

AMENDMENT TO CONTRACT # 26-TAP-34

This amendment is dated **September 15, 2026** and amends the Transition Alliance Program (TAP) contract with beginning date of July 1, 2026 and ending date of September 30, 2026, between Iowa Vocational Rehabilitation Services and **Linn Mar Community School District**. The parties amend the contract as follows:

1. As permitted by section **II.D.**, IVRS hereby renews this contract for 1 one-year term. The ending date of this new contract period will be **September 30, 2027**.
2. Update Statement of Work and Performance Measures (Exhibit A), Annual Budget (Exhibit B), and Reports (Exhibit C) as attached.
3. Update the CD&E page replacing CFDA No. with ALN (Assistance Listing Number) and change Agency to Division. Change Division Contract Manager to Brandi Fitch, (563) 513-5525, brandi.fitch@iwd.iowa.gov. Update Billing contact phone and email for Joanne Tinker to (515) 725-9050, joanne.tinker@iowa.iowa.gov.
4. The total amount of the contract budget for October 1, 2026 to September 30, 2027 is \$180,356.38.
5. All other provisions of this contract and subsequent amendments remain in effect.

Iowa Vocational Rehabilitation Services

By: _____

Date: _____

Linn Mar Community School District

By: _____

Katie Lowe Lancaster, Board President

Date: _____

Exhibit A (Cash Transfer)

Statement of Work and Performance Measures

INTRODUCTION

The Transition Alliance Program (TAP) develops and implements a new pattern of service to youth with disabilities. TAP services are provided through a service coordination model with a goal of obtaining competitive integrated employment and successful IVRS closure (status 26) for eligible youth (or until the participant reaches age 25).

TAP does not replace existing education or transition services to youth that are mandated under the Individual with Disabilities Education Act (IDEA). While the School District may assign personnel who provide services covered by the IDEA to provide services under this Contract, the School District must carefully separate and document the hours and services provided by such personnel under the TAP program.

Contractor (also referred to as "School District") shall provide flexible year-round TAP services solely to: (i) youth with disabilities who are eligible and actively receiving vocational rehabilitation services or Pre-Employment Transition Services (Pre-ETS) to Potentially Eligible (PE) students on an IEP or covered under the provisions of section 504 and have a signed consent form; and (ii) applicants for IVRS services who have a signed consent form, however the services for applicants will be limited to diagnostic and assessment services to determine eligibility to receive IVRS services and Pre-ETS activities to all applicants and Potentially Eligible individuals. An applicant who has a signed consent form may receive access to other TAP services after IVRS has: (i) determined the applicant is eligible for vocational rehabilitation services; (ii) removed the applicant from the waiting list using the order of selection priority as provided in the State Plan; and (iii) notified the School District.

CONTRACTOR DUTIES AND RESPONSIBILITIES

During the term of this Agreement, Iowa Vocational Rehabilitation Services (IVRS) shall have the right to provide input and recommendations regarding the hiring of personnel for the contracted program. Services contracted programs. Contractor shall consult with IVRS prior to finalizing any hiring decisions. IVRS may participate in the interview process, evaluate candidates, and submit non-binding recommendations. Notwithstanding anything to the contrary, the final hiring authority shall remain exclusively with the Contractor.

TAP staff will document all services that are delivered and provide the necessary documentation to IVRS in accordance with the performance measures. The following are the Pre-ETS Required and Coordinated Activities that TAP staff are required to provide to high school students with disabilities based on the student's individualized needs:

Pre-ETS Required Activities

- **Job Exploration Counseling** - counseling to assist the student with a disability to learn and understand: the demands of the workforce, types of jobs available and skill requirements needed to perform essential functions of the job, and job exploration experiences so the student with a disability can make an informed choice regarding their vocational goal both in selection, training and preparation for that goal
- **Work-Based Learning Experiences** - in-school or after school opportunities or experiences that are outside the traditional school setting that is provided in an integrated environment to the maximum extent possible, including internships
- **Counseling on Opportunities** - counseling on how to enroll in comprehensive transition or post-secondary educational programs at institutions of higher education and what should be considered in the decision-making regarding the post-secondary training environment including disability supports, course of study related to the program, etc.
- **Workplace Readiness Training** - designed to develop social skills and independent living skills in order to demonstrate the work ethic, attitudes, and behaviors for a competitive integrated employment environment
- **Self-Advocacy Instruction** - training, instruction and counseling on self-advocacy skill development and may include establishing opportunities for peer mentoring

Pre-ETS Coordinated Activities

- Attending IEP meetings
- Working with employers to develop work opportunities for students such as: internships, summer employment, paid/unpaid work experiences
- Working with school staff to coordinate Pre-ETS activities
- Attending person-centered planning meetings for individuals receiving social security benefit

The following are the Pre-ETS Authorized Activities that TAP staff can provide to support IVRS with improving the transition of students with disabilities from school to postsecondary education or an employment outcome:

Pre-ETS Authorized Activities

1. Implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces
2. Develop and improve strategies for individuals with intellectual and significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment
3. Provide training to vocational rehabilitation counselors, school transition staff,

- and others supporting students with disabilities
- 4. Disseminate information on innovative, effective, and efficient approaches to implement Pre-ETS
- 5. Coordinate activities with transition services provided by local educational agencies under IDEA
- 6. Apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel
- 7. Develop model transition demonstration projects
- 8. Establish or support multi state or regional partnerships involving State, LEAs, VR agencies, developmental disability agencies, private businesses, or other participants
- 9. Disseminate information and strategies to improve the transition to postsecondary activities of members of traditionally unserved and underserved populations

Additional Contractor Responsibilities:

- 1. TAP staff will participate in initial training with the IVRS Contract Manager. Training will include, but is not limited to, expectations of the contract, IRSS, and the Local School Plan (LSP) process.
- 2. Case notes will be completed directly into the IRSS Interface within five business days or by the end of the quarter, whichever occurs first.
- 3. All TAP staff will complete a Personal Activity Report (PAR) to track their time when completing contractor activities, including Pre-ETS activities, contract activities, and non-contract activities as applicable.
- 4. Review quarterly progress reports as a team to discuss strategies for improvement.

Assigned IVRS Staff Expectations:

- 1. IVRS staff will participate in initial training with the IVRS Contract Manager. Training will include, but is not limited to, expectations of the contract.
- 2. Review quarterly progress reports as a team to discuss strategies for improvement.

Contractor shall provide services in the following three core areas. All services to be provided hereunder shall be new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus.

I. Core Area 1: Potentially Eligible (PE) Students

Potentially Eligible (PE): All students with disabilities on an IEP or covered under the provisions of section 504 are considered PE.

A. Contractor Responsibilities

- 1. Contracted staff will develop a collaborative process with school staff, AEA staff and IVRS staff for connecting Potentially Eligible (PE) students to IVRS.
- 2. Ensure a "Consent to Release Information to and from IVRS" form has been completed for each participant.
- 3. Assist with completing a Pre-ETS Agreement with the student and guardian.

4. Assist with obtaining PE documentation. Documentation requirements for PE students must be followed.
5. TAP will provide Pre-ETS activities as indicated on the Pre-ETS Agreement to PE students.
6. If a PE student is identified as needing more intensive services, TAP Staff will recruit the student to apply for IVRS services.
7. At high school graduation, a PE student will be discharged from TAP and IVRS staff will be notified.
8. Update IRSS Interface within five business days or by the end of the quarter, whichever occurs first.

B. IVRS Counselor Responsibilities

1. IVRS Counselor will assist with developing a collaborative process with school staff, AEA staff and TAP staff for connecting PE students to IVRS.
2. Verify a "Consent to Release Information to and from IVRS" form has been completed for each participant.
3. Complete intake on applicants referred to IVRS by TAP staff.
4. Collaborate with TAP to provide ongoing Pre-ETS to PE students, as needed.

II. Core Area 2: Referral and Eligibility Services

A. Contractor Responsibilities

1. Contracted staff will develop a collaborative process with IVRS staff for connecting potential applicants to IVRS for full service delivery.
2. Ensure a "Consent to Release Information to and from IVRS" form has been completed for each participant.
3. Refer potential applicants to IVRS.
4. Provide any existing assessment or diagnostic information from school records to IVRS.
5. If IVRS implements a waiting list, TAP is only able to provide Pre-ETS activities until the student is released from the waiting list.
6. TAP will provide Pre-ETS activities to PE students and IVRS eligible students on the waiting list, if applicable.
7. Update IRSS Interface within five business days or by the end of the quarter, whichever occurs first.

B. IVRS Counselor Responsibilities

1. IVRS Counselor will assist with developing a collaborative process with TAP staff for connecting potential applicants to IVRS for full service delivery.
2. Verify a "Consent to Release Information to and from IVRS" form has been completed for each participant.
3. Complete intake on applicants referred to IVRS by TAP staff.
4. Gather medical and psychological information on an applicant to determine eligibility.
5. Provide diagnostic and assessment services for applicants while awaiting IVRS eligibility determination, if appropriate.

6. Inform the School District, TAP staff and the applicant of IVRS' eligibility decision and, if applicable, waiting list category.

III. Core Area 3: Individualized Plan for Employment

The primary goal of TAP is for youth to be employed in competitive integrated employment by the time they have completed their TAP services. To achieve this goal, TAP staff will implement the services indicated in the IPE for each eligible student. The services to be provided by the School District include, without limitation:

A. Contractor Responsibilities

1. Contracted staff will develop a collaborative process with IVRS Counselor for delivering individualized services identified on the IPE.
2. Participate in Individual Education Program (IEP) meeting to train students on self-advocacy skills.
3. Collaborate with IVRS to provide ongoing Pre-ETS to students to support development of the Individualized Plan for Employment (IPE) and assist with maintaining engagement of students via biweekly contact.
4. Provide input to the IVRS Counselor and the student to assist in the preparation of the Individualized Plan for Employment (IPE) by the IVRS counselor. The IPE will identify available types of jobs for the TAP student and provide a good match between job opportunities and the student's choices, interests, and abilities. The IPE will then outline the services and training that the student will need to work and live in the community after high school.
5. Develop, maintain and record partnerships with local businesses to create Pre-ETS and employment opportunities for participants and update tracking tool with this information within five business days or by the end of the quarter, whichever occurs first. Below are the industry sectors that are expected to be represented in partnership activities each FFY. It is not allowable for one business to represent all or multiple industry sectors.
 - a. Natural Resources and Mining
 - b. Construction
 - c. Manufacturing
 - d. Trade, Transportation, and Utilities
 - e. Information
 - f. Financial Activities
 - g. Professional and Business Services
 - h. Education and Health Services
 - i. Leisure and Hospitality
 - j. Other Services
6. Collaborate and provide Pre-ETS activities that assists students with disabilities to explore, obtain and maintain employment. Pre-ETS activity information should be communicated with parents/guardians, school staff, IVRS staff and other team members.

Job exploration counseling offered by the School District:

- School counselors and student support teachers
- Adrienne Shavers, Kirkwood College and Career Transition Counselor
- Use of Xello career exploration platform beginning in 9th grade
- Transition planning assessments including TPI-3
- Use of O-Net for career exploration
- Classroom discussions about career interests
- Workplace Learning Connection job shadow opportunities for grades 10–12

New and expanded job exploration counseling provided by TAP:

- TAP staff will provide additional interest inventories to students with disabilities followed by enhanced review of the results and labor market information in their interest areas.
- TAP staff will work with school teams to provide additional small group and individualized services to assist students in exploring a variety of career options.
- TAP staff will assist with employer development to create job shadowing/informational interview opportunities to narrow down career options and interests.
- TAP staff will provide students with disabilities information on non-traditional employment options.
- TAP staff will collaborate with the College & Career Transition Counselor to provide new and expanded job exploration activities for students.
- TAP staff will coordinate with school counselors and teachers to expand participation in career exploration activities.

Work-based learning experiences provided by the School District:

- Workplace Learning Connection internships for grades 11–12
- On-site schoolwork experiences are supported by paraprofessionals
- Project-based learning through Venture courses
- DIF grant funded work experiences
- Success Center job coaching opportunities (4+)

New and expanded work-based learning experiences provided by TAP:

- TAP staff will partner with businesses to set up paid/unpaid work-based learning experiences for students with disabilities in the community. For students participating in the work experience class, TAP will collaborate with the teacher to provide new and expanded experiences.
- TAP staff will provide both on and off-site instructional training to students who require additional support for the work-based learning experience outside of the work experience class.

- TAP staff will assist businesses with identifying accommodations necessary for students to be successful with a work-based learning experience.
- TAP staff will arrange informational interviews and other unpaid work-based learning experiences needed to explore identified career interest areas.
- TAP staff will collaborate with special education teachers and school staff to enhance work-based learning services for students.
- TAP will coordinate with local businesses and agencies to provide students with opportunities to engage in apprenticeships.
- TAP will assist with transportation coordination where feasible.

Counseling on Opportunities offered by the School District:

- School counselors and student support teachers
- Kirkwood College & Career Transition Counselor
- College campus visits and admissions meetings
- ACT/SAT testing coordination
- FAFSA completion assistance
- Kirkwood dual credit programming
- TGIF events at Kirkwood
- IEP transition discussions

New and expanded counseling on opportunities provided by TAP:

- TAP staff will educate parents/students on post-secondary rules and regulations regarding reasonable accommodations for students with disabilities.
- TAP staff work with College & Career Transition Counselor to help educate parents/students in better understanding the college application process and connect students to accessibility services in a post-secondary setting. This includes completion of paperwork for post-secondary training such as FAFSA, college applications, etc.
- TAP staff will discuss testing scores for training programs, as applicable, and how scores affect career planning.
- TAP staff will work with the School Counselor and IEP team to assure students who qualify are participating in courses that align with their IPE goal.
- TAP staff will assist students in identifying a variety of training opportunities available to them in the post-secondary setting, including information on trade/technical schools and non-traditional post-secondary opportunities.
- TAP staff will assist school personnel with apprenticeships for informational purposes and connecting students to appropriate opportunities.
- TAP staff will keep the appropriate school personnel informed of any upcoming tours or informational sessions relating to post-secondary options.
- TAP staff will connect with campus accessibility resource centers.

Workplace readiness training offered by the School District:

- Special education services
- Personal Finance course required for graduation
- Kirkwood Career Academies
- Community work experiences within 4+ programming

New and expanded workplace readiness training offered by the TAP:

- TAP staff will partner with the high school to provide workplace readiness training that reinforces building a strong future workforce.
- TAP staff will offer mock interviews, resume workshops, and informational interviews, this can be provided within the school or outside of the school with business partners.
- TAP staff can assist with financial literacy training for students.
- TAP staff can coordinate with their local IVRS office to provide summer programming for students with disabilities. TAP staff can also have stand-alone programming offered over the summer for students with disabilities.
- TAP staff can provide resources for students, parents and school teams pertaining to transition.
- TAP staff can provide small group or individualized workplace readiness training
- TAP staff can provide employability skills such as:
 - communication
 - teamwork
 - time management
 - workplace behavior
 - problem solving
- TAP staff can provide reinforce skills through real work experiences.

Self-advocacy instruction offered by the School District:

- Participation in IEP meetings
- Student support teacher instruction
- Extracurricular clubs and leadership opportunities
- Counseling support services
- Family resource support for housing, food, and community resources

New and expanded self-advocacy instruction offered by the TAP:

- TAP staff will work with students to learn about accommodations necessary in the workplace and how to advocate for these accommodations.
- TAP staff will train students with disabilities on their rights and responsibilities.
- TAP staff will develop/provide activities to students with disabilities focused on decision-making, self-awareness and leadership.
- TAP will expand outreach to middle and high school students and families and inform them of community resources available to them for transition services.

- TAP staff can provide guidance on connecting with natural supports in an educational or work setting.
 - TAP staff can provide training on disability rights and responsibilities.
 - TAP staff can encourage self-determination and independent decision-making.
 - TAP staff can provide training on disability disclosure.
7. Provide students with supported short term paid work experiences.
 8. Provide short-term instructional training when needed.
 9. Place students in occupations that match their stated employment goal in their IPE.
 10. Provide supported employment services utilizing the IVRS supported employment services process (if the student's needs are beyond what TAP is able to provide, the student will be discharged from TAP and referred to a Community Rehabilitation Provider [CRP] for services).
 11. Provide short-term job coaching to students that require on-the-job supports to be successful in maintaining employment.
 12. Provide assistance to students and employers to address and resolve any work-related behaviors.
 13. Update IRSS Interface within five business days or by the end of the quarter, whichever occurs first.

B. IVRS Counselor Responsibilities

1. IVRS Counselor will assist with developing a collaborative process with TAP staff for delivering individualized services identified on the IPE.
2. Collaborate with TAP to provide ongoing Pre-ETS to students to support development of the Individualized Plan for Employment (IPE) and assist with maintaining engagement of students via biweekly contact.
3. Develop and maintain partnerships with local businesses to create Pre-ETS and employment opportunities for students.
4. Provide guidance and counseling services to TAP students.
5. Provide disability consultation services to School District and employers.
6. Determine when TAP participant's employment is stabilized and close IVRS case.

IV. Contractor Performance Measures

1. The first full year of the contract, a minimum of 60% of staff time will be used for providing Pre-ETS Required and Coordinated Activities.
2. Contracted staff will participate in initial contract training which will include how to code time for Pre-ETS activities and non-Pre-ETS activities delivered.
3. Contracted staff will meet quarterly with IVRS Contract Manager to review expectations, services provided and progress in meeting performance measures.
4. Contracted staff will create and/or expand at least one Pre-ETS activity per quarter for students with disabilities within the identified school district(s). This will be emailed to IVRS Contract Manager each quarter.
5. TAP staff will review, update and submit the Local School Plan (LSP) to include

- the new contracted program.
6. Participate in training to identify PE students to refer as applicants.
 7. The number of potential applicants referred to IVRS will be established during the baseline year of the contract.
 8. Contracted staff will educate local businesses on the new program and begin developing business partnerships across all industry sectors.

(End of Exhibit A)

EXHIBIT B

Linn Mar CSD TAP Budget

FFY27 October 1, 2026-September 30, 2027

Expense	Amount
Salaries	\$127,000
Fringe Benefits	\$21,700
Travel	\$5,000
Materials & Supplies	\$5,900
Professional Development/Training	\$3,250
Federal Indirect Cost Rate 10.75%	\$17,506.38
Total Costs of TAP Program	\$180,356.38
*1st Certified Non-Federal Cash Transfer Payment Due 10/1/2026	\$45,089.09
*2nd Certified Non-Federal Cash Transfer Payment due 4/1/2027	\$45,089.09
Total Certified Non-Federal Cash Transfer Not to Exceed	\$90,178.19

***Cash Transfer Payment Schedule:** The Cash Transfer Payment is a mutually agreed amount between contracting parties. Please use the Cash Transfer Remittance Sheet for payments, including it with the payment.

BUDGET NARRATIVE

Salaries: This budget line consists of the salary for two full-time TAP Coordinators. IVRS will only reimburse for the time the TAP staff devotes to the TAP contract activities - the Personnel Activity Reports, which will be completed at least monthly, will determine this. This expense will be documented with Personnel Activity Reports, payroll journals, printouts from district accounting system, etc.

Fringe Benefits: These benefits were calculated at 17% of salary for all positions outlined above in Salaries. Payroll documentation including Personnel Activity Report (PAR), payroll journals, job description, and employment contract will be available to support all salary and fringe benefit costs charged to this agreement.

Travel: This budget line consists of mileage, meals, lodging, and other various travel expenses associated with the TAP program. Mileage, meals and lodging will be claimed at current rates and will not exceed state rates. Meals will only be allowed when Contractor is in overnight status. Detailed travel documentation will be kept for mileage and receipts will be kept for lodging, registrations, and travel expenses. Out of state, overnight travel for the TAP program requires prior approval and requests will be submitted to the contract manager for consideration in advance of the anticipated departure date. Documentation should include a categorizing of expenses to show the corresponding activity from the PAR (i.e. travel for required, coordination, etc.) based on the reason for the trip. Prior Approval is required for related costs for trainings and conferences (see Section VI. Compensation-J.) Please refer to the Prior Approval process or contact IVRS Financial for further guidance.

Transportation is a service in support of Pre-ETS, therefore transportation is only available to IVRS eligible students. Due to this, if a student is Potentially Eligible (PE), transportation services cannot be funded by IVRS.

Materials & Supplies: This budget line consists of instructional supplies, office expenses, equipment, printing, computer, etc. All supply costs will be directly related to this agreement, and invoices will be kept to document cost. Documentation should include a categorizing of expenses to show the corresponding activity from the PAR (i.e. supplies required, coordination, etc.) based on the use of the supply.

Professional Development: This budget line consists of costs associated with attending conferences or training of the staff. Meals are eligible for reimbursement when in overnight status only. Documentation includes but is not limited to registration receipts, mileage and lodging with a screenshot of the search of the State of Iowa Human Trafficking website site of the lodging provider. Certified locations are being maintained and updated at <https://stopthiowa.org/certified-locations>. Prior Approval is required for related costs for trainings and conferences (see Section VI. Compensation-J.) Please refer to the Prior Approval process or contact IVRS Financial for further guidance. This budget line is capped at \$5,000. Documentation should include an agenda for the training, which categorizes the sessions you plan to attend to show the corresponding activity from the PAR (i.e. session for required, coordination, etc.) based on the description of the session.

Indirect Costs: The current IDC rate is 10.75%. This is the Unrestricted Indirect Cost Rate provided to the CSD by the DE. The most current rate can be found here: <https://educateiowa.gov/documents/indirect-cost-rates>.

Notification of Staff Changes: Please contact IVRS Financial and the contract manager as major staff changes occur. Please include the temporary plan for meeting the needs of this contract, who will cover those duties, an estimated timeframe for temporary change, permanent plan for replacement, and possible impact on the budget. Documentation required for your claim may change due to the staff changes.

Miscellaneous: Additional documentation may be requested upon review of claims submitted to make sure costs are allowable, allocable, reasonable and necessary.

(End of Exhibit B)

EXHIBIT C REPORTS

A. QUARTERLY PROGRESS REPORT

1. Overview

Contractor shall submit a Quarterly Progress Report in which it will describe 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. Quarterly Report Format

IVRS will provide the Quarterly Report template to the Contractor to be used for the entire FFY. All four quarters will be reported on the same document along with IVRS Analysis/Recommendations for each quarter.

3. Due Date and Submission

Quarterly Progress Reports are due within five business days after the end of the quarter (January 8, April 7, July 8, and October 7). Contractor shall submit reports to the IVRS Contract Manager. Hard copies of the progress reports or attachments to it will not be accepted without the approval of the IVRS Contract Manager.

4. Content

- a. Budget Status: The Contract Financial Contact will be required to fill in this area based on the approved budget contained in the Contract, indicate if the Contractor 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 strategy must be approved by IVRS.
- b. Primary Tasks: Provide the updated Quarterly Progress Report which describes the work completed during the reporting period. Include or attach supporting documents or information as needed.
- c. Problems or Delays: Describe any unexpected problems encountered and the impact or possible impact on overall performance of the Contract.
- d. Performance Measures: Provide all performance measures as required in Exhibit A for the quarter and year-to-date. Provide updates on strategies used for performance measures not met the prior FFY.

B. YEAR END SUMMARY REPORT**1. Overview**

Contractor 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 Contractor shall provide information demonstrating substantial progress in achieving the objectives of the program and data that assists IVRS in demonstrating the usefulness and effectiveness (including cost-effectiveness) of the program. Continued funding of the program is contingent upon the satisfactory completion of the prior year's activities, including meeting the performance measures as provided in the Quarterly Progress Reports. Any performance measure not met at FFY will require a corrective action plan.

2. Due Date and Submission

Year End Summary Report will be found within the Quarterly Progress Report for 4th Quarter and is due October 7, 2027. Contractor 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.

(End of Exhibit C)