

**AMENDMENT TO CONTRACT # 20-TAP-03**

This amendment is dated August 28, 2020, and amends the Transition Alliance Program (TAP) contract with beginning date of October 1, 2019 and ending date of September 30, 2020, between Iowa Vocational Rehabilitation Services and Cedar Falls Community School. The parties amend the contract as follows:

- 1. As permitted in Section III. Term; B. Renewals, IVRS hereby renews this contract for an additional 1 year term. The ending date of the contract will now be September 30, 2021.
- 2. Update Exhibits A-C for the October 1, 2020 to September 30, 2021 year as attached.
- 3. Update the Contract Shell Section VI. Compensation; J. Prior Approval as follows:

**Change From:**

J. Prior Approval. "Participant support costs" means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects (2 CFR §200.75). Conference is defined in 2 CFR §200.432 as a meeting, retreat, seminar, symposium, workshop, or event whose primary purpose is disseminating technical information beyond the non-Federal entity and is reasonable for successful performance of the award. Participant support costs are allowable with prior approval of the Federal awarding agency (2 CFR §§200.407(t) and 200.456). In the context of the Uniform Guidance requirements governing prior approval, a participant is a non-employee of the State VR agency who is attending the meeting, workshop, conference, seminar, symposium, or other instructional or information sharing activity.  
**Reimbursement through IVRS for registration, travel, subsistence allowance or stipends must have prior approval through our Federal Approving Entity. No costs will be reimbursed unless IVRS receives the prior approval.**

**To:**

J. Prior Approval. "Participant support costs" means direct costs for items such as stipends or subsistence allowances, travel allowances, and registration fees paid to or on behalf of participants or trainees (but not employees) in connection with conferences or training projects (2 CFR §200.75). Conference is defined in 2 CFR §200.432 as a meeting, retreat, seminar, symposium, workshop, or event whose primary purpose is disseminating technical information beyond the non-Federal entity and is reasonable for successful performance of the award. Participant support costs are allowable with prior approval of the Federal awarding agency (2 CFR §§200.407(t) and 200.456). In the context of the Uniform Guidance requirements governing prior approval, a participant is a non-employee of the State VR agency who is attending the meeting, workshop, conference, seminar, symposium, or other instructional or information sharing activity.  
**Reimbursement through IVRS for registration, travel, or subsistence allowance must have prior approval through IVRS. No costs will be reimbursed unless IVRS has given prior approval to the Contractor.**

- 4. The total amount of the budget for October 1, 2020 to September 30,2021 is \$105,333.77.

All other provisions of this contract and subsequent amendments remain in effect.

Iowa Vocational Rehabilitation Services

By: \_\_\_\_\_  
David L. Mitchell

Date: \_\_\_\_\_

Cedar Falls CSD

By: \_\_\_\_\_

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.

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 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 (ii) applicants for IVRS services, 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 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**

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

**Performance Measures:**

1. Case notes will be completed directly into the IRSS Interface within five working days.
2. 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.
3. A minimum of 60% of staff time will be used for providing Pre-ETS Required and Coordinated Activities.

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: Referral and Eligibility Services**

**A. School District Responsibilities**

1. Potentially Eligible (PE): All students on an IEP or covered under the provisions of section 504 are considered PE. While a student is PE they can receive all Pre-ETS activities before applying for services. If a student is identified as needing more intensive services, the TAP Staff or IVRS Staff will recruit the student to apply for services.
2. Refer potential applicants to IVRS.
3. Provide any existing assessment or diagnostic information from school records to IVRS.
4. After IVRS notifies the School District that a student is on the waiting list, TAP is only able to provide Pre-ETS activities until the student is released from the waiting list.
5. Update IRSS Interface.

**B. Performance Measures**

1. The School District shall maintain the number of potential applicants referred to IVRS based on the referral number established during the baseline year or from the previous Federal Fiscal Year (FFY) that the performance measure was met.
2. TAP will provide Pre-ETS activities to PE students and VR eligible students on the waiting list.
3. Documentation requirements for the PE must be followed.

**C. IVRS Counselor Responsibilities**

1. Complete intake on applicants referred to IVRS by TAP staff.

2. Gather medical and psychological information on an applicant to determine eligibility. Use rubric in schools when appropriate for the student.
3. Provide diagnostic and assessment services for applicants while awaiting IVRS eligibility determination, if appropriate.
4. Inform the School District and the applicant of IVRS' eligibility decision and, if applicable, waiting list category.

## **II. Core Area 2: 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, the School District will implement the IPE for each eligible student. The services to be provided by the School District include, without limitation:

### **A. School District Responsibilities**

1. Participate in Individual Education Program (IEP) meeting to train students on self-advocacy skills.
2. 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.
3. Develop, maintain and record partnerships with local businesses to create employment opportunities for eligible students and update the Business Services website with this information.
4. Collaborate and provide Pre-ETS activities that assists eligible students to obtain and retain employment.

#### Job exploration counseling offered by the School District:

- Work Experience class (no off campus work experience fall of 2020)
- Cooperative Education class
- CAPS
- Tiger Den (not open fall of 2020)
- Cedar Valley Career Connections
- Classes in interest areas (Woods, Autos, Construction, Welding, Metals, Hawkeye Intro to MIG and CNC, Entrepreneurship, World of Work, etc.)

#### New and expanded job exploration counseling provided by TAP:

- TAP staff will assist participants with learning about in-demand industry sectors and occupations, including STEM careers.
- TAP staff will provide information regarding the labor market through Iowa Workforce as well as various other sites (i.e. O\*NET).
- TAP staff will arrange job shadows, informational interviews, employer panels,

business tours, and various other opportunities to assist participants in exploring jobs.

- TAP staff will provide students with information regarding various training opportunities that can lead to skilled jobs (i.e. Job Corps, apprenticeship information, Iowa Workforce opportunities).
- TAP staff will administer vocational interest inventories to participants to identify their particular interests. The results of the inventories are explained to the participants to assist with exploring various careers.

Work-based learning experiences provided by the School District:

- Students are able to participate in the Work Experience Program and class (no off campus work experience fall of 2020)
- Cooperative Education
- CAPS
- Cadet Teaching
- Tiger Den (not open fall of 2020)

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

- TAP staff will arrange business work-site tours to assist participants in learning about the job skills necessary to obtain, maintain and advance in employment.
- TAP staff will arrange volunteer experiences in the community based on student preference.
- TAP staff will work in collaboration with WIOA, IWD, and other partners to identify short-term employment opportunities located in the community.
- TAP staff will coordinate with the Work Experience Program offered at the school to expand on opportunities that could lead to paid employment.
- TAP staff will work with the school to assist students with instructional training and supported short-term paid work experiences as applicable.
- TAP staff will identify appropriate assistive technology to support work sites.
- TAP staff will assist with communication between employers and participants to foster successful job placements.

Counseling on Opportunities offered by the School District:

- Post-secondary expectations and preferences are included in each entitled student's IEP and IEP goals are directly aligned with the students' post-secondary preferences.
- Students are provided the opportunity to have college visit days, such as Hawkeye Community College.
- College recruiters come to the school to provide information regarding their colleges.
- Job Corps recruiters come to the school to provide information regarding opportunities at the various Job Corps sites.
- The Accuplacer is administered to students to assist with post-secondary discussions.
- Teachers provide the Student Accommodation Request to students interested in

post-secondary training.

- Dual-enrollment options are offered to students considered appropriate.
- The school offers a Power Hour which includes career-based speakers.

New and expanded counseling on opportunities provided by TAP:

- TAP staff will assist participants with exploring colleges, internships, apprenticeships, Job Corps, and other trainings in their interest areas and help to arrange these opportunities.
- TAP staff will assist participants with the housing process at college.
- TAP staff will arrange and assist with visits with college representatives, including Special Needs Coordinators.
- TAP staff will provide pre-test strategies for preparing for various placement exams (Accuplacer, Career Scope, NCRC, ACT, etc.) as well as review results from these exams to assure students understand the results. TAP staff will discuss options with students based on these results, including dual-enrollment options available, and work with the IEP team to assure students have access to these options.
- TAP will arrange employer panels to assist students in identifying various careers that can result from post-secondary trainings.
- TAP staff will assist participants with completing the Student Accommodations Request, including filling it out and also arranging for the student to meet with Student Disability Services staff at the college.
- TAP staff will assist participants with completing scholarship and FAFSA applications, as well as understanding the implications of student loans.
- TAP staff will assist with monitoring grades of participants in various training programs and connect with tutoring and other opportunities as needed.

Workplace readiness training offered by the School District:

- Employability skills are included in each secondary student's IEP.
- Students are provided general information regarding job seeking and keeping but most do not have individualized services and supports directly related to this area.
- Students have the opportunity to participate in the following classes/opportunities that provide workplace readiness training: Work Experience Program and class, Cooperative Education class, Cadet Teaching, Cedar Valley Career Connections, and Center for Advanced Professional Studies (CAPS).

New and expanded workplace readiness training offered by the TAP:

- TAP staff will provide assistance in developing a resume and cover letter, as well as master applications, as applicable, to assist in filling out applications independently.
- TAP staff will assist students in completing applications and registering with Iowa Workforce.
- TAP staff will assist students in understanding and completing the job search and

hiring process. Specific activities may include: mock interviews, self-advocacy discussions in the workplace, soft skills training, transportation to job interviews, assistance with payee management, W-2 and W-4 assistance, pay stub clarifications, appropriate behavior on the job site with co-workers, time management, and various job seeking skills.

- TAP staff will assist students with financial literacy training as needed.

Self-advocacy instruction offered by the School District:

- Self-advocacy instruction is incorporated within the school in a variety of ways, including through the Work Experience Program, IEP goals and meetings, Behavior Intervention Plans, 504 plans and through Power Hour.

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

- TAP staff will encourage self-led IEP meetings.
  - TAP staff will assist participants in how to request accommodations or services and supports both in the secondary as well as post-secondary settings.
  - TAP staff will assist participants in learning how to set up accommodations in the workplace.
  - TAP staff will help participants facilitate communication with employers regarding workplace issues that arise.
5. Provide students with supported short term paid work experiences.
  6. Provide short-term instructional training when needed.
  7. Place students in occupations that match their stated employment goal in their IPE.
  8. 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).
  9. Provide short-term job coaching to students that require on-the-job supports to be successful in maintaining employment.
  10. Provide assistance to students and employers to address and resolve any work-related behaviors.
  11. Update IRSS Interface and Business Services website within five working days.

**B. School District Performance Measures**

1. The TAP will maintain or increase the number of 26 closures from the prior year.
2. At least 50% of TAP students will obtain paid work experience while in high school.
3. 100% of employed (status 26) TAP students will earn at least minimum wage.
4. At least 50% of employed (status 26) TAP students will earn above minimum wage.
5. The TAP will have at least a 10% annual increase in the number of businesses that participate in partnership activities.

**C. IVRS Counselor Responsibilities**

1. Develop and maintain partnerships with local businesses to create employment opportunities for students.



2. Provide guidance and counseling services to TAP students.
3. Provide disability consultation services to School District and employers.
4. Determine when TAP student's employment is stabilized and close IVRS case.

### **III. Core Area 3: Follow-along and Follow-up Services**

Follow-along services are services provided that are designed to assure that the participant remains successfully employed and achieves a successful transition after rehabilitation (Status 26 closure). Follow-up services are at least annual contacts made by the School District with the individual after the follow-along services are completed and until the individual reaches age 25. The services to be provided by the School District include, without limitation:

#### **A. School District Responsibilities**

1. Make, at a minimum, quarterly contact with the TAP participant for a period of one year after Status 26 closure.
2. Make, at a minimum, annual contacts with the TAP participant during follow-up services until the participant reaches age 25 and/or is discharged from the program.
3. During follow-along and follow-up contacts, identify and provide any support services needed for the TAP participant to maintain or advance in employment.
4. Refer the TAP participant to adult agency service providers for new or additional services the participant may need.
5. Refer the participant back to IVRS if intensive, comprehensive services are needed.
6. Update IRSS Interface within five working days.

#### **B. School District Performance Measures**

1. The School District will contact 100% of participants receiving follow-along services on a quarterly basis during the first year after status 26 closure.
2. The School District will contact 100% of participants on an annual basis during follow-up services until the participant reaches age 25 and/or is discharged from the program.

#### **C. IVRS Counselor Responsibilities.**

1. Provide disability consultation services to School District as needed.
2. Provide post-employment services as appropriate.

(End of Exhibit A)

**Exhibit B  
ANNUAL  
BUDGET**

Cedar Falls CSD Budget for  
FFY 2021

Expense	Amount
Salaries	\$ 61,927
Fringe Benefits	\$ 24,882
Travel	\$ 2,000
Materials & Supplies	\$ 500
Cell Phone	\$ 750
Conference/Training (capped@ \$5,000)	\$ 600
Printing	\$ 100
Postage	\$ 55
Utilities	\$ 3,500
Equipment	\$ 300
Federal Indirect Cost Rate=11.33%	\$10,719.77
<b>Total Budget =</b>	<b>\$105,333.77</b>
<b>Cash Transfer Total =</b>	<b>\$52,666.89</b> 50% of Total Budget
<b><i>*See Cash Transfer Payment Schedule</i></b>	

**\*Cash Transfer Payment Schedule:**

Payment is due on the 1<sup>st</sup> of each month, starting 10/1/20. The payment amount is the Cash Transfer Amount divided into 9 equal monthly installments, or \$5,266.69. The last payment of \$5,266.68 is due 7/1/21. If entire budget is not expended a refund may be due to the Contractor. If the adjustment to the Cash Transfer Amount is \$5 or less, no refund will be due to the Contractor. If an increase in the budget is needed, an additional Cash Transfer Amount due is applicable.

**Budget Narrative**

**Salaries:** The personnel budget line consists of the wages for one full time TAP Coordinator. IVRS will only reimburse for the time the TAP Coordinator devotes to the TAP program – this will be determined by the Personnel Activity Reports which will be completed at least monthly. The PAR should document actual time spent on each activity. Reimbursement will be allocated to this contract in proportion to the time the employee devotes to activities related to TAP as indicated on the Personnel Activity Report (PAR). The documentation for this expense will include, but is not limited to: Time certification forms, timesheets, employment contracts, payroll journals, and job descriptions. Please note, a TAP Instructor is also employed by Cedar Falls, but the costs associated with that employee are 100% covered by Cedar Falls.

**Fringe benefits:** The fringe benefits budget line consists of Cedar Falls' share of FICA/Medicare and IPERS, health insurance, dental insurance, life insurance, and long term disability insurance for the TAP

Coordinator. Reimbursement will be allocated to this contract in proportion to the time the employee devotes to activities related to TAP as indicated on the Personnel Activity Report (PAR) if applicable. The documentation for this expense will include, but is not limited to: Time certification forms, timesheets, employment contracts, payroll journals, and job descriptions. Please note, a TAP Instructor is also employed by Cedar Falls, but the costs associated with that employee are 100% covered by Cedar Falls.

**Travel:** The travel budget line consists of mileage, meals, and/or lodging costs incurred by employees of Cedar Falls when traveling during performance of this contract. Out of state, overnight travel for the TAP program requires prior approval and requests will be submitted to the contract manager for consideration at least 60 days in advance of the anticipated departure date. Mileage costs will be reimbursed by IVRS at the lesser of the state of Iowa or Cedar Falls' mileage reimbursement rate. Meals will be reimbursed according to the state of Iowa's meal reimbursement rates if the trip requires an overnight stay. Lodging will be reimbursed by IVRS at current state of Iowa rates as well. The documentation for these expenses will include, but is not limited to: Mileage logs, receipts for meals, and invoices for lodging. 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 travel. . 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.

**Instructional Materials & Supplies:** The instructional materials and supplies budget line consists of various supplies that will be used to fulfill the requirements of this contract. All instructional materials and supplies costs will be directly related to the performance of this agreement and will include a categorizing of expenses to show the corresponding activity from the PAR (i.e. travel for required, coordination, etc.) based on the use of the supply. The documentation for this expense will include, but is not limited to: invoices and receipts.

**Telephone:** The telephone budget line consists of costs associated with two landlines that are partially utilized by TAP (thus, only 20% of the cost of these lines are billed to this agreement since TAP occupies approximately 20% of facility space) and one district-owned cell phone that is used exclusively for TAP. The documentation for these expenses will include, but is not limited to: Monthly invoices for the landline charges and monthly invoices for the cell phone charge.

**Printing:** The printing budget line consists of costs associated with printing various materials that are utilized by the TAP program. The documentation for this expense will include, but is not limited to: invoices and receipts.

**Postage:** The postage budget line consists for costs associated with purchasing postage to send materials related to the TAP program. The documentation for this expense will include, but is not limited to: invoices and receipts.

**Utilities:** The utilities budget line consists of costs associated with electric, gas, water, and sewer that will be charged to this agreement at 20% of total cost since TAP occupies approximately 20% of facility space. The documentation for this expense will include, but is not limited to: Monthly invoices.

**Professional Development:** The professional development budget line consists of fees such as registration, mileage related to professional development, lodging, and meals when the TAP

employee is on overnight status. These costs are for workshops, presentations or other training events for direct improvement of the TAP program in Cedar Falls. The documentation for these expenses will include, but is not limited to: Invoices for hotel and meals if in overnight travel status, registration information, and mileage. Documentation should also 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. 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.

**Equipment:** The equipment budget line consists of fees associated with purchasing office furniture to outfit the TAP office space at the high school. Furniture needs include table, chairs and a bookcase that would be used strictly for TAP staff and students. The documentation for this expense will include, but is not limited to: invoices and receipts.

**Federal Indirect Cost Rate:** This budget line consists of unrestricted indirect costs associated with the contract at the Contractor's federally approved indirect cost rate, which is 11.33%.

**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 in order to make sure costs are allowable, allocable and reasonable.

(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 Transition Alliance Program (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. Quarterly Report Format**

IVRS Resource Manager 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 working days after the end of the quarter (January 8, April 7, July 8, and October 7). Contractor shall submit reports to the IVRS Resource 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 Resource 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.

### **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 TAP and data that assists IVRS in demonstrating the usefulness and effectiveness (including cost-effectiveness) of TAP. Continued funding of 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. 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 4<sup>th</sup> Quarter and is due October 7, 2021. Contractor shall submit the report to the IVRS Resource 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 Resource Manager.

(End of Exhibit C)