

White Privilege: Unpacking the Invisible Knapsack

By Peggy McIntosh

Through work to bring materials from Women's Studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over-privileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials which amount to taboos surround the subject of advantages which men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way

to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

Describing white privilege makes one newly accountable. As we in Women's Studies work to reveal male privilege and ask men to give up some of their power, so one who writes about white privilege must ask, "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive.

I began to understand why we are justly seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work which will allow "them" to be more like "us."

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions which I think in my case *attach somewhat more to skin-color privilege* than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can see, my African American co-workers, friends, and acquaintances with whom I come

Wellesley College
106 Central Street
Wellesley, MA 02481-8203
Tel 781 283 2399
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into daily or frequent contact in this particular time, place and line of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about “civilization,” I am shown that people of my color made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods that fit with my cultural traditions, into a hairdresser’s shop and find someone who

can cut my hair.

10. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second-hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
13. I can speak in public to a powerful male group without putting my race on trial.
14. I can do well in a challenging situation without being called a credit to my race.
15. I am never asked to speak for all the people of my racial group.
16. I can remain oblivious of the language and customs of persons of color who constitute the world’s majority without feeling in my culture any penalty for such oblivion.
17. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
18. I can be pretty sure that if I ask to talk to “the person in charge,” I will be facing a person of my race.
19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven’t been

singled out because of my race.

20. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children’s magazines featuring people of my race.
21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.
23. I can choose public accommodations without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
24. I can be sure that if I need legal or medical help, my race will not work against me.
25. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in “flesh” color and have them more less match my skin.

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are

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106 Central Street
Wellesley, MA 02481-8203
Tel 781 283 2399
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true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that were passed on to me as a white person. There was one main piece of cultural turf; it was my own turf, and I was among those who could control the turf. *My skin color was an asset for any move I was educated to want to make.* I could think of myself as belonging in major ways and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made inconfident, uncomfortable, and alienated. Whiteness protected me from many kinds of hostility, distress and violence, which I was being subtly trained to visit, in turn,

upon people of color.

For this reason, the word “privilege” now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work systematically to overempower certain groups. Such privilege simply *confers dominance* because of one's race or sex.

I want, then, to distinguish between earned strength and unearned power conferred systemically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you, or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages, which we can work to spread, and negative types of advantage, which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally it is an *unearned entitlement*. At present, since only a few have it, it is an *unearned advantage* for them. This paper results from a process of coming to

see that some of the power that I originally saw as attendant on being a human being in the United States consisted in unearned advantage and conferred dominance.

The question is:
“Having described
white privilege, what
will I do to end it?”

I have met very few men who are truly distressed about systemic, unearned male advantage and conferred dominance. And so one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance, and, if so, what will we do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the U.S. think that racism doesn't affect them because they are not people of color, they do not see “whiteness” as a racial identity. In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and dangers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantages

associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage which rest more on social class, economic class, race, religion, sex, and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the Combahee River Collective Statement of 1977 continues to remind us eloquently.

One factor seems clear about all of the interlocking oppressions. They take both active forms, which we can see, and embedded forms, which as a member of the dominant group one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the systems won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitudes. But a “white” skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate, but cannot end, these problems.

To redesign social systems, we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool

here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these taboo subjects. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that *systems* of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly inculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Although systemic change takes many decades, there are pressing questions for me and I imagine for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage to weaken hidden systems of advantage, and whether we will use any of our arbitrarily awarded power to try to reconstruct power systems on a broader base.

*This is an authorized excerpt of McIntosh's original white

privilege article, “White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies,” Working Paper 189 (1988), Wellesley Centers for Women, Wellesley College, MA, 02481.

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Some Notes for Facilitators on Presenting My White Privilege Papers

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1. My work is not about blame, shame, guilt, or whether one is a “nice person.” It’s about observing, realizing, thinking systemically and personally. It is about seeing privilege, the “up-side” of oppression and discrimination. It is about unearned advantage, which can also be described as exemption from discrimination.
2. Please do not generalize from my papers. They are about my experience, not about the experiences of all white people in all times and places and circumstances. The paragraph in each paper before the list begins says this, and also allays fears of white people that a paper on white privilege will call them racist.
3. Keep “the lists” in their autobiographical contexts. It is a matter of scholarly integrity and accuracy not to claim more than I did. I compared my own circumstances with some of those of African American women I worked with. Being clear about this will actually increase your effectiveness as a facilitator. You can say, “This is from just one white woman coming to see she’s white in her time and place and workspace. . . .She’s writing about herself, not you.”
4. The work goes best when you draw on participants’ own personal experiences, not their opinions. Opinions invite argumentation. Telling about experience invites listening. Opinions tend to bring on conflict, whereas shared experiences tend to elicit curiosity and empathy. When participants move from experiential testimony to opinion, bring them back, knowing that most schooling discourages testimony.
5. When exploring privilege, it is useful to use “Serial Testimony,” a disciplined mode in which each participant gets to respond in turn, uninterrupted, for, say, one minute, timed. I call this “the autocratic administration of time in the service of democratic distribution of time.”
6. But without rigorous use of a watch or timer, Serial Testimony can be as undemocratic as any other form of discussion.
7. Understand that every participant has an intricate “politics of location” (Adrienne Rich) within the systems of social power. For example, all people in a workshop or class will have a lifetime of experiences of both advantage and disadvantage, empowerment and disempowerment, overwhelming or subtle, within many different systems of power.
8. Recognize that all people are both located in systems and also uniquely individual.
9. Co-presentations and panels of people speaking about their experiences one after another can be very effective. I do not usually arrange for “dialogues,” since I feel they are often a veiled form of debating and fighting, rather than listening and learning. I discourage “crosstalk” after panels unless it further clarifies and respects what the panelists have said. This is what Peter Elbow called playing the “The Believing Game.”

10. My lists of the unearned privileges I have relative to my colleagues are not “check lists” or “questionnaires.” They are not “confessional readings.”
11. Please draw attention to the specificity of “my sample.” I compared my circumstances only with what I knew of the circumstances of my African-American female colleagues in the same building and line of work. This sample is very specific with regard to race, sex, region, location, workplace, vocation and nation.
12. Behind and within my examples are institutions that bear on my experience such as schools, the police, the IRS, the media, the law, medicine, business.
13. Do not get trapped in definitions of privilege and power. They lack nuances and flexibility.
14. Invite people to make their own autobiographical lists of privilege, for example, about:

Sexual Orientation	Employment	Families’ relation to
Class	Physical ability	education, money
Region	Handedness	housing and
Religion	Language	neighborhoods
Gender	Nation of origin	Families’ languages of origin
Gender identity	Ethnicity	
15. Beware of gym-exercises which position people in only one aspect of their identities, asking them to step forward or backward from a baseline at a given prompt.
16. Urge participants to avoid self righteousness and preaching to family and friends about privilege, especially if it is something they have just discovered themselves.
17. Explain the word “systemic.” Help participants or students to think about what it is to see society systemically, and structurally, rather than only in terms of individuals making individual choices.
18. Think about why U.S. people, especially White people, have trouble seeing systemically. Explain the myth of meritocracy: that the unit of society is the individual and that whatever one ends up with must be whatever that individual wanted, worked for, earned, and deserved. Why do you think this myth survives so successfully, suppressing knowledge of systemic oppression and especially of its “upside,” systemic privilege?
19. Help participants to strengthen three intellectual muscles: a) the ability to see in terms of systems as well as in terms of individuals; b) the ability to see how systemic discrimination , the downside, is matched by systemic privilege, the upside; c) the ability to see many different kinds of privilege systems.

20. You can argue that work on privilege in schools and universities makes people smarter, not necessarily better. Academic institutions do not claim that making us better is their primary goal, but accurate thinking is a goal they claim to foster.

When I present, or co-present with a person of color, on Privilege Systems, whether or not I am the first to speak, I usually:

- tell how I came to see men’s privilege and their obliviousness to it, which made me see laterally to my own race privilege and my obliviousness to it;
- read some examples from my white privilege list, and sometimes read some of my heterosexual privilege list, class privilege list, Christian privilege list, and lists of privilege relative to Asian Americans, Indigenous people, Latino/as, etc.;
- analyze some of the different misreadings of my paper by white people and people of color;
- raise the question of how I can use unearned advantage to weaken systems of unearned advantage, and why I would want to.

The co-presenter and I take equal time to testify about how we came to see privilege systems in and around us. After this, we use Serial Testimony. We form either small circles of people, or pairs, to respond, in turn, uninterrupted, for one minute each, to the following prompts:

Round one: What are one or more ways in which you’ve had unearned disadvantage in your life?

Round two: What are one or more ways in which you’ve had unearned advantage in your life?

Round three: What is it like for you to sit here and talk about and hear about these experiences of unearned advantage and disadvantage?

Round three is like a debrief in itself. Any further debrief should be only on new learnings from the exercise. Random discussion of the exercise usually leads away from experience to generalizations and repetitions of the same opinions people came into the session with.

Some people “get” the idea of systemic privilege and ask “But what can I do?” My answer is, you can use unearned advantage to weaken systems of unearned advantage. I see white privilege as a bank account that I did not ask for, but that I can choose to spend. People with privilege have far more power than we have been taught to realize, within the myth of meritocracy. Participants can brainstorm about how to use unearned assets to share power; these may include time, money, energy, literacy, mobility, leisure, connections, spaces, housing, travel opportunities. Using these assets may lead to key changes in other behaviors as well, such as paying attention, making associations, intervening, speaking up, asserting and deferring, being alert, taking initiative, doing ally and advocacy work, lobbying, campaigning, protesting, organizing, and recognizing and acting against both the external and internalized forms of oppression and privilege.

Guiding Values - Comet Athletics

As Nouns

1. Initiative
2. Unity
3. Ownership
4. Pride
5. Discipline

Adding Verbs

Using the tagline: *The best version of me . . .*

- | | |
|------------------------|-------------------------|
| 1. Take initiative | 1. Takes initiative |
| 2. Promote unity | 2. Promotes unity |
| 3. Model ownership | 3. Models ownership |
| 4. Show pride | 4. Shows pride |
| 5. Exercise discipline | 5. Exercises discipline |

Adding teachable principles

Leading Up – Take Initiative

- I cultivate a coachable spirit.
- I bring my best effort to my coach.
- I know the rules of the game and respect the history of our program.

Leading Across – Promote Unity

- I build trust as I develop my skills, learn my role and execute my assignments consistently.
- I bring optimism to our team, push my teammates to excel, encourage those who are struggling and celebrate every success.
- I develop our team's capacity because I am committed to our strength and conditioning program and diligently working to improve my own fitness.

Leading Down – Model Ownership

- I encourage those new to the sport.
- I share my experience, my gear and my position, if it will benefit our team.
- I build our program for the future as I remain engaged in the off-season.

Leading Out – Show Pride

- I wear orange because I'm proud to be a Comet.
- I recruit for, cheer for and stand with all Comet athletes.
- I am an enthusiastic ambassador for our team, our school and our community.

Leading Self – Exercise Discipline

- I am a student athlete; I eat, rest, train and study with purpose.
- I am self-aware, self-controlled, and self-motivated.



**2020 Vision:
Cultivating Equity in
the Regardless
School**



Review of Our Strategic Plan

Outcomes we desire:

“Regardless of who you are or what your story is, you can learn and be loved here”



Review of Current Reality through X to Y by When Using a Comprehensive Assessment process

- ★ **Survey**
- ★ **Focus Groups**
- ★ **Policy Analysis**



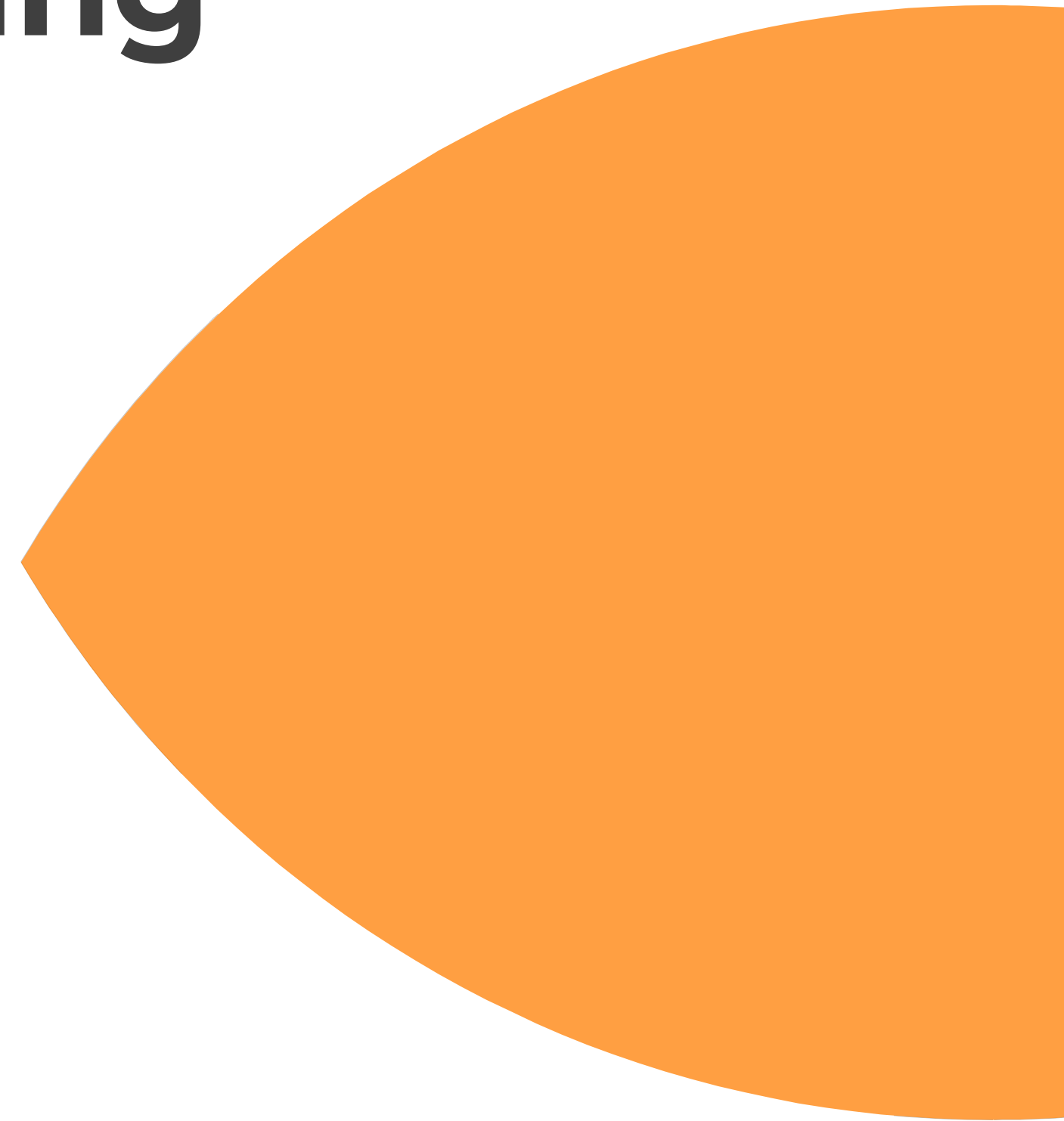
Build a Leadership Team for Equity

Students and Staff that are passionate about
championing this work



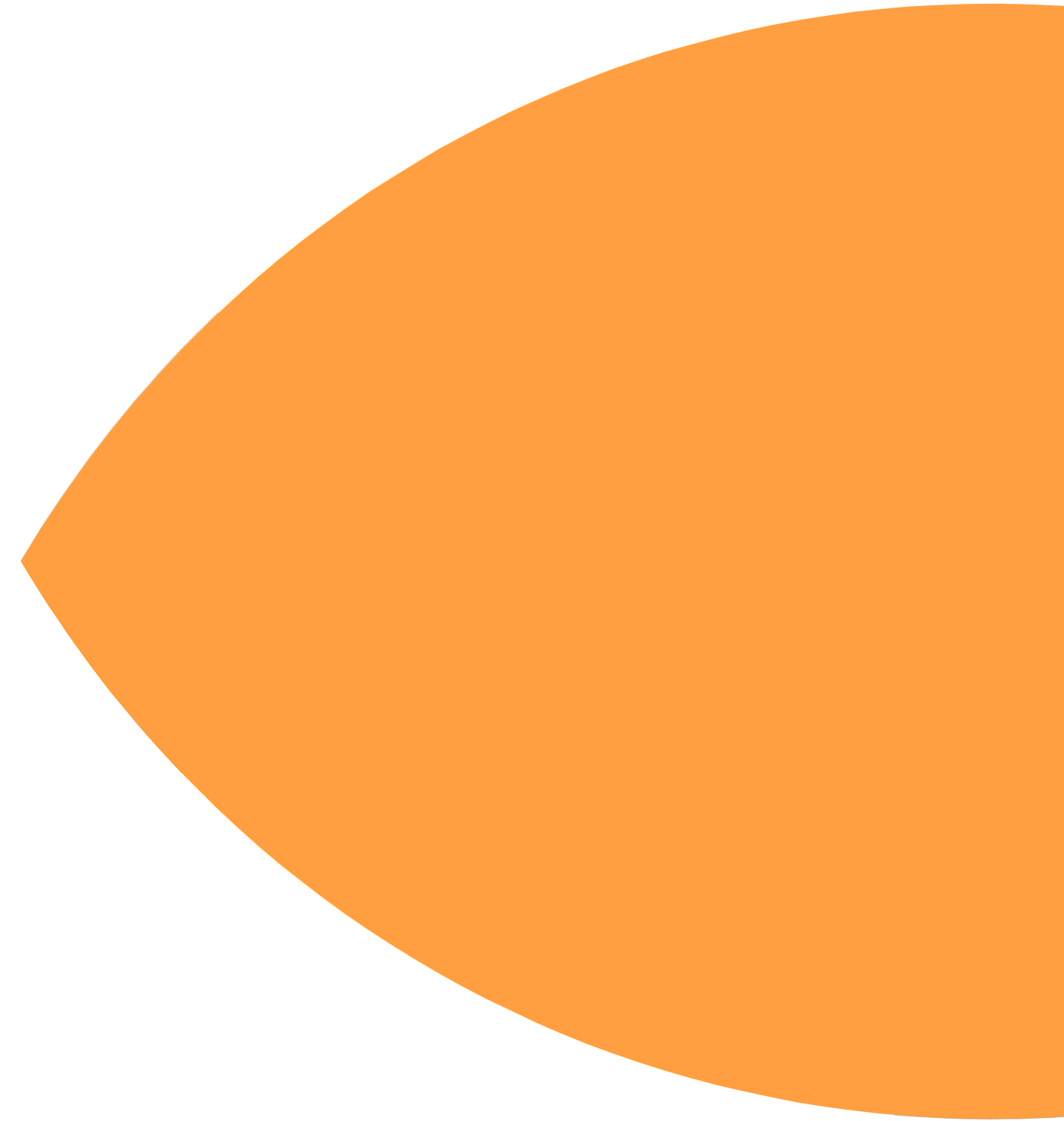
Doing Strategic Visioning for the Future

- ★ Intentional process to determine where we want to go and the strategy to get there



Strategy

- ★ **Identifying inequity, removing inequity and cultivating equity**
- ★ **Through training, assessments and conversations**



Not a destination.....a journey

This is a long journey to health. It will take multiple years and require extensive time and resources. We must show our commitment through our resources and actions to our kids.

We want to partner with different experts to provide training.



**Regardless of who you
are, or what your story
is, you can learn to be
loved here**





22 Mauricet Lane
Asheville, NC 28806
ph: (703) 593-9353
email: gorski@EdChange.org
web: www.EquityLiteracy.org/

Scope of Work/Estimate

September 22, 2020

Summary of Fee and Expenses for Work During 2020-21 Academic Year

Service	Cost	Notes
2 90-minute introductory equity professional learning sessions, Oct 26 and Nov 9	\$4,500	
Equity visioning (1-day equivalent)	\$6,000	
Equity planning (1-day equivalent)	\$6,000	
Professional learning leadership team (1-day equivalent)	\$6,000	
Faculty and staff professional learning (1-day equivalent)	\$6,000	
Equity audit part 1: student survey	\$6,000	Cost includes survey design and data analysis
Equity audit part 2: policy analysis	\$7,500	Cost might change depending on the scope and volume of documents to review
Equity facilitator training (2-day equivalent)	\$12,000	
TOTAL	\$54,000	

Signed:

A handwritten signature in black ink, appearing to read "Paul Gorski", is written over a faint, larger version of the same signature.

Paul C. Gorski, Director, Equity Literacy Institute

REGULAR MEETING

The regular meeting time and date will be set by the board at the organizational meeting in odd-numbered years, or at the annual meeting in even-numbered years.

The regular meetings of the board will be held on the second and fourth Monday of each month. In July the Board will meet once on the third Monday and will meet on the third Monday in March when the regular meeting date conflicts with spring break. The Board will meet once in December. Meetings will begin promptly at 6:15 p.m. The board will adhere to this meeting date and time unless the board requires additional meetings or, due to circumstances beyond the board's control, the meeting cannot be held on the regular meeting date, and the meeting will be re-scheduled in accordance with law and policy. Public notice of the meetings will be given.

Legal Reference: Iowa Code §§ 21.3, .4; 279.1

Cross Reference: 200.1 Organization of the Board of Directors
210 Board of Directors' Meetings

Approved September 21, 1987

Revised: September 24, 1990, October 28, 1991, November 14, 1994, May 10, 1999, December 9, 2002, January 9, 2006, August 13, 2007, November 10, 2008, November 11, 2013, June 23, 2014, September 8, 2014, May 26, 2015, September 28, 2015, July 24, 2017, September 25, 2017, September 24, 2018, June 8, 2020

Reviewed: January 27, 1992, January 13, 1997, November 11, 2002, September 14, 2009, April 26, 2010, September 13, 2010, October 10, 2011, October 8, 2012, June 24, 2019

DISTRICT OPERATION DURING PUBLIC EMERGENCIES

The district believes that student learning is the heart of its core mission. While traditional in-person teaching continues to provide the greatest learning opportunity to all students, there may be rare and unusual circumstances that prevent the school community from convening in traditional in-person settings. At times of a public emergency declared by federal, state or local officials, the district will seek guidance and recommendations from federal, state and local agencies to assist in determining the safety of convening traditional in-person learning.

During a declared public emergency, the school board delegates to the Superintendent the authority to determine whether to close certain classrooms within various buildings to in-person learning *or for up to two days while a special board meeting is called to seek permission from state authorities* if the Superintendent determines in-person learning would hinder the health and safety of the school community. In those situations, the Board approves the use of remote or hybrid learning opportunities as permitted by law.

If the Board determines, upon recommendation of the Superintendent, that holding in-person learning at district facilities would hinder the health and safety of the school community, the Board will direct the Superintendent, to the extent required by law, to seek permission from state authorities to close entire buildings or the district itself and instead utilize remote or other hybrid learning opportunities permitted by law.

Following guidance and recommendations from federal, state, and local agencies when reasonably possible, the administration will create regulations related to district operations during a public emergency, including, but not limited to, student, employee and visitor safety and security; the use and safeguarding of district property; public meetings and events, and when applicable, measures to prevent or slow the spread of infectious disease.

These measures will be enforced for the period of time of the public emergency, or until the superintendent, in consultation with federal, state and local agencies determines it is appropriate for the safety measures to end.

Legal Reference: Senate File 2310
 Iowa Code ch. 279.8

Cross Reference: 403.3 Communicable Diseases - Employees
 506 Student Records
 507 Student Health and Well-Being

Approved _____

DISTRICT OPERATIONS DURING A PUBLIC HEALTH EMERGENCY REGULATION

During a public health emergency, the district will seek guidance and recommendations from federal, state and local agencies that monitor and respond to the emergency. The district will follow any mandatory closures or other mandatory measures imposed by such agencies.

The superintendent, in conjunction with relevant government agencies and/or athletic and activity associations, will determine under what circumstances the district will restrict or cancel in-person learning, student events or activities including sporting events, extracurricular clubs or meetings for students, and the use of district facilities by outside organizations.

The district will promote and follow other recommended measures and guidance from federal, state and local agencies to the extent reasonably practicable under the circumstances. These measures may include, but are not limited to the following:

On-line learning, hybrid models of learning, or modified in-person learning may occur dependent on the circumstances and in accordance with applicable law.

Hand washing and any other recommended hygiene practices will be taught to all students and employees.

Non-medical-grade face masks are encouraged to be worn by all individuals on school grounds, including students, employees and volunteers. Masks will be provided to individuals who request them. Reusable masks should be washed regularly by individuals wearing them.

Employees, volunteers and students are encouraged to monitor their temperatures each morning prior to traveling to any school building or event. Individuals with a temperature over 100.3 degrees may not enter school buildings or attend school events.

Due to the increased cost to the district of providing additional cleaning and disinfecting measures, and in order to preserve cleaning supplies for school use during the time of a public health emergency, the superintendent has discretion to restrict the use of school buildings and facilities for non-school groups in a neutral and non-discriminatory manner.

Year: 2020	Form: Screen 11 - Certification	
District: 1116 School: 0000 Name: Charles City Comm School District		

2019-2020 Screen 11 - Certification



Special Education Supplement LEA CERTIFIED 9/15/2020 7:27:51 AM
CAR CERTIFIED on 9/15/2020 7:26:49 AM
Transportation CERTIFIED 9/15/2020 7:28:23 AM
All the records described below are now BROWSE ONLY
Please contact person listed at the bottom of the display
if you need to make further adjustments to this information.
Thank you.

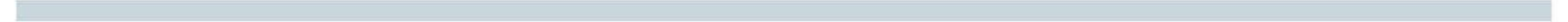
A district may request allowable growth and supplement aid for a negative special education balance for the current school year. The supplemental aid payment will be calculated by the Department of Management after all special education balances have been finalized. If a district has a positive special education balance, they do not have the ability to request allowable growth and supplemental aid. The date listed below indicates when the district's board approved seeking allowable growth and supplemental aid for a negative special education balance.

Our Board approved this action on

Upload your minutes (PDF or Word): no file selected

Previous Year Carryover (Screen 4)	Weighted Receipts (Screen 4)
\$0.00	\$1,766,111.00
Total Special Education Revenue	Carryover Allowed in Current Year (10% of Weighted Receipts)
\$4,073,702.04	\$176,611.10
Total Special Education Expenditures	Amount to be Redistributed to Districts with a Negative Balance
\$4,647,244.46	
Special Education Balance in Current Year	\$0.00
(\$573,542.42)	Amount of Allowable Growth Request

DISTRICT LEVEL FORMS		STATUS	DATE
		COMPLETE	9/10/2020 8:51:31 AM
		COMPLETE	9/10/2020 8:51:37 AM
		COMPLETE	9/10/2020 8:51:44 AM
		COMPLETE	9/10/2020 8:51:49 AM
		COMPLETE	9/10/2020 8:51:58 AM
		COMPLETE	9/10/2020 8:52:05 AM
		COMPLETE	9/10/2020 8:52:15 AM
		COMPLETE	9/10/2020 8:52:29 AM
		COMPLETE	9/10/2020 8:53:15 AM
		COMPLETE	9/10/2020 8:53:31 AM
		COMPLETE	9/15/2020 7:27:51 AM



lepallowgrowth district:1116



Iowa Department of Education



User: Roledist

District: 1116 School: 0000 Name: Charles City Comm School District

LEP Allowable Cost
Due Date: October 1, 2020
Record Updated

Board minutes are required. Send a copy of the board minutes to [Carla Schimelfenig](#) or provide the web address to the minutes here:

We, the district officials, certify under penalty of perjury and pursuant to the laws of the state of Iowa that the data submitted on this LEP excess costs application, for the year ended June 30, 2020, are true, correct, complete, and comply with all applicable requirements of law, rules, regulations, and instructions; that no unallowable costs were included in the request, that all costs supplement the regular curriculum and do not supplant other funding received for general purpose or this same purpose, were fully expended in the 2019-2020 school year, were expended for the purposes designated by the authorizing legislation or agency, and were accounted for separately using proper coding as defined in Iowa Uniform Financial Accounting. We further certify that no costs include in this application were included in any previous request to the SBRC.

Name	
Title	
Phone	
Email	

Program between 410 - 419 Account ID = 9 and Fund = 10 Object by Function		Salaries	Benefits	Purchased Professional	Equip rental/repair	Other (tuition)	Supplies	Equip	Total
		100-199	200-299	300-399	430-449	500-599	600-699	730-739	
1. Instruction	1XXX	119,527.03	39,909.64	0.00	0.00	0.00	267.57	0.00	159,704.24
2. Student Support Services	21XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3. Staff Support Services	22XX	0.00	0.00	929.00	0.00	0.00	0.00	0.00	929.00
4. Exec Admin	23XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5. Bldg Admin	24XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6. Business Admin	25XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. O & M	26XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. Transportation	27XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9. Community Services	33XX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10. Total		119,527.03	39,909.64	929.00	0.00	0.00	267.57	0.00	160,633.24

11. Total (Line 10)		160,633.24
---------------------	--	------------

12. Weighted funding received (from October 2018 CE x FY20 DCPP) (5.94 X 6930)	41,164.20	
13. Other resources (expenditures above that have project >0000, excluding 1112)	22,544.97	
14. FY19 state and federal carryover	0.00	
15. MAG on FY20 Application form (from SBRC application form)	19,819.00	
16. Resources Available but unused	0.00	
Total Resources Available (Sum Lines 12 thru 16)	83,528.17	
17. Preliminary Maximum allowable request (Lines 11-Total Resources Available, if positive, otherwise zero)		77,105.07
18. Any expenditure included in the row above that is not expressly allowed by IAC (district input)		
19. Maximum allowable request (Line 17 minus 18, if positive, otherwise zero)		76,918.19
20. Amount requested (may be less than maximum allowable)		
21. FTE of LEP students in instructional LEP program on count date (from October 19 SRI/CE)	38.53	45.00
22. FTE of LEP students in instructional LEP program at end of year (from SRI Spring 20)	38.68	46.00
23. FTE of teachers exclusively assigned to LEP additional instruction outside of regular classroom instruction. Do not include coordinator or director positions (from Fall BEDS staffing)		0.00
24. FTE of aides (including interpreters) exclusively assigned to LEP additional instruction outside of regular classroom instruction (from Fall BEDS staffing)		0.00
25. Program delivery model as reported in SRI Spring 20		
Dual Language Program	0	
Sheltered Instruction	0	
English as a Second Language (ESL)	0	
Other Bilingual Program	0	
Newcomer Program	0	
Exited ELL During Year	0	
Total	0	
26. Languages represented in LEP population (SRI Spring 20)		
French	2	
Lingala	1	
Nepali	1	
Portuguese	2	
Russian	1	
Spanish	26	
Tagalog	12	
Urdu	1	
27. Student to adult ratio (FTE of students served during year / total of teachers and aides FTE) (0 / 0)		0.00
28. LEP costs per pupil in excess of the DCPP (grand total expenditures / FTE of students served during year) (160633.24 / 0)		0.00
29. % of LEP students from Certified Enrollment October 2019		2.92

Please contact [Carla Schimelfenig](#) by email or phone (515)242-5612 with questions regarding this form

**NOTICE OF PUBLIC HEARING
CHARLES CITY COMMUNITY SCHOOL DISTRICT**

Pursuant to Chapters 21 and 298A Code of Iowa, NOTICE IS HEREBY GIVEN that a public hearing will be held by Charles City Community School District, on October 12, 2020 at 6:15 p.m. in the High School Library. This hearing is on a resolution to expend funds from district's Flexibility Account for:

High School	Math Curriculum	\$40,295.40
Washington	Landscaping	\$ 7,795.37
District wide	Signage	\$ 7,000.00
District wide	Radios	<u>\$ 398.00</u>
	Total	\$55,488.77

These funds, in the amount of \$55,488.77 were unexpended and unobligated from Home School Assistance Program (HSAP) funds. This resolution shall include certification that the statutory requirements for the original source of the money proposed, HSAP, have been met.

All persons interested are invited to attend this hearing and be heard. Written comments may be submitted to Terri O'Brien, Board Secretary on or before October 12, 2020 at 3:00 p.m.

Published on order of the Charles City Community School District Board of Directors.

Instructional Support Program

What is ISL?

ISL is the Instructional Support Levy, authorized by Iowa Code Section 257.18.

Under the ISL, an instructional support program provides additional funding for school districts. This program can be funded in an amount up to 10% (ten percent) of the regular program cost in the form of property tax and state aid or property tax, income surtax, and state aid. Iowa Code 257.18-27. However, the ISL state aid portion has not been funded since 2011.

What is ISL used for?

ISL funding can be used for any general fund purpose. ISL funds may NOT be used to supplant funds used to fund dropout or dropout prevention programs, talented and gifted programs, Physical Plant and Equipment Levy purposes or to cover any deficiencies in funding for special education instructional services resulting from the application of special education weighting plan under Section 256B.9. 83% of general fund expenditures are used for salaries and benefits.

ISL Statistics

Charles City CSD current ISL rate is 7%. It generates \$608,285 additional funding for the District.

Income Surtax	\$521,958
Property & utility tax	\$ 56,263
State aid (unfunded)	\$ 30,064
Total	\$608,285

ISL Expiration

Charles City Community School District ISL will expire June 30, 2022 if it is not renewed.

AMENDMENT TO CONTRACT # 20-TAP-04

This amendment is dated **September 9, 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 **Charles City Community School District**. The parties amend the contract as follows:

1. As permitted by section 3.B., IVRS hereby renews this contract for 1 one-year term. The ending date of this new contract period will be **September 30, 2021**.
2. Update Statement of Work and Performance Standards (Exhibit A), Annual Budget (Exhibit B), and Reports (Exhibit C) as attached.
3. Update 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.
Change 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 contract budget for October 1, 2020 to September 30, 2021 is \$141,054.00.

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

Iowa Vocational Rehabilitation Services

By: _____ Date: _____
 David L. Mitchell

Charles City 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:

- Bi-Annual High School Career Fair offered in either a Virtual or Traditional setting dependent upon COVID-19 metrics.
- Basic Skills Class with job seeking skills (offered either Virtual/Traditional)
- Elective Courses in Career Foundations and CTE programming (V/T)

New and expanded job exploration counseling provided by TAP:

- Individualized job shadows (offered Virtual or Traditional)
- Labor Market information provided by various sources
- Employer panels (Virtual or Traditional)
- Work values inventory for students

- Regional Career Fair - to be determined

Work-based learning experiences provided by the School District:

- Work Experience class

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

- Supported Summer Work Experience (Virtual/Traditional)
- Expanded in school/community work sites (Virtual/Traditional)
- Customized training/Job Coaching (Virtual/Traditional)
- Job Corps Visits

Counseling on Opportunities offered by the School District:

- Juniors attend NIACC College Fair (if offered)
- AEA Transition Fair (if offered)
- PSEO classes offered
- College visits on site

New and expanded counseling on opportunities provided by TAP:

- Regional Career Fair (Virtual/Traditional)
- Individual/Group college visits
- Employer Tours (Virtual/Traditional)
- Financial Aid/FAFSA assistance
- College application assistance
- Financial literacy/budgeting
- Connect to local Disability Services

Workplace readiness training offered by the School District:

- Basic skills class with some workplace curriculum
- Technical writing class (resumes, cover letters, applications)

New and expanded workplace readiness training offered by the TAP:

- National Career Readiness Certificate
- Resume/cover letter/applications online/in person
- In school businesses to provide Work Experience opportunities(Comet Cafe, Daily Grind, custodial staff, transportation center)
- Life skill development (hygiene, appropriate dress, Social Media technology management)
- Mock interviews and interview preparation skills

Self-advocacy instruction offered by the School District:

- Basic skills class with self-advocacy instruction
- Financial/self care management (doctor/dental/vision appointments, checking/savings accounts)

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

- Personality Profiles (My Next Move.org)
 - Community Resource Training
 - Student participation in IEP meetings
 - Connect to college Disability Services
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

Charles City Community School District TAP Budget
October 1, 2020 - September 30, 2021

Expense	Amount
Salaries	\$88,713.00
Fringe Benefits	\$35,507
Travel	\$1,000.00
Materials & Supplies	\$100.00
Professional Development	\$500.00
Cell Phone	\$800.00
Federal Indirect Cost Rate (unrestricted)= 11.40%	\$14,434.00
Total Budget =	\$141,054.00
Cash Transfer Amount (50% of total budget) =	\$ 70,527.00
<i>*See Cash Transfer Payment Schedule</i>	

****Cash Transfer Payment Schedule:***

Payment is due on the 1st of each quarter for the first 3 quarters of the contract. The Cash transfer amount above has been divided into 3 installment amounts of \$23,509.00. If the 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. Any applicable refund will be processed after the last claim for the contract year is received. Please use the Cash Transfer Remittance Sheet for payments, including it with the payment.

Budget Narrative

Salaries: The salary budget includes the annual salary of one TAP Coordinator and their assistant who will serve Charles City High School and Carrie Lane Alternative High School. 100% of the Coordinator's salary is charged to TAP. This division of time will be documented on a Payroll Activity Report as specified by IVRS. Also included is the position of one instructional assistant position to serve the same population of students as TAP Coordinator. This person will assist with services as outlined in the Statement of Work. IVRS will only reimburse for the time the TAP employee devotes to the TAP program. This will be determined by the Personnel Activity Reports, which will be completed at least monthly.

Benefits: The fringe benefits in this agreement include: Health insurance, dental insurance, disability insurance, life insurance, social security, Medicare and IPERS benefits are budgeted in

addition to salary and are not included in the salary amount. Salary documentation (including payroll journals, job descriptions, and employment contracts) is available to support all Salary and Fringe Benefit costs charged to this agreement.

Travel: Staff travel will include mileage. Mileage, meals and lodging will be claimed at current district rates and will not exceed state rates. Detail travel documentation will be kept for mileage and receipts will be kept for lodging, registrations and travel expenses including meals. Meal reimbursement is allowable only when in overnight status. 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. 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.

Material & Supplies: Printer cartridges, computer disks, printer costs, instructional materials for TAP educational needs, computers, printer, vocational computer software, paper, pencils. All costs will be directly related to this agreement and invoices will be kept to document costs. Costs for curriculum, computers, software, and instructional materials for TAP educational needs. All costs will be directly related to this agreement and invoices will be kept to document costs. 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.

Professional Development: Training costs; workshops, presentations, consultation costs, and technical assistance. Invoices and copies of registrations and training agendas will be kept to document project related costs. Out of state travel will be submitted to the Rehabilitation Services Bureau Chief two months in advance of the anticipated date. 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. Documentation should include an agenda for the training which categorizes the sessions you plan on attending to show the corresponding activity from the PAR (i.e. session for required, coordination, etc.) based on the description of the session.

Cell phone: There is one cell phone being used for this project. Cell phone billing will be used to determine the charges for this project.

Federal Indirect Cost Rate: This budget line consists of indirect costs associated with the contract at the Contractor's federally approved unrestricted indirect cost rate, which is 11.40% of the total direct costs.

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 4th 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)

Fiscal year 2020-21 Fundraising Schedule						
Start Date	End Date	Item	Organization	LE	Contact Person	Type
8/28/2020	9/11/2020	Club's Choice	Wash/Linc	E	Marcia DeVore	Direct Sales
9/14/2020	9/18/2020	Rada	HS Music	H	Jake Gassman	Direct Sales
10/1/2020	10/31/2020	Yearbook Ad Sales	Yearbook	H	Tia McInroy	Direct Sales
10/30/2020	11/16/2020	Fruit/Meat/Cheese/Nut Sales	FFA	H	Jim Lundberg	Direct Sales
11/2/2020	11/21/2020	Butterbriads	History trip	H	Rob Pittman	Direct Sales
8-Jan	22-Jan	Bec Frozen Foods	HS Music	H	Jake Gassman	Direct Sales
1/31/2021	3/31/2021	DQ Booklets	Junior Class	H	Laura Walker	Direct Sales
3/1/2021	4/1/2021	Advertising	Baseball	H	Tyler Downing	Direct Sales
Late Fall		Pub Card Fundraiser	Boys Basketball	H	Ben Klapperich	Direct Sales
		Scratch Cupcakes?	Soccer	H	Brad McKenzie	Direct Sales