supporting documentation for each expense claimed;
 - Amounts charged on the General Accounting Expenditure (GAX) document are consistent with supporting documentation
- If you have staff that work on projects or activities in addition to TAP, it is required that they keep a PAR (Personnel Activity Report) to track their hours for each project or activity. Per OMB Circular A-87, the PARs must meet the following standards: 1) They must reflect an after the fact distribution of the actual activity of each employee. 2)

They must account for the total activity for which each employee is compensated. 3) They must be prepared at least monthly and must coincide with one or more pay periods. 4) They must be signed by the employee. It is also required that you claim only the amount of their salary that is in proportion to the hours they worked on the project. This means that if the employee's hours fluctuate from month to month, the amount of their salary that is claimed to the project will also fluctuate from month to month (see Appendix E for an example of a PAR).

- If you have staff that work solely on the TAP program, charges for their salaries and wages will be supported by periodic certifications that the employee(s) worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having firsthand knowledge of the work performed by the employee (see Appendix F for an example of a time certification form).
- At the end of the contract year when it appears that all claims have been submitted to IVRS and paid and any monitoring questions have been clarified, IVRS will send a close out letter to contractors. This letter will give an overview of the monitoring results (both programmatic and fiscal) and show the total amount of expenditures during the fiscal year as well as the total amount of expenditures from previous fiscal years. We ask that you respond to this letter within 30 days.

Audit Reports

Audit reports are required to be submitted within 30 days of receipt by contractor. If the audit report does not contain a Schedule of Expenditures of Federal Awards (SEFA) IVRS requires an explanation, written either by the contractor or the contractor's auditor, stating that the contractor was not required to have a single audit per OMB Circular A-133. If the audit report does have a SEFA, IVRS monies should be reported as CFDA (Catalog of Federal Domestic Assistance) # 84.126. IVRS will review the entire audit report and the funds listed in the SEFA will be compared to IVRS' records of expenditures for the period in question. If the amount of funds listed in the SEFA does not match IVRS records, an explanation of the discrepancy will be requested. The discrepancy will be documented on the close out letter.

Contract Amendments

Monitoring of budget line item amounts needs to be performed throughout the contract year. If changes need to be made to move money already budgeted for line items to different line items or to change the total of the contract, this can be done through a contract amendment. Contract amendments can be requested via an e-mail to the Contract Manager or financial contact. The e-mail should include the dollar amounts to be moved for each category and the reason for the amendment. (See Appendix G for an example of a contract

amendment). If the Contract Manager approves of the amendment, an official amendment form will be completed by IVRS and must be signed by both the contractor and IVRS.

Out of State Travel

Travel outside the State of Iowa for gatherings of members of any association or society while attending conventions, meetings, or conferences must be approved in advance. This also applies to contractors representing the State. Ideally, all requests for out-of-state travel will be discussed with the Contract Manager before the contract is signed. The Contract Manager will then have time to seek approval for this travel through IVRS Administration. The costs for this travel would be included in the budget submitted to IVRS and a description of the trip and how it will benefit the TAP program should be included in the budget narrative as well.

However, if the out-of-state travel becomes an opportunity after the contract has already been signed, the appropriate TAP personnel will still be required to seek prior approval for this travel through the Contract Manager. Approval should be sought in a timely manner with the understanding that if the request is brought to the Contract Manager too late, IVRS will not be able to approve/reimburse the travel expenses.

Please read the contract and contact Iowa Vocational Rehabilitation Services regarding anything you are unsure about.

Request to Start a TAP

Districts interested in exploring TAP for their school should first contact Ruth Allison at ruth.allison@iowa.gov to begin discussions. It generally takes a year of planning to begin a TAP and the following steps outline the process.

Initial Meeting

Initial considerations will include: the number of students in the district who are currently IVRS clients, the total number of IEP students within the district, the current collaboration between the district and IVRS and the enhanced and new services that could be provided through the TAP. These considerations can be discussed in a group meeting with school administrators, the IVRS Supervisor assigned to that area, the IVRS counselor assigned to the school and the IVRS Contract Manager.

Visit to other TAPs

If this initial conversation appears amenable to starting a TAP in the district, school administrators and IVRS staff working in the high school are encouraged to visit one or two existing TAPs to gather additional information. This process has been very helpful to other districts as they have made decisions on whether a TAP would be a good fit for their district.

Completion of the Service Gap Analysis

After visiting other TAPs, the district and IVRS staff will need to complete a Service Gap Analysis where they will describe what existing services are currently being offered to all students within the district and what enhanced and new vocational services will be provided by TAP. A service gap analysis form can be located in the Appendix S. This form will need to be submitted to the IVRS Contract Manager. After receiving the Service Gap Analysis, the IVRS Contract Manager will convene a meeting with the district and IVRS staff to finalize the Service Gap Analysis form. If it is determined that new and enhanced services cannot be delivered through a TAP contract, the district will be notified at this meeting. If the Service Gap Analysis form indicates that new and enhanced services can be delivered through a TAP contract, further work will continue.

The next step in starting a TAP is completing the Intent to Proceed form (Appendix R). This form outlines the new and enhanced services that will be offered through the TAP contract as well as a proposed budget for the TAP. It is understood that it is indeed a “proposed budget” and there are no expectations by IVRS that this will be the final budget, rather IVRS desires an estimate of the proposed cost for the TAP. This form needs to be submitted to the IVRS Contract Manager. This step signifies that the district has made a decision to move forward in implementing a TAP.

After the Intent to Proceed form has been received by the IVRS Contract Manager, work will begin on writing a contract between IVRS and the school district. A final budget and statement of work will need to be developed by the school district and submitted to IVRS for approval. Once the contract is written, the Superintendent and Administrator of IVRS will sign the contract. New TAP contracts generally begin July 1st and continue through September 30th of the following year. The July 1st date is used so districts can hire TAP staff prior to the start of the school year. After the initial contract has been executed, amendments are written for the federal fiscal year of October 1st through September 30th.

Appendix A

IN-STATE SUMMARY OF TRAVEL REIMBURSEMENT GUIDELINES

Updated 1/19/2012

From DAS-SAE Website With Additional IVRS Clarifications

IN-STATE MEAL REIMBURSEMENT RATES - Only allowed if in "overnight status." The amounts include tax and tip, up to 15% of the net amount of food purchase. Detail receipts are required for any meal reimbursement. Credit Card slips are not considered a receipt. Breakfast is allowed if you leave before 6:00 AM and dinner if you return after 7:00 PM. The rates are Breakfast - \$5.00, Lunch - \$8.00 and Dinner - \$15.00 or if entitled to all 3 meals a total of \$28.00 per day.

LODGING - Employees and contractors will be reimbursed for lodging up to \$55.00 per night plus applicable taxes for the area. Request the government rate. Itemized receipts with method of payment shown are required. To calculate the amount of lodging to be reimbursed, divide the total tax amount by the amount of lodging on the receipt to get the tax rate percentage. Then multiply \$55.00 by the percent to get the taxable amount. Add that to the \$55.00. For example: \$6.60 is total tax for a \$60.00 lodging fee. $\$6.60/\$60.00 = 11\%$. $\$55.00 \times 11\% = \6.05 . $\$55.00 + \$6.05 = \$61.05$ (allowable lodging amount to claim).

MILEAGE - The standard mileage reimbursement rate is 0.39¢ per mile. However, IVRS will reimburse the lesser of \$.39 per mile or your school's mileage reimbursement rate.

OTHER - The employee or contractors is responsible for the cancelation of all reservations and registrations. If canceling for personal reasons, the employee or contractor must pay any fees. If canceling due to a serious illness or death in the immediate family, the department head must approve the reimbursement.

Appendix B



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

Date: November 18, 2011

To: Superintendents of districts participating in the Transition Alliance Program (TAP); AEA Special Education Directors

From: Barbara Guy, Consultant, Transition
Steve Crew, Administrative Consultant, Special Education Finance

Re: Use of Special Education Financing for the Transition Alliance Program

Several questions have emerged as our experience with the Transition Alliance Projects increases and the success of these projects becomes evident. Most of the questions related to use of special education funds to support the projects. This memo is an attempt to clarify the procedures for use of special education funds for Transition Alliance Programs. Further questions should be addressed to either Barbara Guy (515/281-5265) or Steve Crew (Steve.Crew@iowa.gov).

Question 1: Can special education funds be used to support programs that include individuals who are not eligible for special education?

Because special education monies are used to support half of the costs of TAP projects and Vocational Rehabilitation funds are used to support the other half, participants may meet eligibility requirements of either agency. Individuals who are not IDEA eligible may be served by TAP due to DVRS eligibility. The district, however, needs to be able to ensure that the match dollars provided by the district are being used for IDEA eligible students (either resident or nonresident).

Question 2: How should use of special education funds be reported?

- Districts are to report TAP expenditures and revenues not in excess of the match dollars.
- TAP students from the district are to be reported as district students in district program. TAP students from other districts are to be reported as tuition in students.
- TAP students are to be counted on the last Friday in October's Special Education Certified count according to the weighting or level designated on their most current IEP.

Question 3: How is a student's weight affected by attending TAP?

Typically, a student's weighting would remain the same as when services were received at the school setting. A change in weighting (as assigned by the AEA Director of Special Education) is possible if the IEP team determines that the student's current needs require a change in the level of support.

Question 4: How is time in special education reported on IEPs of students in the TAP project?

Time spent in the TAP project would be considered as time in special education. It should be combined with any other time spent in special education at other locations and reported on the IEP.

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.educateiowa.gov
Championing Excellence for all Iowa Students through Leadership and Service

Appendix C

Attach supporting documentation to the back of this form		STATE OF IOWA				GAX	
BUDGET FY		GENERAL ACCOUNTING EXPENDITURE				DOCUMENT NUMBER	
		DATE	ACCTG PERIOD (mm/yy)				
VENDOR CODE XXXXXXXXXXXX			DEPARTMENT NAME Iowa Vocational Rehabilitation Services				
VENDOR NAME AND ADDRESS Example Vendor Address Information			BILL TO ADDRESS (ORDERING DEPARTMENT) Attn: Ruth Allison Iowa Vocational Rehabilitation Services 510 E 12th St Des Moines IA 50319			SHIP TO ADDRESS	
TERMS		FOB	ORDER APPROVED BY			GOODS RECEIVED/SERVICES PERFORMED	
						DATE INITIALS	
QUANTITY		VENDOR'S INVOICE DATE		VENDOR'S INVOICE NUMBER			
ORDERED	RECEIVED	UNIT OF MEASURE	DESCRIPTION			UNIT PRICE	TOTAL PRICE
			Contract # XXXXXXX				
			Expenses for the quarter 10/1/12 to 12/31/12				
			Salaries			-	
			Fringe Benefits			-	
			Travel			-	
			Instructional Materials & Supplies			-	
			Phone & Cell			-	
						-	
						-	
						-	
						-	
						-	
The funds used to pay the expenditures certified herein are nonfederal funds and these funds have not been used to match other federal funds.						-	
						-	
			Subtotal				0.00
			Less certified match @ 50%				0.00
DOCUMENT TOTAL							\$0.00
CLAIMANT'S CERTIFICATION				DEPARTMENT CERTIFICATION			
I CERTIFY THAT THE ITEMS FOR WHICH PAYMENT IS CLAIMED WERE FURNISHED FOR STATE BUSINESS UNDER THE AUTHORITY OF THE LAW AND THAT THE CHARGES ARE REASONABLE, PROPER, AND CORRECT, AND NO PART OF THIS CLAIM HAS BEEN PAID.				I CERTIFY THAT THE ABOVE EXPENSES WERE INCURRED AND THE AMOUNTS ARE CORRECT AND SHOULD BE PAID FROM THE FUNDS APPROPRIATED BY:			
DATE		TITLE		CODE OR CHAPTER SECTION(S)			
CLAIMANT'S SIGNATURE							
DOCUMENT TOTAL							0.00
GAX		WARRANT #		PAID DATE			

Appendix D

Contractor _____ Contract Number _____		
Type of Review	On-Site Review _____ Off-Site Review _____	
Date documentation received _____	FFY _____	
Date of review _____		
Date of approval _____	Month(s) Reviewed _____	
		Criteria Met Yes/No or NA
BUDGET		
Contractor copy of budget (most recent version) matches that of IVRS		
Contractor has not exceeded budget amounts in any category		
All charges were claimed during proper fiscal year and to the correct contract		
Comments:		
SALARIES		
Payroll documentation was provided to support dollar amounts claimed		
Timesheets were provided to document time spent if employee worked less than 100% of their time on project.		
Employees did not work more hours than allowed for in budget		
Total salary costs claimed did not exceed actual costs per employee		
Positions claimed are included in the budget narrative		
Comments:		
FRINGE BENEFITS		
Payroll documentation was provided to support dollar amounts claimed		
Benefit costs claimed are allowable and included in budget narrative		
Benefits were calculated in an allowable manner and amounts are acceptable		
Comments:		
TRAVEL		
Travel logs were provided to document number of miles charged and demonstrate travel was project related		
Travel was not charged at a rate higher than allowable		
Travel costs are included in the budget narrative		
Comments:		
SUPPLIES		
Invoice amounts match amount claimed		
Costs are included in budget narrative		
Comments:		
OTHER (NOT LISTED ABOVE) PLEASE SPECIFY _____		
Invoice amounts match amount claimed		
Costs are included in budget narrative		
Comments:		
Any problem discovered as a result of financial review has been resolved		

Appendix E

Employee Activity Report for:		Gross Pay to be Allocated =							
Day of the Week	Date	General Activities	TAP Activities	Sick Leave	Vacation	Holiday	Total Work Time	Total Time	
Monday	10/1/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Tuesday	10/2/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Wednesday	10/3/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Thursday	10/4/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Friday	10/5/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Saturday	10/6/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Sunday	10/7/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Monday	10/8/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Tuesday	10/9/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Wednesday	10/10/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Thursday	10/11/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Friday	10/12/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Saturday	10/13/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Sunday	10/14/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Monday	10/15/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Tuesday	10/16/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Wednesday	10/17/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Thursday	10/18/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Friday	10/19/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Saturday	10/20/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Sunday	10/21/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Monday	10/22/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Tuesday	10/23/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Wednesday	10/24/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Thursday	10/25/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Friday	10/26/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Saturday	10/27/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Sunday	10/28/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Monday	10/29/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Tuesday	10/30/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Wednesday	10/31/2012	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL =							0.00	0.00	
Total Payroll Hours per Activity		0.00	0.00	0.00	0.00	0.00			
Salary per Activity		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Total Leave Pay to be Allocated		#DIV/0!							
Final Personnel Expense		#DIV/0!	#DIV/0!						
Employee Signature:							Date:		

Appendix F

Time Certification Form

I certify that 100% of my time was spent performing the activities described below under the Transition Alliance Program (TAP) for the period DATE, through DATE.

Activities:

Employee Signature: _____

Position: _____

Date: _____

Supervisor Signature: _____

Date: _____

Appendix G

I

AMENDMENT TO CONTRACT # 10-TAP-01

This amendment is dated April 1, 2012 and amends the Transition Alliance Program (TAP) contract with beginning date of October 1, 2011 and ending date of September 30, 2012, between Iowa Vocational Rehabilitation Services and Cedar Falls Community School District. The parties amend the contract as follows:

1. The parties hereby agree to change the budget categories of the contract as listed below:

**Increase Phone & Cell by \$150.00
Decrease Equipment by \$150.00**

2. The following is an explanation for the amendment:

Cell phone costs have been slightly higher than anticipated. This amendment moves funds from the Equipment budget line to cover the costs for cell phones TAP staff at Cedar Falls Community School District.

3. The total amount of the contract has changed by \$0.00.

Iowa Vocational Rehabilitation Services

By: _____
David L. Mitchell

Contractor

By: _____

Appendix L

Student Name		III. Core Area 3: Individualized Plan for Employment Implementation										
PLAN IMPLEMENTATION		SOC Goal (Employment Goal)	IPE Developed to include post-secondary involvement or training YES/NO	Most Recent FFY Post-Secondary Option Classes Taken in HS after IPE Developed	Date High School Graduation	Date Education's Senior exit survey completed	Date Education's Senior exit survey completed 1 year	School Name	Anticipated Grad	TAP Status	Delete This Record at FFY End	
5	--	--	--	--	--	--	--	--	--	--	--	
6	--	--	--	--	--	--	--	--	--	--	--	
7	--	--	--	--	--	--	--	--	--	--	--	
8	--	--	--	--	--	--	--	--	--	--	--	
9	--	--	--	--	--	--	--	--	--	--	--	
10	--	--	--	--	--	--	--	--	--	--	--	
11	--	--	--	--	--	--	--	--	--	--	--	
12	--	--	--	--	--	--	--	--	--	--	--	
13	--	--	--	--	--	--	--	--	--	--	--	
14	--	--	--	--	--	--	--	--	--	--	--	
15	--	--	--	--	--	--	--	--	--	--	--	
16	--	--	--	--	--	--	--	--	--	--	--	
17	--	--	--	--	--	--	--	--	--	--	--	
18	--	--	--	--	--	--	--	--	--	--	--	
19	--	--	--	--	--	--	--	--	--	--	--	
20	--	--	--	--	--	--	--	--	--	--	--	

Appendix M

Student Name		Most Recent FFT Participated in a Four Year Progr	Most Recent FFT Customized Training Services	Most Recent FFT participated in Supplemental	Most Recent FFT participated in Career	Most Recent FFT participated in Peer Ment	Most Recent FFT participated in Peer	Number of Training Activities or Visits	Part-time/secondary participation after 9:00am	Most Recent FFT Part-time/Secondary	Certificate Type	Date Degree/FC art/ Recert	Major/ Degree/ Obtained	NCRC Certificate Type	NCRC Certificate De	School Name	Anticipated Grad	TAP Status	Date of Last Record at FFT End
5	
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Appendix R

Letter of Intent to Proceed

Dear :

Iowa Vocational Rehabilitation Services (IVRS) is interested in expanding the Transition Alliance Program in strategically identified areas of the State of Iowa where there appears to be a significant need in assisting youth transition from secondary to post secondary environments. As such your district has been identified as an area that might benefit from this service and where strong collaboration already exists in serving youth in transition. If you are interested in developing a cooperative agreement with IVRS for the 2012-2013 school year we ask that you send us a *Letter of Intent*.

The Letter of Intent should contain the following information:

1. Brief description of the scope of work that identifies the services the TAP will provide that are not the usual or customary services provided by the district, (i.e. assessment, training, placement, connection with IVRS staff, etc.);
2. Date by when the district plans to start the program;
3. Anticipated costs of the new TAP for the first year.

IVRS recognizes that costs and dates may change as a more fully defined description of the program emerges through program development. This letter is not binding, but simply allows IVRS to plan on budgeting and cost allocations, as well as a training and monitoring schedule for your project, should you proceed as planned.

We respectfully request to receive this letter by the end of the calendar year, December 31, 2011. If you have any questions about this letter please do not hesitate to contact me. If you require additional information to make a decision or develop your program please feel free to involve me at any time. I am here to assist you as much as possible as you consider entering into this partnership.

I look forward to hearing from you.

Sincerely,
Iowa Vocational Rehabilitation Services

Ruth Allison, Administrative Consultant
Rehabilitation Services Bureau
510 East 12th Street
Des Moines, Iowa 50319

Directions: Please review the following areas in your contract and provide an update on what the school is currently providing as well as what TAP is providing in each area. The services that are being provided for TAP students need to be different than what is provided by the school. If you have questions, please contact Ruth.

II. Core Area 2: Assessment and Diagnostic Services

A. School District Responsibilities.

1. Provide eligible students with assessment and diagnostic services described below:

School District:

TAP:

(List above in detail the actual assessment and diagnostic services the School District will use and how they are different from what non-TAP students receive.)

2. Identify expanded assessments needed to identify an employment goal and complete assessments with student.

School District:

TAP:

(List expanded assessment and diagnostic services the School District will use and describe how they are different from what non-TAP students receive.)

III. Core Area 3: Individualized Plan for Employment Implementation

A. School District Responsibilities.

1. Provide life skills instruction that assist eligible students to obtain and retain employment.

School District:

TAP

(Describe here the life skills instruction the School District has established for eligible students and how they are different from what non-TAP students receive.)

2. Provide job seeking and keeping skills.

School District

TAP

(Describe here the job seeking and keeping skills instruction the School District has established for eligible students and how they are different from what non-TAP students receive.)

3. Provide guidance and information on post-secondary education and training opportunities to students.

School District:

TAP:

(Describe here the guidance and information regarding post-secondary education and training opportunities the School District has established for eligible students and how the guidance and information is different from what non-TAP students receive.)

Appendix T

Training Plan for TAP Staff

Trainee: _____

	Staff Trainer	Date
Overview of IVRS – Responsible partner – IVRS Supervisor and Counselor		
<ul style="list-style-type: none"> Recruitment of VR clients Gathering information for eligibility Eligibility Waiting List Different Statuses 		
TAP Contract – Responsible partner – IVRS Administrative Consultant		
<ul style="list-style-type: none"> Four Core Areas of Contract Completing the TAP Matrix Completing quarterly reports Monitoring visits and follow-up 		
Individual Education Plan – Responsible partner – District Staff		
<ul style="list-style-type: none"> Indicator 13 Indicator 14 How to work with HS/IVRS staff in determining which students are appropriate for TAP How to effectively participate in IEP meetings, understanding role of TAP staff at IEP meeting and the types of questions to ask as well as information that should be shared with IEP team. 		
Collaboration in assisting student achieve employment goal – Responsible partner – IVRS Supervisor/Counselor and District Staff		
<ul style="list-style-type: none"> Importance of ongoing assessment in helping a student determine employment goal Developing an Individualized Plan for Employment (IPE) through a collaborative approach and aligning it with information in the IEP. 		
Employer Development – IVRS and District Staff		
<ul style="list-style-type: none"> How to approach and develop business relationships with employer Customized Training Alignment of employment goals with job exploration/placement Job placement and retention Employer follow-up and sustaining business relationships 		
Other – new TAP staff should complete the following one-day job shadows:		
<ul style="list-style-type: none"> Mt. Ayr – Work Experiences and incorporating employability skills in daily learning Sioux City – Summer Program and Work Experience Waterloo – Assessments and alignments of IEP/IPE 		

Appendix U

Item to be Monitored	How it will be Monitored	Related TAP Performance Measure or RSA Requirement	Related Source (Report or Matrix Data)
Statement of Work, Student matrix and performance measures	Review the student matrix for completeness each quarter and analyze the statement of work including performance measures; IVRS will compare data to the IRSS system.		Completed Student Matrix, Quarterly Reports and/or Annual Report
Core Area 1: Referral and Eligibility Services			
Applicant referral information	Student matrix will show the number of referrals to IVRS; TAP file will confirm application materials have been completed and include a copy of the IPE-1.	Maintain or increase the number of potential applicants from the previous contract year.	IVRS Case Number, Date Potential Applicant Referred to VR, Total Referrals from previous year's Annual Report
Applicant assessment and diagnostic information	Student matrix will indicate completion; TAP file will contain completed assessment and diagnostic information.	100% of cases with eligibility decisions have assessment and diagnostic services indicated in the matrix.	Assessment Yes/No; Diagnostic Yes/No
IVRS eligible students and waiting list category	Student matrix will indicate the date of eligibility decision and wait list category, if applicable; IVRS file and TAP file will contain a copy of the eligibility decision completed by the IVRS Counselor.	100% of referrals will have eligibility decisions within 60 days or signed extension	Date of IVRS Eligibility and WL Category
Core Area 2: Assessment and Diagnostic Services			
Participation in IEP meetings	TAP file will contain a copy of the IEP with evidence of TAP participation.		
Assessment and diagnostic information	Student matrix will indicate completion; TAP file will contain completed assessment and diagnostic information.	At least 85% of assessments completed within 120 days and 100% of assessments completed within 140 days.	Date Off VR WL, Date Assessment Completed
IPE development for optimal employment	IVRS file and TAP file will include evidence of input/information provided to IVRS Counselor and student. TAP file will include a copy of the IPE. IPE's will be developed to work at	100% of cases will have the IPE written within 120 days of WL release or signed extension.	Date Off VR WL, Date Assessment Completed, IPE Date, SOC Goal

least 35 hours per week or case notes will demonstrate why fewer hours are appropriate.

Core Area 3: Individualized Plan for Employment Implementation

Partnerships with local businesses	Business Contacts matrix will document partnership activities .	At least 10% annual increase in the number of businesses that enter into an employment partnership.	Business Name, Contact Date, Date Partnership Began, Partnership Activities
Life skills, job seeking and keeping skills	IVRS file and TAP file may include evidence of student participation; class rosters may be used to document student participation; curriculum must be available for review.		Quarterly and Annual Reports include an overview of services provided.
Post-secondary education and training opportunities	Student matrix will document participation in post-secondary option and college visits; IEP post-secondary expectations and the IPE employment goal are consistent with student's attendance at a post-secondary program.	At least 30% of TAP student will attend post-secondary education or training.	IPE Date and IPE Developed to include Post-Secondary Training, PSEO Classes Taken, Most recent Post-Secondary Year Attended, Post-Secondary and Training Services, Degree(s) Earned

Core Area 3: Individualized Plan for Employment Implementation

Customized training opportunities (Only if customized training is included in the contract statement of work.)	IVRS file and/or TAP file will include a copy of the customized training plan.		Customized Training identified under Core Area 3: Training and listed under Businesses: Customized Training Opportunities
Supported employment services	IVRS file and/or TAP file will include a copy of the Iowa model for supported employment.	Verify documents are in the case file for cases identified under Core Area 3: SE	Supported Employment under Core Area 3
Short-term job coaching	Student matrix will document service provided.	Job Coaching Services identified under Core Area 3: Training.	Job Coaching Services
Student negative work-related behaviors	Business Contacts matrix will document consultation services provided.		Businesses: Consultation Services

Department of Education Indicator 14 Survey	Department of Education will provide results.	At least 90% of TAP students who graduate will complete the DE's Senior Exit Survey/At least 80% will complete the DE's One Year Out Survey.	Date Education's Senior Exit Survey Completed and Date Education's Senior Exit Survey Completed 1 Year
Place students	IVRS file and TAP file will include evidence that services provided are consistent with the IPE employment goal and services needed and align with the post-secondary expectations on the IEP resulting in placements consistent with optimal employment.	Maintain or increase the number of 26 closures from the previous year. Maintain at least a 75% rehabilitation rate each federal fiscal year (No. of 26 closures divided by the sum of 26 closures and 28 closures). 100% of 26 closures earn minimum wage. At least 60% of 26 closures earn above minimum wage. At least 80% of 26 closures work at least 35 hours per week.	SOC Obtained, Employed by Business, Date Employment Began, Closure Status, Date of Closure, Status 26 Wages Earned, Status 26 Hours Worked, Total 26 closures from previous year's Annual Report

Core Area 4: Follow-along and Follow-up Services

Contact with students	Student matrix will show dates of contact or contact attempts. Comments should be included when contact is attempted but not achieved. Case notes should document a synopsis of the contact including student's work status, problems or issues that may impact employment and services identified to help stabilize employment.	100% of participants received FA services on a quarterly basis during the 1st year/100% of participants received FU services on an annual basis until age 25	FA Quarterly Dates, FA wages earned, FA hours worked, FA Comments, FU Date Contacted, FU wages earned, FU hours worked, FU Comments
Supports provided and referral to adult service providers	TAP file will include documentation of supports provided and referrals made, as needed.		
IVRS post-employment services	IVRS file will document service provided, as needed.	IVRS Post-Employment Services Policies and Guidelines.	

Financial Monitoring

Invoices or GAX	Appropriate fiscal administration is demonstrated by adherence to the requirements for satisfactory documentation listed in this contract, OMB Circular A-87, and any other applicable Federal or State of Iowa regulations. Appropriate fiscal administration is verified by providing complete documentation for every expense listed in each GAX.
Audit Reports	Will be compared to payments made to Sub-recipient.

Appendix V

_____ TAP

Corrective Action Plan – _____

Financial Records:

Recommendations:

Core Area 1: Eligibility and Referral

Recommendations:

Core Area 2: Assessment and Diagnostic Services

Recommendations:

Core Area 3: Individualized Plan for Employment Implementation

Recommendations:

Core Area 4: Follow-along and Follow-up

Recommendations:

Corrective Action Plan – 2011

Financial Records:

Recommendations:

1. **Awareness of allowable expenses**
2. **Ensure expenses are claimed in the correct months and GAX forms**
 - Review allowable expenses and make all Tap staff aware of non-allowable expenses, especially pertaining to planning social activities for Tap participants.
 - Required due dates for mileage reimbursement forms and plan for clerical staff to process in a timely manner to ensure mileage is paid from correct fiscal time frame
 - Review of monthly expenses as logged on a GAX preparation spreadsheet

Core Area 2: Assessment and Diagnostic Services

Recommendations:

1. **Expand use of assessments that will include a variety of assessments that can be individualized to meet the needs of a particular student.**
2. **Document and maintain copies of assessments in TAP and/or IVRS file.**

Evidence for Core Area 2:

- TAP staff has created an assessment documentation form to keep track of expanded assessments. (see attached)
- This form includes an area for assessment results and the next step for assessments. This allows TAP staff to make a plan for the expanded assessments that will be based on the initial general assessments.
- An assessment file has been developed to keep a variety of assessments for continued use. New assessments will be added as they are developed based on client needs.
- Copies of all assessments will be kept in the TAP file and shared with VR staff during weekly communication meetings

Dates to be reviewed: monthly at TAP/VR meetings, formal review Jan 30, 2012

Core Area 3: Individualized Plan for Employment Implementation

Recommendations:

1. **Demonstrate connection between assessments and planning through documentation in case file.**
2. **TAP will follow the IEP and IPE when working with the students.**

Evidence for Core Area 3:

- TAP staff has created an assessment documentation form to keep track of expanded assessments (see attached). This form will be kept as part of the TAP file.
- TAP staff reviewed the procedures for using the Next Step Form. This form was modified and re-titled TAP Goal Sheet. This form will be filled out with each student who comes off of the waiting list and all current clients. (see attached)
- TAP Goal sheet process
 - o White copy – File
 - o Yellow copy – goes to IVRS
 - o Pink copy – goes in binder for weekly review
- Copy of the form will go in an alphabetized binder
- The binder will be reviewed weekly to ensure that student’s goals are being met and assessments are being completed as needed. It will serve as a guide for planning services, supports, and activities.

Dates to be reviewed: monthly at TAP/VR meetings, formal review Jan 30, 2012

A. QUARTERLY PROGRESS REPORT

1. Overview

Sub-recipient shall submit a Quarterly Progress Report in which it will describe the TAP services and operations, participant characteristics, and outcomes achieved during the quarter. The quarters are based on the federal fiscal year, October 1-September 30.

2. Cover page Format

Marked as a “Quarterly Progress Report”

CFDA Number

Project Title

Reporting Period (show start and end dates for reporting period)

Contact Information

1. Due Date and Submission

Quarterly Progress Reports are due 30 days after the end of the quarter (January 30, April 30, July 30, and October 30). Sub-recipient shall submit reports to the IVRS Contract Manager via electronic mail. Signatures and certification may be provided by electronic signature or in portable document format (PDF). Hard copies of the progress reports or attachments to it will not be accepted without the approval of the IVRS Contract Manager.

2. Content

a. Budget Status: Based on the approved budget contained in the Contract, indicate if the Sub-recipient is within budget and provide a report of expenditures for the reported period. If over budget, indicate by how much, the reasons why and the impact this will have on the project. Also indicate the plan for addressing and remedying any actual or anticipated budget shortfalls. Changes to the Statement of Work due to budget considerations or changes in strategy must be approved by IVRS.

b. Primary Tasks: Provide the updated Student Matrix and generally describe the work completed during the reporting period. Include or attach supporting documents or information as needed.

d. Problems or Delays: Describe any unexpected problems encountered and the impact or possible impact on overall performance of the Contract.

e. Performance Measures: Provide all performance measures as required in Exhibit A for the quarter and year-to-date

Appendix W

Quarterly Progress Report

CFDA Number: 84.126

Project Title: Transition Alliance Program (TAP) – [Click here to enter text.](#)

Reporting Period: [Click here to enter text.](#)

Contact Information: [Click here to enter text.](#)

Budget Status: [Click here to enter text.](#)

IVRS Analysis/Recommendations:

CORE AREA I

Record activities performed in the last quarter that support the school district's responsibilities in the contract Statement of Work along with any problems or delays that have impacted your ability to meet the performance measures for this core area.

[Click here to enter text.](#)

IVRS Analysis/Recommendations:

The School District shall maintain or increase the number of potential applicants referred to IVRS from the prior contract year.

All applicants will be provided diagnostic and assessment services prior to eligibility.

CORE AREA II

Record activities performed in the last quarter that support the school district's responsibilities in the contract Statement of Work along with any problems or delays that have impacted your ability to meet the performance measures for this core area.

[Click here to enter text.](#)

IVRS Analysis/Recommendations:

The School District will complete at least 85% of all assessments within 120 days after a student becomes eligible to receive TAP services.

The School District will complete 100% of all assessments within 140 days after a student becomes eligible to receive TAP services.

CORE AREA III

Record activities performed in the last quarter that support the school district's responsibilities in the contract Statement of Work along with any problems or delays that have impacted your ability to meet the performance measures for this core area.

Appendix W

[Click here to enter text.](#)

IVRS Analysis/Recommendations:

The TAP will maintain or increase the number of 26 closures from the prior year.

The TAP will achieve at least a 75% rehabilitation rate.

At least 30% of TAP students will attend post-secondary education or training.

100% of employed (status 26) TAP students will earn minimum wage.

At least 50% of employed (status 26) TAP students will earn above minimum wage.

A minimum of 80% of employed (status 26) TAP students will work at least 35 hours per week.

The TAP will have at least a 10% annual increase in the number of businesses that enter into an employment partnership.

At least 90% of TAP students who graduate from high school will complete the Department of Education's Senior Exit Survey.

At least 80% of TAP students who have been out of high school for one year will complete the Department of Education's One Year Out Survey.

CORE AREA IV

Record activities performed in the last quarter that support the school district's responsibilities in the contract Statement of Work along with any problems or delays that have impacted your ability to meet the performance measures for this core area.

[Click here to enter text.](#)

IVRS Analysis/Recommendations:

The School District will contact 100% of participants receiving follow-along services on a quarterly basis during the first year after status 26 closure.

The School District will contact 100% of participants on an annual basis after follow-along services are completed until the participant reaches age 25.

ADDITIONAL COMMENTS

[Click here to enter text.](#)

Appendix X

B. YEAR END SUMMARY REPORT

1. Overview

Sub-recipient shall submit a summary report at the end of the federal fiscal year in which it provides a description of the activities undertaken in performance of the Contract during the previous year, including examples of specific achievements and outcomes. The Sub-recipient shall provide information demonstrating substantial progress in achieving the objectives of the TAP and data that assists IVRS in demonstrating the usefulness and effectiveness (including cost-effectiveness) of the TAP. Continued funding of the TAP is contingent upon the satisfactory completion of the prior year's activities, including meeting the performance measures as provided in the Quarterly Progress Reports.

2. Cover page Format

Labeled as "Annual Report"
CFDA Number
Project Title
Reporting Period
Contact Information

3. Projections and Students Served

a. Students Served January through September of the current FFY¹:

- New applicants accepted into TAP
- Number of active students
- Number of follow along students
- Number of follow-up students
- Numbers of students closed as successfully employed, status 26

b. Projections for October through September of the subsequent FFY:

- New applicants accepted into TAP
- Number of active students
- Number of follow along students
- Number of follow-up students
- Numbers of students closed as successfully employed, status 26

4. Due Date and Submission

Year End Summary Report is due October 30 of each year during the term. Sub-recipient shall submit the report to the IVRS Contract Manager via electronic mail. Signatures may be provided by electronic signature or in portable document format (PDF). Hard copies of the reports or attachments to it will not be accepted without the approval of the IVRS Contract Manager.

¹ During renewal terms, the annual report will cover the period October 1-September 30

Appendix X

In addition to information provided on the quarterly report, the following items will be included for the annual report.

YEAR-END SUMMARY (Include with 4th Quarter Report Only)

New applicants accepted into TAP: [Click here to enter text.](#)

Number of active students: [Click here to enter text.](#)

Number of follow along students: [Click here to enter text.](#)

Number of follow-up students: [Click here to enter text.](#)

Numbers of students closed as successfully employed, status 26: [Click here to enter text.](#)

PROJECTIONS FOR NEXT YEAR (Include with 4th Quarter Report Only)

New applicants accepted into TAP: [Click here to enter text.](#)

Number of active students: [Click here to enter text.](#)

Number of follow along students: [Click here to enter text.](#)

Number of follow-up students: [Click here to enter text.](#)

Numbers of students closed as successfully employed, status 26: [Click here to enter text.](#)

SUCCESS STORIES:

[Click here to enter text.](#)

Appendix Y

Instructions for accessing the I-Star website to participate in taking the Senior Exit Survey

Open a browser: Try to avoid using a MAC machine or Firefox Browser as these seem to often have difficulties. Type in this web url address: <https://www.edinfo.state.ia.us/I-STAR/login.aspx>

This should take you to an I-Star screen which asks you to enter an e-mail address and password. School district staff should then put in their e-mail address and password and press the login key.

If you haven't received a password setup cue from the I-Star system and created a password then please contact one of these people:

Beth Buehler-Sapp 515-281-7143

Barb Guy 515-281-5265

Kevin Gilchrist 515-281-6292

District Totals

0 Surveys Incomplete

56 Surveys Completed

0 Surveys Will Not Complete

56 Total Surveys

The I-Star student page will have information listed below as follows:

- Date that is that year's deadline date for survey completion as seen in the next line
- All surveys must be completed and certified by June 27, 2012
- At the right hand side of the page will be a tabulator of the school's requested number
- of surveys needed to complete which is based on a random sample generated
- by the I-Star system. (see information on the right hand side of this page)

If your school is not scheduled to participate in this cycle of data collection these numbers will be zero and you will need to hand enter your student information.

Next are some general instructions for completing the survey process.

The following options will be at the top of the page and you should click on **Surveys-Data Entry** to get a dropdown menu.

Main Dashboards **Surveys Data Entry** Reports Tutorials Contact Print Logout

Your choices will be Senior Exit Survey, 1 Year Follow-Up Survey, and Secondary Transition TA Log
You should click on **Senior Exit Survey**

If there are students who do not appear on the list provided by the DE, but who are enrolled as seniors, you may include them in the survey by clicking on the 'Add Student' button. You must enter the information requested and save in order to add a student to the list. The information asked for is the student's SSID or Easier ID number, first name, last name, Are they on an IEP Yes or No?, date of birth, and select a school (This has you indicate a building in the case there multiple high school selections are relevant).

You are required to indicate a status for every student for whom you do not have a completed survey. You may indicate the participation status of a student by clicking on the 'Action' button for the student.

You will choose the relevant option in relation to the student, for example:

Reason Will Not Complete

[Student Refused](#)

[No Longer a Student](#)

[Not Scheduled to Graduate](#)

[Other Reason Not Listed](#)

You may enter a reason as above or use the Select Alternate option to remove a student from the list and be replaced by an alternate student not already on the list but in the random alternate of students.

The login page for the student to enter in their data is: <https://www.edinfo.state.ia.us/I-Star/transition/survey/studentlogin.aspx>

Here are some documents listed that can be opened and reviewed to help understand this process. These are audio tutorials which will help you understand how to complete each step of the process.

Documents to support administration of the Senior Exit Survey can be found in Documents under the Main Menu. Select Senior Exit from the 2011-2012 Secondary Transition Support Documents. (Main – Documents – 2011-2012 Secondary Transition Support Documents- Senior Exit) There is typically a statement of when student lists for conducting the survey should be available (for example) Student Lists are available as of April 18, 2012.

Your student list will be below as this sample indicates:

SSID	Name	Survey Status	Passcode
7823410628	Brown, Scott	Incomplete	

When you have made all of the required entries you will go back to the top of your survey page and click on the certify button as seen below.

The information as displayed in the highlighted text below will provide you with the deadline date for completion of your surveys and their being submitted.

You have indicated all surveys are complete and certified your data on 05/15/2012

Reset Certification

Appendix Z

Instructions for accessing the I-Star website to participate in taking the 1 Year Follow-Up Survey

Open a browser: Try to avoid using a MAC machine or Firefox Browser as these seem to often have difficulties. Type in this web url address: <https://www.edinfo.state.ia.us/I-STAR/login.aspx>

District Totals

-  **2 Surveys Incomplete**
-  **27 Surveys Completed**
-  **31 Surveys Will Not Complete**
- 60 Total Surveys**

This should take you to an I-Star screen which asks you to enter an e-mail address and password. School district staff should then put in their e-mail address and password and press the login key.

if you haven't received a password setup cue from the I-Star system and created a password then please contact one of these people:

Beth Buehler-Sapp 515-281-7143

Barb Guy 515-281-5265

Kevin Gilchrist 515-281-6292

Return Rates

IEP
33.33% Complete
State Target: 80%

Non-IEP
47.92% Complete
State Target: 80%

The I-Star student page will have information listed below as follows:

Date that is that year's deadline date for survey completion as seen in the next line. All surveys must be completed and certified by September 20, 2012

At the right hand side of the page will be a tabulator of the schools requested number of surveys needed to complete which is based on a random sample generated by the I-Star system. (see information on the right hand side of this page)

Next are some general instructions for completing the survey process.

*The following options will be at the top of the page and you should click on **Surveys-Data Entry** to get a dropdown menu.*

Main Dashboards **Surveys Data Entry** Reports Tutorials Contact Print Logout

Your choices will be Senior Exit Survey, 1 Year Follow-Up Survey, and Secondary Transition TA Log

*You should click on **1 Year Follow-Up Survey***

If there are students who do not appear on the list provided by the DE, but who took the senior exit survey last year, you may include them in the survey by clicking on the 'Add Student' button. You must enter the information requested and save in order to add a student to the list. The information asked for is the student's SSID or Easier ID number, first name, last name, Are they on an IEP Yes or No?, date of birth, and select a school (This has you indicate a building in the case there multiple high school selections are relevant.

The interviewer should click on the Icon and description **Print (date - will vary) 1 Year Follow-Up Survey**. This will bring up a printable list of contact information for kids who took the survey providing they completed the information when they took the survey. The interviewer should use this information, directory assistance, etc to locate the students and attempt to survey them.

4045981810 **Bailey, Emma**  Completed KAJQWW-425951

The interviewer should click on the student's name – example John Clark to bring up the survey connected to that name. The interviewer will call the student, interview them and submit the survey when completed. The interviewer will then go to another student on the list and repeat this process until all interviews are completed or indications of why there is no survey for a student have been entered.

You are required to indicate a status for every student for whom you do not have a completed survey. You may indicate the participation status of a student by clicking on the 'Action' button for the student.

You will choose the relevant option in relation to the student, for example:

Reason Will Not Complete

[Student Refused](#)

[Unable To Locate](#)

[International Student](#)

[Student Was Deployed](#)

[Other Reason Not Listed](#)

[Unlock submitted survey](#)

You may enter a reason as above or use the Select Alternate option to remove a student from the list and be replaced by an alternate student not already on the list but in the random alternate of students.

Here are some documents listed that can be opened and reviewed to help understand this process.

Documents to support administration of the 1 Year Follow-Up Survey can be found in Documents under the Main Menu. Select 1 Year Follow-Up Survey from the 2011-2012 Secondary Transition Support Documents. (Main – Documents – 2011-2012 Secondary Transition Support Documents- 1 Year Follow-Up Survey)

There is typically a statement of when student lists for conducting the survey should be available (for example) Student Lists are available as of May 20, 2012

The information as displayed in the highlighted text below will provide you with the deadline date for completion of your surveys and their being submitted.

You have indicated all surveys are complete and certified your data on 09/20/2012