

# TAP Manual

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**Iowa Workforce  
Development**  
**Vocational Rehabilitation Services**

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## Introduction

The Transition Alliance Program (TAP) began in 1998 and is a joint project of a Community School District and the Iowa Vocational Rehabilitation Services (IVRS). TAP provides year-round services to youth with disabilities who are eligible and actively receiving vocational rehabilitation services or Pre-Employment Transition Services (Pre-ETS) to Potentially Eligible students on an IEP or covered under the provisions of section 504. TAP develops and implements a new pattern of service to youth with disabilities. These 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. 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 does not replace existing education or transition services to youth 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 competitive integrated 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 participant after graduation until they reach successful closure or decide they are no longer interested in participating in the program. 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. Expanding TAP to other School Districts across the state is dependent upon the IVRS budget at any given time. For schools interested in pursuing a TAP for their area, they may contact the IVRS Area Office Supervisor or IVRS Transition Workforce Program Coordinator.

### 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 Participants:

- The student is the focus of the TAP and activities are directed to help him/her achieve successful employment in a job that matches his/her interests, strengths and preferences.
- Enhanced transition services while the student is in high school
- Individualized attention from the TAP staff to address transition needs
- Participation in Pre-Employment Transition Services (Pre-ETS) which includes:
  - 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 are provided in an integrated environment to the maximum extent possible.
- 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: training designed to develop social skills and independent living skills in order to demonstrate the work ethic, attitudes, and behaviors for employment in a competitive integrated environment.
- Self-Advocacy Instruction: training, instruction and counseling on self-advocacy skill development.
- Development of job-seeking and job-keeping skills
- Emphasis is placed on education and securing post-secondary training for career goal
- Transportation training
- Obtaining 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 the participant is successfully closed with IVRS (or reaches age 25)
- Year-round support
- Focus on continued development toward being a responsible citizen and lifelong 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 provide self-advocacy instruction to students with disabilities and 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
- Cost-effective program

### Benefits to Employers

- Offer employers a competitive advantage by referring pre-screened, qualified applicants
- Opportunities for instructional training or job coaching to provide support to the participant
- 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
- Assists with providing support to employee and/or employer

### Benefits to IVRS

- Cost-effective program
- Increases capacity of IVRS 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

## Three Core Areas of TAP

The TAP is comprised of three core areas: Potentially Eligible, Referral and Eligibility, and Individualized Plan for Employment. Each of these three 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 three core areas are described below.

### Core Area 1: Potentially Eligible

In order to have a successful TAP, there must be a critical mass of students enrolled in the program to make it both viable and cost effective for the school and IVRS. The first step in the process is obtaining a signed consent form and Pre-Employment Transition Services (Pre-ETS) Agreement for each potential student. TAP will then begin providing Pre-ETS to Potentially Eligible students in the high school as identified on the Pre-ETS Agreement. By providing these services, TAP is able to interact with the student and teacher and learn which students require more intensive services from IVRS.

### Core Area 2: Referral and Eligibility

#### Recruitment of Students for Individualized Services

TAP staff may refer students to IVRS to begin the intake process for intensive IVRS and TAP services. School staff are able to refer students to IVRS and TAP directly as well. To be eligible for IVRS services and the full range of TAP services, a student must have a disability, have barriers to employment, and be able to benefit from IVRS services.

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 once it is determined that more intensive services are needed than what can be provided to a Potentially Eligible student. It is best to recruit early in the student's high school career so the student has the full benefit of TAP and IVRS services that are provided while they are in high school.

#### Providing Existing Assessment or Diagnostic Information

When a student is referred to IVRS, IVRS creates a case record for the student. The TAP staff gathers existing information from the school records, such as assessments that have been completed by the school, medical diagnostics included in the records or provided by the student or parent or guardian, etc., and provides this information to the IVRS Counselor for eligibility purposes. All assessment and diagnostic information obtained should be shared with the IVRS Counselor. One of the keys of a successful TAP is good communication and sharing information between the team working with the student.

#### 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. Additionally, ineligible students are no longer considered Potentially Eligible and therefore these students are no longer able to participate in Pre-ETS.

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 participate in Pre-ETS as long as the student participated in Pre-ETS prior to being placed on the waiting list. Intensive services through IVRS and TAP begin once the student comes off of the IVRS waiting list. 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 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 services available through IVRS.

### Core Area 3: 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 90 days after the student has come off the IVRS waiting list. Meetings should occur biweekly with students until an employment plan has been developed. The IPE is typically written by the IVRS Counselor, with input from the student, parents, school staff and TAP staff. The IPE identifies the services that will be provided by TAP and/or IVRS as well as any other entities that are necessary to assure the individual is successful in employment. The career goal and the anticipated number of hours the student will work are identified on the IPE and are based upon the strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of the student as well as input from the team. The goal is to place students in occupations where they will be able to be self-sufficient with their earnings. If Competitive Integrated Employment (CIE) is utilized on the plan, a specific employment goal needs to be identified by high school graduation.

#### Job Exploration Counseling

These services are designed to assist students in exploring various careers. The services provided in this area could include: providing information to students regarding in-demand industry sectors and occupations, providing information on the labor market, administering various vocational interest inventories and explaining the results, and identifying career pathways of interest to the students.

#### Self-Advocacy Instruction

For students to be successful in obtaining and maintaining employment, TAP provides self-advocacy instruction. Self-advocacy instruction can include, but is not limited to the following: training on self-led IEPs, understanding their rights and responsibilities, understand how to request accommodations and supports, learning how to communicate thoughts, concerns and needs to prepare the individual for peer-mentoring opportunities working in their area(s) of interest.

#### Workplace Readiness Training

Workplace readiness training services can be offered in the classroom or in other settings to assist students with disabilities to develop social skills and independent living skills necessary to prepare for eventual employment. These services could teach skills such as: communication and interpersonal skills, financial literacy, mobility skills (i.e. training on bus routes to learn to travel independently and assisting in studying for the driver's permit/license), hygiene discussions and

clothing selections for the workplace, job seeking skills (i.e. assistance in picking up, filling out, and returning application forms, mock interviews), assistance with housing applications and rental agreements, and understanding employer expectations for punctuality and performance as well as other “soft” skills necessary for employment.

### Work-Based Learning Experiences

Research indicates one of the predictors of success in employment 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. TAP staff can provide students with work-based learning experiences in-school, after-school, or outside of the traditional school setting. The goal should be to provide these experiences in an integrated setting in the community. This could include internships, coordinating school-based programs of job training and informational interviews to research employers, work-site tours to learn about necessary job skills, job shadowing, mentoring opportunities in the community, apprenticeships, short-term employment, fellowships, or on-the-job trainings in the community. If the IEP team determines a student requires more supports on the job, supported short-term paid work experiences can be provided by TAP to include instructional training in coordination with the school district.

### Counseling on Opportunities

Students who may be interested in additional training after high school are provided support by TAP staff. The initial support includes providing information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, as well as post-secondary opportunities associated with career fields or pathways. TAP staff should advise students and parents or representatives on academic curricula including 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 education 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 staff assist with paperwork associated with college, which may include helping the student and their family complete financial papers (such as FAFSA) 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.

### Business Development

It is an expectation that TAP continually cultivates new business relationships to increase student employment opportunities. Understanding workforce needs and the competencies that are required to be hired by the business is vital in assisting students’ preparedness for employment. Assisting businesses with understanding 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 have a basic understanding of these incentives and can access information about current incentives on the IVRS website.

### Job Placement

TAP staff actively work with a participant in securing the individual's career goal identified on the IPE. Once the participant is hired by an employer, TAP staff need to follow-up with the individual and employer to ensure the participant is being successful in the work environment and supporting documentation is obtained. If there is a workplace issue that needs to be addressed, TAP should work proactively in addressing these needs both for the participant 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 IVRS Counselor and TAP staff must work with the IEP team to address whether the student has received enough work experiences to assist the student in truly identifying their career goal. If the student is still in the career exploration process, the student would receive instructional training for their supported short-term paid work experiences which is considered the responsibility of the school district.

Once the student has participated in these work experiences and is able to truly identify their career goal, they could move into supported employment services with job coaching. Once the team determines the student is ready to move into supported employment services, the IVRS Counselor will amend the student's IPE to reflect their career goal and include the services of supported employment through TAP. The long-term supports must be identified when the IPE is amended. These supports can be provided through a private nonprofit organization, such as a Community Rehabilitation Provider (CRP), the employer, or other sources. Natural supports must also be identified once the job is obtained.

If it is determined that the student requires more intensive supports than TAP can provide, or the TAP program does not have the resources to serve the student, then the student may be discharged from TAP and served through IVRS in collaboration with another entity, such as a CRP. The team should follow the IVRS model of Supported Employment, including the required paperwork. IVRS Counselors and other team members should be included in completion of this paperwork.

### IVRS Case Closure and Discharge from TAP

In order for a participant to successfully close out of services, the following needs to occur: all services identified on the IPE have been completed; the individual is placed in the job goal identified on the IPE for at least ninety days; the individual is satisfied with his/her job; there are no issues with the job placement. Once this criteria has been met, the participant is discharged from TAP and the individual's IVRS case file is closed. This is considered a successful closure (Status 26).

## Required Reports

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

### Quarterly Reports

Quarterly reports 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 within five business days after the end of the quarter (as outlined in the contract). Quarterly reports are sent to the IVRS Transition Workforce Program Coordinator and Administrative Assistant via email.

The content of the quarterly reports needs to contain a budget status update. Based on the approved budget contained in the contract, the TAP financial representative will indicate if their program is within budget and provide a report of expenditures for the reported period. If over budget, TAP financial representative should indicate by how much, the reason why and the impact this will have on the TAP. This section should also include a plan for addressing and remedying any actual or anticipated budget shortfalls or any other financial issues encountered during the reporting period.

Changes to the Statement of Work due to budget considerations or changes in strategy must be approved by IVRS. TAP staff will provide data necessary to determine progress on performance measures and include or attach supporting documents or information as needed.

## **Monitoring**

TAPs are monitored for compliance with performing the duties of the contract. The following describes in detail 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 and/or duties outlined in the contract 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, 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 interview staff or TAP students as necessary to ensure compliance with the contract.

### Monitoring and Evaluation Reports

TAP will provide 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.

### Corrective Action Plan

A Corrective Action Plan is required to be completed after the Federal Fiscal Year-end report 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 to the IVRS Transition Workforce Program Coordinator by the date requested. If the Corrective Action Plan is approved by the IVRS Transition Workforce Program Coordinator, 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 cash transfer match contracts allowed under federal regulations. Cash transfer match contracts 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, reasonable, 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 2 CFR and the State Accounting Policies & Procedures Manual.

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. (Contact your Financial contact for assistance on Travel rules.)

### 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 monthly basis, TAPs are asked to prepare a General Accounting Expenditure Form (GAX) for the preceding period (contact your Financial contact if you need a GAX form). We ask that you please submit your billings within 10 business days after the end of the month for the previous month. For example, if you are claiming for expenses incurred April 1st through April 30th, please submit that claim to IVRS by the 10th business day of May.

The GAX will itemize the full amount of all expenses by budget line of the project for the month and documentation to support the expenses must be submitted with the GAX. All claims need to include only allowable direct costs. Indirect costs (calculated on direct costs) are allowable at the School District's unrestricted indirect cost rate determined by Dept. of Education.

The school district's 50% certified non-federal match is received in a Cash transfer from the school district per a Cash transfer payment scheduled included in the contract. The cash transfer amount is calculated as 50% of the estimated budget for the contract.

The GAX claims should be submitted on an accrual basis. 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. 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 at 100% of the amount of total expenses listed on the GAX. Individual line item expense amounts that exceed the budgets for the line items require a move of funds between budget lines to cover the expenses. The financial contact will work with the contractor on the amount and movement of those funds between budget lines.

#### Financial Monitoring and Documentation Requirements

Every expense incurred and claimed must have supporting documentation consisting of invoices, mileage logs, Personnel Activity Reports (PARs) for all employees working on the program, 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 month's claimed expenses. IVRS Financial staff audit every claim submitted by the TAPs. The auditing may be 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 (state & federal);
- 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.

The PARs must meet the following standards:

- 1) They must reflect an after the fact distribution of the actual activity of each employee (including other duties they perform for the school district that is outside of the scope of work for the contract).
- 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.

It is also required that you claim only the amount of their salary that is in proportion to the hours they worked on the program. This means that if the employee's hours fluctuate from month to month, the amount of their salary that is claimed to the program will also fluctuate from month-to-month (contact your Financial contact for an example of a PAR).

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 show the total amount of expenditures during the fiscal year. 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 EDGAR 2 CFR. 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 audit review checklist.

## Contract Amendments

Monitoring of budget line item amounts needs to be performed throughout the contract year. If additional budget line items are needed that were not in the original contract budget or to change the total of the contract a contract amendment will need to be done. Contract amendments can be requested via an e-mail to the IVRS Transition Workforce Program Coordinator or financial contact. The e-mail should include the new budget line item dollar amount and the budget lines the funds will come from for the new budget line and the reason for the amendment. An official amendment form will be completed by Financial and routed internally at IVRS for review and approval then it must be signed by both the contractor and IVRS.

## Prior Approval Requirement for Training/Conference Costs

Travel (in-state or out-of-state) 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. 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 if known at the time the budget is submitted.

Otherwise, the contractor may want to allow for additional amounts in their budget for additional training/conference costs if allowable. Prior approval is required through the IVRS Transition Workforce Program Coordinator for content and through Financial for budget. An In-State or an Out-of-State Training Request form is required to be submitted prior to the travel dates. (Contact your Financial contact for the forms). When claiming the expenses be sure to note those related to the

training/conferences requested and approved. The date the training request form is approved is the contract budget year that the costs will be expensed. Please read the contract and contact Iowa Vocational Rehabilitation Services regarding anything you are uncertain about for this requirement.

## **Request to Start a TAP**

Districts interested in exploring TAP for their school should first contact the IVRS Supervisor of the local IVRS office the school district is assigned to, in order to begin discussions. The IVRS Supervisor will connect the school district with the IVRS Transition Workforce Program Coordinator. The following steps outline the process:

### **Initial Meeting**

Initial considerations will include: the number of students in the district who are currently IVRS job candidates, the number of potentially eligible students, the total number of IEP/504 Plan 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, the IVRS Transition Workforce Program Coordinator and the IVRS Bureau Chief.

### **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 and/or communicate with one or two existing TAPs to gather additional information. This process has assisted other districts when making decisions on whether a TAP would be a good fit for their district.

### **Completion of the Gap Analysis**

Once a district determines they would like to proceed with the process, the district and IVRS staff will need to complete a 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. This form will need to be submitted to the IVRS Transition Counselor Specialist. After receiving the Gap Analysis, the IVRS Transition Workforce Program Coordinator will convene a meeting with the district and IVRS staff to finalize the Gap Analysis form. If the Gap Analysis form indicates that new and enhanced services can be delivered through a TAP contract, the completed Gap Analysis will be provided to the IVRS Bureau Chief for approval.

The next step in starting a TAP is for the IVRS Bureau Chief to discuss with CORE funding availability for the contract. CORE will engage in discussion to determine the feasibility of starting a TAP program in the school district, as well as any further questions or information that is needed. The IVRS Transition Workforce Program Coordinator will inform the IVRS local area office and school district on approval and next steps.

The IVRS Transition Workforce Program Coordinator and assigned IVRS Accountant will begin writing a contract between IVRS and the school district. A final budget will need to be developed by the school district and submitted to IVRS for approval. The Statement of Work will be developed collaboratively by the school district and IVRS staff.

Once the contract is finalized, the school district representative and Administrator of IVRS will sign the contract. After the initial contract has been executed, contract renewals are written following the Federal Fiscal Year (October 1st through September 30th).

## Hiring of Contracted Staff

The school district will be responsible for posting for positions for TAP; however, IVRS should be included in the hiring process. IVRS Workforce Program Coordinator and Administrative Assistant should be notified when a start date for TAP staff has been identified. IVRS Administrative Assistant will schedule initial contract training with TAP staff and team. The school district will notify IVRS if changes in staffing occur.