

**ATTACHMENT A
Proposal Cover Sheet**

The Mississippi Department of Rehabilitation Services is seeking qualifications from qualified contractors to provide Comprehensive training events for MDRS clients.

Qualifications are to be submitted as listed below, on or before 12:00 PM CST, Thursday, July 10, 2025.

PLEASE MARK YOUR ENVELOPE:

Mississippi Department of Rehabilitation Services

Attention: Lee Shirley, Director of Contracts

1281 Highway 51 North

Madison, Mississippi 39110

Request for Qualifications for Comprehensive Training Events for MDRS Clients

No. 3120003152

Opening Date: 12:00 PM CST, Thursday, July 10, 2025

SEALED PROPOSAL PACKAGE – DO NOT OPEN

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

Address: ~~4250 ROMAN FOREST DRIVE~~

City/State/Zip: OLIVE BRANCH, MS 38654

Telephone: ~~601.388.3485~~

Fax Number: ~~678.400.4911~~

E-Mail Address: ~~INFO@CDTIMIDSOUTH.COM~~

Printed Name of Authorized Signer: ASEELAH HARRISON-WILLIAMS

Signature and Date:  6/20/25

ATTACHMENT B

Authorization and Acknowledgements

By signing below, the Company Representative certifies that he/she has authority to bind the company, and further acknowledges on behalf of the company:

1. That he/she has thoroughly read and understands this Request for Qualifications, RFQ 3120003152 and the attachments herein;
2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003152, and the attachments herein;
3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003152, and the attachments herein;
4. That the company can and will meet all required laws, regulations, and/or procedures related to confidentiality and represents that its workers are licensed, certified, and possess the requisite credentials to perform the transition services; and
5. That the company has, or will secure, at its own expense, applicable personnel who shall be qualified to perform the duties required to be performed under this Request for Qualifications.
6. That the company understands that should an amendment to this RFQ be issued, it will be posted on the MDRS website (www.mdrs.ms.gov) in a manner that all proposers will be able to view. Proposers shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal, by identifying the amendment number and date in the space provided for this purpose on this form. The acknowledgment must be received by MDRS by the time and at the place specified for receipt of proposal. It is the company's sole responsibility to monitor the website for amendments to the RFQ.

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

Signature and Date:  6/20/25

Name and Title: ASEELAH HARRISON-WILLIAMS, PRESIDENT/CEO

ATTACHMENT C

Certifications and Assurances

I/We make the following certifications and assurances as a required element of the offer to which it is attached, of the understanding that the truthfulness of the facts affirmed here and the continued compliance with these requirements are conditions precedent to the award or continuation of the related contract(s) by circling the applicable word or words in each paragraph below:

1. Representation Regarding Contingent Fees.

Contractor represents that it [**HAS** or **HAS NOT**] retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's proposal.

2. Representation Regarding Gratuities.

The Respondent or Contractor represents that it [**HAS** or **HAS NOT**] violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 6-204 (Gratuities) of the Mississippi Public Procurement Review Board Office of Personal service Contract Review Rules and Regulations.

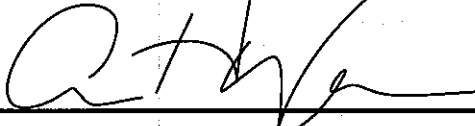
3. Certification of Independent Price Determination.

The Respondent certifies that the prices submitted in response to the solicitation [**HAVE** or **HAVE NOT**] been arrived at independently and without, for the purpose of restricting competition, any consultation, communication, or agreement with any other respondent or competitor relating to those prices, the intention to submit a proposal, or the methods or factors used to calculate price.

4. Prospective Contractor's Representation Regarding Contingent Fees.

The Prospective Contractor represents as a part of such Contractor's proposal that such Contractor [**HAS** or **HAS NOT**] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

Signature and Date:  6/20/25

Name and Title: ASEELAH HARRISON-WILLIAMS, PRESIDENT/CEO

Note: Please be sure to circle the applicable word or words provided above. Failure to circle the applicable word or words and/or to sign the proposal form may result in the proposal being rejected as nonresponsive. Modifications or additions to any portion of this proposal document may be cause for rejection of the proposal.

ATTACHMENT D
Company Questionnaire

If additional space is needed, please attach supplemental pages as necessary to completely answer all questions.

1. Corporate Experience and Capacity

- Provide the age of your business. ☐ 10 Years
- Describe the experience of the firm in providing the service, give number of years that the service has been delivered, and provide a statement on the extent of any corporate expansion required to handle the service. ☐

For more than 10 years, the responding provider has contracted with private, city, state and federal workforce related agencies to provide workforce development programming, vocational, empowerment, employment, and/or supportive related services to underserved populations. Through its Community Rehabilitation Program and Transition Fairs, the respondent provides innovative and practical training and services that equip young people with knowledge, skills, and valuable resources that could lead to a lifetime of success. As a part of the in-school youth program and cultivated by the states' pre-employment transition programs, students develop and enhance their career goals and work skills through career readiness training, as well as other core services and soft skills training. For over five and a half years, hundreds of students have successfully participated in CDTI sponsored transition, career, college, and senior day fairs and went on to transition to into the workforce and/or post-secondary institutions.

During its transition, career, college, and/or senior day fairs, the respondent affords youth the opportunity to participate in pre-vocational services, such as hands-on job exploration and assessment, self-advocacy, work-readiness, soft skills training, post-secondary counseling, and unpaid work experiences. Services include career exploration, job shadowing, work/job sampling, transition conferences, financial literacy, entrepreneurial guidance, on-site and virtual worksite college and workplace tours, and/or other supportive and follow-up related opportunities. This agency has developed a robust resource to referral pipeline that exposes youth to post-secondary opportunities throughout its service area. Subsequently, hundreds of youth participants have successfully transitioned to post-secondary programs, including vo-tech, two-year colleges, and 4-year colleges and universities.

Practical on-site training and work-based learning opportunities offer state-funded paid and unpaid work experiences for student trainees who successfully complete the work readiness program. The provider has partnered with over 75 community companies and organizations to deliver work-based learning opportunities, mentorships, internships, pre-apprenticeships, speaking engagements, practical experiences, transition conferences and webinar training. By taking a vested interest in youth, the respondent's collaborative partnerships have taken a positive step toward helping shape the future of community youth, thereby uplifting local communities.

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

ATTACHMENT D

Company Questionnaire (Page 2 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

2. Service Location

- ☐ If services are to be provided at a site other than firm's principal place of business (the address given in Attachment A), please specify the place of performance. ☐

Potential satellite locations for Job Extravaganza's :

- 705 Keating Rd, Batesville, MS 38606
- 1150 Wildcat Dr, Clarksdale, MS 38614
- 2201 Gordon Ave, Yazoo City, MS 39194
- Hwy 3 & Cherry St., Moorhead, MS 38761
- 2981 Harris Parkway S. Ext., Robinsonville, MS 38664
- 1000 Riverside Drive #3, Clarksdale, MS
- 703 Darby St Lambert, MS 38643
- 102 Ed Perry Blvd, Oxford, MS 38655

3. Personnel

Attach resumes' of all those who will be involved in the delivery of service (from principals to field technicians) that include their experience in this area of service delivery as well as a list of all principals. Additionally, please provide copies of all applicable permits, professional certifications and/or licenses from the applicable certifying authority, and a list of all principals. ☐

Aseelah Williams, President/Pre-ETS HR Manager & Program Coordinator, will oversee day-to-day operations of pre-ets contract and manage employees.

Quentasha Williams, Youth Employment Specialist/Transition Specialist, will coordinate pre-ets programming and provide training and services to students.

April Jackson, Youth Employment Specialist/Transition Specialist, will coordinate pre-ets programming and provide training and services to students.

Deja Green, Youth Employment Specialist/Transition Specialist, will coordinate pre-ets programming and provide training and services to students.

Annie Burkhead, Youth Employment Specialist/Transition Specialist, will coordinate pre-ets programming and provide training and services to students.

Brenda Hopson, Youth Employment Specialist/Transition Specialist, will coordinate pre-ets programming and provide training and services to students.

~~Tricha O'Neal, Youth Employment Specialist/Transition Specialist, will coordinate pre-ets programming and provide training and services to students.~~

Sylvia Gray- Pre-ETS Contract Compliance Manager, will oversee compliance measures of pre-ets program.

~~Nita Black, Bookkeeper, will oversee accounts payable/accounts receivable and provide bookkeeping services.~~

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

ATTACHMENT D

Company Questionnaire (Page 3 of 3)

If additional space is needed, please attach supplemental pages as necessary to completely answer

4. References

- Give at least three (3) references for contracts of similar size and scope, including at least two (2) references for current contracts or those awarded during the past three (3) years. Include the name of the organization, the length of the contract, a brief summary of the work, and the name and telephone number of a responsible contact person. □

Arkansas Rehabilitation Services, Workforce Services Division
Pre-Employment Transition
Contracted since 2018
-Kimberly Clark & Maryanne Caldwell M.S., CRC
Statewide Pre-ETS Manager
(501)515-9893 Cell; ~~(479)582-1286 Office~~

Arkansas Rehab. Services Community Rehabilitation Services including Job Placement & SE
-Ms. Iresa Stubblefield, CRC/CESP
Community Program Development Manager
PO Box 3781, Little Rock, AR 72203; Office: 501-296-1620 F: 501-296-1687
1-800-330-0632; ~~Iresa.stubblefield@arkansas.gov~~

National Disability Institute/American Dream Employment Network
SSA Ticket-to-work Vocational/Employment Services (Nationwide/Telephonic/Virtual)
Financial Benefits Counseling, Advisement & Planning- Social Security & Veterans Benefits
Contracted since 2020
Partnership Plus with the State of Arkansas
-Mary Lynn ReVoor | Co-Director American Dream Employment Network
Office: 202-765-2373; www.AmericanDreamEN.org

Standard Insurance Workplace Possibilities/Mitchell International/Genex Services
Stay-at-work/Return to work, Ergonomic Assessments, ADA Accommodations Consultations with the City of Memphis
Contacted since 2019
-Elle Banda | Manager
Workplace Possibilities Program Consultants
Phone: 951.200.0202 | Fax: 971.321.5118
~~elle.banda@standard.com | www.standard.com~~

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

ATTACHMENT F

Areas of Coverage


List of Counties where training events can be performed:

CDTI is interested in servicing any of the following counties:

Marshall, Panola, Coahoma, Tate, Lafayette, Grenada, Quitman, Yazoo, Copiah, LeFlore, Tunica, Washington, Sharkey, Holmes, Tallahatchie, Yalobusha, Sunflower, and/or Bolivar Counties

Estimate the number of student that can be served per event: We estimate that 100-150 students can be served per event

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

Signature and Date:  6/20/25


Name and Title: ASEELAH HARRISON-WILLIAMS, PRESIDENT/CEO

ATTACHMENT G

Additional Data

CDTI, LLC is contracted with the American Dream Employment Network of the National Disability Institute to provide ticket-to-work and benefits counseling services and supports to social security beneficiaries.

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

Signature and Date: 

Name and Title: ASEELAH HARRISON-WILLIAMS, PRESIDENT/CEO

ATTACHMENT H

Redaction Notice

Offerors shall acknowledge which of the following statements is applicable regarding release of its qualification as a public record. An offeror may be deemed non-responsive if the offeror does not acknowledge either statement, acknowledges both statements, or fails to comply with the requirements of the statement acknowledged. Choose one:

 x Along with a complete copy of its qualification, offeror has submitted a second copy of the qualification in which all information offeror deems to be confidential commercial and financial information and/or trade secrets is redacted in black. Offeror acknowledges that it may be subject to exclusion pursuant to Chapter 15 of the PPRB OPSCR Rules and Regulations if the MDRS or the Public Procurement Review Board determine redactions were made in bad faith in order to prohibit public access to portions of the qualification which are not subject to Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Offeror acknowledges and agrees that MDRS may release the redacted copy of the qualification at any time as a public record without further notice to offeror. An offeror who selects this option but fails to submit a redacted copy of its qualification may be deemed non-responsive.

 Offeror hereby certifies that the complete unredacted copy of its qualification may be released as a public record by MDRS at any time without notice to offeror. The qualification contains no information offeror deems to be confidential commercial and financial information and/or trade secrets in accordance with Mississippi Code Annotated §§ 25-61-9, 75-26-1 through 75-26-19, and/or 79-23-1. Bidder explicitly waives any right to receive notice of a request to inspect, examine, copy, or reproduce its bid as provided in Mississippi Code Annotated § 25-61-9(1)(a). An offeror who selects this option but submits a redacted copy of its qualification may be deemed non-responsive.

Company Name: CAREER DEVELOPMENT & TRAINING INSTITUTE, LLC

Signature and Date:  6/20/25

Name and Title: ASEELAH HARRISON-WILLIAMS, PRESIDENT/CEO

Commercial General Liability Declarations

In return for the payment of the premium, and subject to all the terms of this Policy, we agree with you to provide the insurance as stated in this Policy.

Declaration effective from:	<input type="text" value="October 27, 2024"/>
Policy No.:	<input type="text" value="D100,600,148.10"/>
Renewal of:	<input type="text" value="D100,600,148.0"/>
Named Insured:	<input type="text" value="Career Development & Training Institute of the Mid-South"/>
Address:	<input type="text" value="724 Decatur St"/> <input type="text" value="Memphis, TN 38107"/>
Email Address:	<input type="text" value="cdtmidsouth@gmail.com"/>

Policy period:	From: <input type="text" value="October 27, 2024"/>	To: <input type="text" value="October 27, 2025"/>
----------------	---	---

At 12:01 A.M. (Standard Time) at the address shown above.

Form of Business:	<input type="text" value="Other"/>
Each Occurrence Limit:	<input type="text" value="\$1,000,000"/>
Damage to Premises Rented to You Limit:	<input type="text" value="\$100,000"/> Any one premises
Medical Expense Limit:	<input type="text" value="\$5,000"/> Any one person
Personal & Advertising Injury Limit:	<input type="text" value="\$1,000,000"/> Any one person or organization
General Aggregate Limit:	<input type="text" value="\$2,000,000"/>
Products/Completed Operations Aggregate Limit:	<input type="text" value="Products-completed operations are subject to the General Aggregate Limit"/>
Supplemental Business Personal Property Floater Coverage Limit:	<input type="text" value="\$10,000"/>
Supplemental Business Personal Property Floater Coverage Deductible:	<input type="text" value="\$500"/>

All Premises You Own, Rent or Occupy

Premises Number:	<input type="text" value="1"/>
Address:	<input type="text" value="724 Decatur St"/> <input type="text" value="Memphis, TN 38107"/>
Total Premium:	<input type="text" value="620.00"/>
Attachments:	<input type="text" value="See attached Forms and Endorsements Schedule."/>

HISCOX

A Guide To Your General Liability Policy

The following is a guide to your General Liability policy. We have identified several key coverage items along with the limits and deductibles you have selected. To make it easier, we have also added a brief explanation of those items.

We want you to feel confident about your new policy. If any of the information below is incorrect or if you have any questions, please contact one of our advisors at 844-357-0840 (Mon-Fri, 7am-10pm ET) or manage your policy at:

Your business details	
Name:	Aesalah Harrison
Business Name:	Career Development & Training Institute of the Mid-South
Address:	724 Decatur St
City:	Memphis
State:	TN
Zip code:	38107
Occupation:	Life/career/executive coaching
Telephone number:	661-666-8485
Email address:	edtimidsouth@gmail.com

Your General Liability Policy	
Policy number:	P100.690.148.10
Policy effective dates:	From: October 27, 2024
This determines the time period during which your coverage applies.	To: October 27, 2025
Form of business:	Other
This identifies the legal structure of your business and determines who is insured under your policy.	
Business Property and Equipment Coverage:	Included
Optional terrorism coverage:	Included
Total cost of policy:	\$ 620.00

Your coverage and limits	
Each occurrence limit	\$ 1,000,000
The most we will pay for all damages due to bodily injury and property damage, and medical expenses that arise out of any one occurrence. Defense costs we incur, in the defense of a lawsuit filed against you, will not reduce this limit.	

General aggregate limit The most we will pay for all damages and medical expenses for the entire policy. Defense costs we incur, in the defense of a lawsuit filed against you, will not reduce this limit.	\$ 2,000,000
Your limits for this Business Property and Equipment Coverage The most we will pay (per occurrence) for loss or damage to your business equipment and property (e.g. computers, furniture) at the listed premise(s).	\$ 10,000
Medical expenses The most we will pay for all medical expenses sustained by any one person.	\$ 5,000 any one person
Deductible for General Liability Coverage However, a \$1,000 per occurrence deductible does apply to properties managed by you, premises listed by you or shown by you for sale or rental.	No deductible
Deductible for Business Property and Equipment Coverage The amount you must pay for business property and equipment losses covered under the policy before the policy makes any payments.	\$ 500

Other policy information

Notice of claim

If you have a claim, please call us at 866-424-8508. You may also e-mail us at reportclaim@hiscox.com

What does my General Liability Policy cover?

For a summary showing examples of what you are and are not covered for, please read the Coverage Summary document.

This guide does not modify the terms and conditions of your policy, which are contained in your policy documents, nor does it imply any claim is covered or not covered. We recommend that you read your policy documents to learn the details of your coverage.

**AMENDMENT #1
TO THE REQUEST FOR QUALIFICATIONS
FOR COMPREHENSIVE TRAINING EVENTS FOR MDRS CLIENTS
RFQ #3120003152**

Q1: Will Entrepreneurship classes be considered a Pre Employment Transition Service?

A1: Self-employment/entrepreneurship would fall under Job Exploration Counseling.

Q2: Is this RFQ for "Job Extravaganza" type events only or does it include other Pre ETS activities?

A2: This RFQ is limited to the provision of Pre-Employment Transition Services (Pre-ETS) activities conducted specifically at Job Extravaganza events. While the activities completed at these events are considered Pre-ETS, this RFQ does not include or authorize the provision of other Pre-ETS activities outside the scope of the Job Extravaganza events as outlined in the RFQ.

Q3: Will there be a separate RFP or RFQ for Pre ETS?

A3: Yes

Q4: How long should the "breakout sessions" be?

A4: The "breakout sessions" should be no shorter than 30 minutes each. Services provided during these sessions are billed in units, where one unit equals one hour and a half unit equals 30 minutes. All Pre-ETS activities conducted during these breakout sessions must be clearly documented using the Pre-ETS Provision Form MDRS-VR-61.

Q5: Is Military an option to highlight for counseling on Post Secondary Education and Training Opportunities?

A5: No, the military is not an option to highlight during counseling on Post-Secondary Education and Training Opportunities; however, this type of counseling falls under the Pre-ETS category of Job Exploration Counseling. Discussing military careers helps students understand the diverse roles and opportunities available within the military.

- Q6: Are contractors required to pay travel expenses for businesses participating in a Job Extravaganza?
- A6: Per Section 2.5 of the RFQ, "The contractor shall be responsible for covering all travel-related expenses (e.g., lodging, mileage) incurred by businesses or speakers participating in the event.
- Q7: Is a bachelor's degree required for a designated individual (peer mentor, staff member, teacher, or volunteer) who is assigned to each student group during an event? If yes, please clarify why.
- A7: No, a bachelor's degree is not required for a designated individual (peer mentor, staff member, teacher, or volunteer) assigned to each student group during an event. However, to ensure the safety and well-being of students with disabilities and to align with Mississippi Department of Education standards, all such individuals must meet the minimum qualifications for assistant teachers.
- Acceptable qualifications include:
- An Associate's degree or higher; or
 - At least two years or 48 college credit hours (with transcript verification); or
 - A high school diploma or GED along with verified WorkKeys® scores meeting state proficiency levels (typically a Silver Level certification or equivalent scores in Reading, Applied Mathematics, and Writing).
- All qualifications must be submitted to the agency for review and approval prior to the event. This requirement ensures individuals assigned to work with students are appropriately vetted and qualified, consistent with state educational standards and the agency's commitment to student safety.
- Q8: Is this a RFQ or is it an RFP? Language on pages reference a proposal.
- A8: This is a Request for Qualifications (RFQ) in which MDRS sets the price for the services provided. Per section 5.1, you will still submit a proposal for how the services are going to be provided.
- Q9: Section 5 indicates proposal requirements. Can you clarify why the "Management Summary" and "Proposal" is to be "unmarked?"
- A9: These sections are required to be "unmarked" so that the evaluation committee does not know whose submission they are scoring. This helps to ensure fairness in the evaluation process.

Q10: If a student has a referral for Pre-ETS, will they need a second referral to attend a JE?
"Services provided without a completed Referral for Contracted Pre-ETS Services Form (MDRS-VR-100) will not be paid by MDRS-OVR/OVRB."

A10: No, but the referral must include all Pre-ETS activities that will be provided at the Job Extravaganza event and the chosen provider must be on the referral. If not, the referral would need to be amended prior to the student attending the event.

Q11: Are fingerprints required for a designated individual (peer mentor, staff member, teacher, or volunteer) who is assigned to each student group during an event? If yes, please clarify why.

A11: Since these individuals—whether peer mentors, staff, teachers, or volunteers—will be providing services to students with disabilities, Mississippi law requires that all school staff undergo fingerprinting. Accordingly, we will adhere to this standard to ensure student safety and comply with state regulations:

1. Fingerprint Requirement Under Mississippi Law

- Per **Miss. Code Ann. § 37-9-17**, school districts must require criminal background checks and fingerprinting for any individual—licensed or nonlicensed—who works in a school setting.
- Charter schools and any contracted education service providers are similarly covered under **Miss. Code Ann. § 37-28-49**

2. Volunteers and Staff Working with Students

- **24 Miss. Code R. § 1-9.1.3** mandates fingerprinting for all employees and volunteers working with children, disqualifying individuals with criminal histories that raise safety concerns.

We will require fingerprinting for every designated individual assigned to student groups during these events. This aligns with Mississippi's statutory and regulatory requirements and demonstrates our commitment to prioritizing the safety and well-being of students with disabilities.

Q12: For the individuals providing services to the students (not the contractor) does each person have to have a Bachelor's degree to work with the kids.

A12: No, individuals providing services to students at these events are not required to have a Bachelor's degree. However, to ensure consistency with state standards and maintain the quality and safety of services delivered to students with disabilities, all individuals providing such services must meet the minimum qualifications for assistant teachers as outlined by the Mississippi Department of Education.

Acceptable qualifications for assistant teachers working with students include:

- An Associate's degree or higher; or

- At least two years or 48 college credit hours (verified by transcript); or
- A high school diploma or GED, *plus* verification of WorkKeys® scores demonstrating proficiency (typically a Silver Level certification or equivalent scores in Reading, Applied Math, and Writing).

All qualifications for staff who will be working with students must be submitted to the agency for review and approval prior to participation in any student-focused event. This requirement is in place to ensure compliance with state guidelines and to protect the well-being of students with disabilities being served.

Q13: Does the contractor have the authority to conduct events in the school gym with permission from the principal - I'm asking because the schools I will be servicing will be far from each other, and from what it is written in the contract, it will be hard to get 5 hours for an event if you add travel to and from and for the students to get back to the school to go home.

A13: The Provider is responsible for securing the location which could be at a school gym if approved by the school.

Q14: Also is this RFQ the same as the Job Extravaganza RFQ.?

A14: This RFQ is only for the Job Extravaganza events.

Q15: Also when submitting numbers for possible kids serviced, this is with all the schools?

A15: Yes

Q16: If approved. The contract is renewed for only 4 years, and if after that, I will have to reapply if I want to continue to do this RFQ.

A16: Yes, all applicants would have to reapply after that point.

Q17: In Exhibit B (page 39), under the Compensation section, it states: "MDRS agrees to compensate the Contractor at the rate of Ninety Dollars (\$90.00) per hour per student." However, on page 4, Section 2.1, the Compensation for Services table lists different rates based on the Pre-ETS category and whether services are provided individually or in a group—none of which are \$90.

Could you clarify which structure is correct, or if the Exhibit B language is outdated?

A17: The chart on page 4, Section 2.1 is the correct rate. The Exhibit B language is outdated.

Respondents shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the response. The acknowledgment must be received by MDRS by the submission deadline.

Company Name: CAREER DEVELOPMENT & TRAINING INST., LLC

Signature and Date: Aseelah Williams

Name and Title: Aseelah Harrison Williams, President CEO

CURRICULUM VITAE

of

Aseelah N. Harrison Williams, MS, CRC, CCM, CDF, CEAS I
CEO/Certified Rehabilitation Counselor/Certified Case Manager/
Vocational Consultant/ Ergonomist/ Work Incentive Benefits Specialist

Professional Summary:

Experienced Senior Rehabilitation Case Manager, CEO, President of Operations, and Workplace Accommodations Consultant providing services to injured workers and individuals with disabilities. In-depth knowledge of casework methodology and techniques of rehabilitation counseling, soft-skills development, benefits counseling, project management, curriculum development, community engagement, ADA accommodations, and soft-skills, work readiness & work-based learning training. Versatile, goal-oriented manager and business owner with 10 years of experience supporting the strategic direction of large-scale programs, policy development, program planning and development, setting budgets, managing multiple contracts, hiring, and managing staff, and managing risks while achieving overall company goals and exceeding customer expectations. Manages budgets efficiently, and implements policies and procedures as required to produce positive outcomes. Demonstrates success in developing projects, strategic planning, and managing a high-volume caseload by utilizing strong organizational and time management skills.

EXPERIENCE:

2015-present

Career Development and Training Inst., LLC – West Memphis, AR

CEO/President/Vocational Expert/SSA Benefits Specialist

Oversees and coordinates state community rehabilitation contracts, the Social Security Administration's Ticket-to-work program, and the Pre-employment transition programs in two states. Recruits, hires, trains, and manages transition and employment placement specialists. Develops learning curriculums and coordinates youth transition fairs. Establishes and maintains contracts with secondary institutions and partnerships with community agencies and partners. Conducts vocational assessments and provides vocational services including work readiness, self-advocacy, life skills, placement, job retention, and supportive services to opportunity youth and individuals with disabilities. Develops company policies and programs. Manages payroll and budgets. Develops partnerships with businesses and job opportunities for consumers. Provides assessments, evaluations, job placement, supported employment, and job stabilization services. Assists SSA beneficiaries with transitioning back into labor market. Identifies transferrable skills. Provides benefits counseling and other supportive services to assist beneficiaries with obtaining and maintaining employment. Provides advocacy services for workers and students seeking accommodations. Vocational expert testimony.

2019-Present

Standard Insurance/Genex Services/Mitchell International, Memphis, TN

Subcontractor/WWP Possibilities Consultant

Workplace Possibilities Consultant with Standard Insurance. Provides case management services to injured workers. Coordinates the RTW and STW program for a local large municipal client.

Performs ergonomic assessments and training for workers with medical issues in various workplace settings. Provide ergo recommendations and assists with implementing accommodations and modifications in the workplace. Conducts job analysis and identification of critical demands and RTW services for workers on short-term/long-term disability.

2016-2019

Genex Services, LLC-Memphis, Tennessee

Certified Medical-Voc. Case Manager/Ergonomic Specialist

Coordinated and implemented the vocational training or retraining necessary to return the claimant to the workplace. Conducted transferable skills analysis, vocational testing/evaluation, ergonomic assessments, job analysis and job search activities. Coordinated claimant participation in medical services and other programs designed to prepare them for re-entry or sustainability in the workforce. Coordinated individual's vocational training program while maximizing cost containment by assisting the injured worker with transitioning back to work. Conducted vocational assessment, interviews, and tests to assist with formulation of vocational goals. Coordinated with physicians and therapists to conduct medical and functional assessments to identify physical and mental capabilities. Identified and counseled injured workers on vocational alternatives and implementation of accommodations and modifications to improve or maintain productivity. Assisted employers with implementing modifications and accommodations of job duties and workstations. Provided job search skills training. Coordinated the injured worker's appointments and arranges and/or personally escort them to the appointments. Provided ongoing follow-up after successful placement. Prepared detailed evaluation reports and case notes documenting each phase of activities. Workplace Possibilities Consultant with Standard Insurance. Prepared and presented physician panel's reports to the city's retirement board.

2010-2016

Arkansas Rehabilitation Services- West Memphis, Arkansas

Certified Rehabilitation Vocational Counselor/Manager in Training

Conducted intake evaluations and assessments. Developed individualized plans. Identified community referral resources and developed cooperative relationships. Monitored the on-going provision of services. Coordinated and implemented vocational training or retraining programs necessary to retain or return consumers to the workplace. Worked with physicians and therapists to conduct medical and functional assessments to identify physical and mental capabilities. Identified and counsel the injured worker on vocational alternatives. Assisted employers with implementing modifications and accommodations of job duties and workstations. Provided job search skills training. Established on-the job training programs. Supervised other counselors. Coordinated transition fairs.

2007-2009

Central Mississippi Tax Consultants- Jackson, Mississippi,

Office Manager/Tax Preparer

Coordinated office procedures and functions. Trained new employees. Prepared taxes for small businesses and individuals. Provided customer service and managed three employees. Resolved complaints. Scheduled employees.

2005- 2008

Willow Creek Nursing & Rehabilitation Ctr.- Byram, Mississippi

Director of Activities/Community Liaison

Performed intake and functional assessments. Developed and coordinated care plans. Updated care plans periodically and recorded progress. Documented all case management activities. Provided recommendations regarding durable equipment and AT needs of residents. Coordinated daily residential schedules and individualized residential and transitional care plans according to

evaluations and functional capabilities. Coordinated special events and relationships with community providers. Marketed the program. Managed budget. Established Alzheimer's community support group. Managed volunteer recruitment and retention program. Applied for mini grants for purchases of low tech AT devices.

- 2004-2005 Greenwell Springs Hospital REAP/LRS- Greenwell Springs, Louisiana
Vocational Evaluator, Intern
Evaluated and summarized medical history and functional capabilities gathered from interviews, observations, and medical records. Conducted AT assessments, installations and training for individuals with disabilities. Administered and interpreted aptitude and interest tests. Prepared individualized vocational assessment reports and recommendations.
- 2004 Community Opportunities of East Ascension- Gonzales, Louisiana
Quality Improvement Program Evaluator, Intern
- 2003-2004 Quality Education for Minorities/NIH- Washington, DC, Funded by NIH
Health Focused /HIV/AIDS Educator, Intern

EDUCATION:

- 2022 Cornet University School of Industrial & Labor Relations, **Youth Work Incentive Practitioner**, Institute on Employment and Disability Online Training
- 2022 Cornet University School of Industrial & Labor Relations, **Veteran's Incentive Practitioner**, Institute on Employment and Disability Online Training
- 2019-20 Cornet University School of Industrial & Labor Relations, **Work Incentive Practitioner**, Institute on Employment and Disability Online Training
- 2015 The Back School of Atlanta, **Certified Ergonomist Assessment Specialist**, Little Rock, AR
- 2014 Arkansas Rehabilitation Services, **Job Coach Certification Program**, West Memphis, AR
- 2012 Arkansas Rehabilitation Services, **Completed 120-hour Career Development Facilitator Certification Program**, Little Rock, AR
- 2008-09 Hinds CC Nursing & Allied Ctr., **Nursing Courses**, Jackson, MS
- 2003-2007 Southern University A & M, **Master of Science in Rehabilitation Counseling with a specialty in Rehabilitation of Ethnic Minorities**, Baton Rouge, LA
- 2003-2004 U.S. Red Cross & HIV/AIDS Women's Health Inst. **HIV/AIDS Educator Certification Program**, Washington, DC
- 1999-2003 Tougaloo College, **Bachelor of Arts in Psychology**, Tougaloo, MS

NATIONAL CERTIFICATIONS:

- 2019 Work Incentive Practitioner Certification
- 2016 Certified Case Manager (**CCM**), Commission for Case Manager Certification

- 2015 Certified Ergonomics Assessment Specialist (**CEAS I**)
- 2014 Job Coach Certification
- 2012 Certified Career Development Facilitator (**CDF**), National Career Development Association
- 2010 Certified Rehabilitation Counselor (**CRC**), certification number 00113499, Commission on Rehabilitation Counselor Certification

PROFESSIONAL SERVICE & AFFILIATIONS:

- 2019- Present Founder, Board Member- The ARC of Eastern AR
- 2019-Present Affiliate, American Dream Employment Network/National Disability Institute
- 2022-Present Board Member, Memphis River Sharks
- 2020-Present Affiliate/Partner, AR Workforce Services
- 2018-Present Member, Marion Rotary Club
- 2018-Present Member, West Memphis Chamber of Commerce
- 2016-2019 Member of the Mid-South Worker's Comp Association
- 2003-2016 Member of the National Rehabilitation Association
- 2006- 2007 Founder & Co-Facilitator of Alzheimer's Support Group, Byram, MS Chapter
- 2004 Health Advocate & Student of Goree Mission, Senegal, Africa
- 2004 Volunteer of Natl. Black HIV/AIDS & Awareness
- 2003-2006 President of Southern University Student Rehab. Association
- 2002-2005 Member of Mississippi Psychological Association

RESEARCH/APPEARANCES:

- 2016 Presented "Ergonomics in the Workplace", May, 2015. Kroger Manager's Meeting, Memphis, TN
- 2015 Presented "Rehabilitation Counseling and The Dynamics of Working in the Public Sector", February, 2015. University of Memphis, Memphis, TN
- 2014 Presented "Rehabilitation Counseling and The Dynamics of Working in the Public Sector", October, 2014. University of Memphis, Memphis, TN
- 2014 Coordinated and Hosted "Unveiling the Mask just Boo..cause! ...Dispelling myths & increasing awareness of disABILITIES". October, 2014, West Memphis, AR
- 2013 Presented "Inside the Profession of Rehabilitation Counseling", December, 2013. University of Memphis, Memphis, TN

- 2007 Presented Self-Reported HIV/AIDS Risks of Undergraduate African America Females with Disabilities: A University Study, May, 2007. Southern University A&M College, Baton Rouge, LA.
- 2004-2006 Researched Self-Reported HIV/AIDS Risks of Undergraduate African America Females with Disabilities: A University Study. Southern University A&M College, Baton Rouge, LA.
- 2005 Featured in "International Endeavors", May 2005. Southern University REHABNEWS Newsletter.
- 2003 Presented "It's Contagious"-Spreading Advice & Valuable Education about HIV/AIDS, July, 2003. Quality Education of Minorities Funded by NIH, Washington, DC.
- 2003 Researched & Presented "An Analysis of Television Violence on Explicit Memory", May, 2003. Student Research Symposium. Tougaloo College, Tougaloo, MS
- 2003 Featured in "Honor Students Making Stellar Achievements, May 2003. Tougaloo News Magazine Tougaloo, MS.
- 2003 Featured in "An Eaglet Takes Flight", May, 2003. Tougaloo College Informational Newsletter

HONORS/AWARDS:

- 2020 Women's Foundation of Arkansas, Special Recognition, Grant Winner
- 2007 MS Health Care Association, Special Recognition
- 2004-2007 Southern University, Chi Sigma Iota Honor Society
- 2003-2005 Southern University-, Rehabilitation Services Association Scholarship Recipient
- 2001-2003 Tougaloo College, Kappa Delta Pi Honor Society & Presidential Scholar

Commission on Rehabilitation Counselor Certification

To all persons be it known that

Isaiah R. Harrison-Williams

*having completed the prescribed studies
and having satisfied the requirements for designation as a*

Certified Rehabilitation Counselor

*has accordingly been admitted to that designation with all the rights, privileges,
and immunities thereunto appertaining.*

*In witness whereof, the officers of the Commission
have caused this certificate to be signed for practice
in the field of rehabilitation counseling as such upon bestowment.*



C. J. Spivey, Jr., ccc

Chair

Debra H. Harley, ccc

Secretary

Commission No. CR113499

Valid through September 30, 2015

Cornell University

School of Industrial and Labor Relations

K. Lisa Yang and Hock E. Tan

Institute on Employment and Disability

In having completed the prescribed course of study on 04-06-2022,
passed the provisional certification examination on 04-22-2022 and
successfully completed the case review requirement on 10-21-2022.

Aseelah Williams


is granted full credentials as a

Youth Work Incentive Practitioner

As of October 21, 2022 through October 21, 2027



Instructor



Associate Director



Dean



**Add
Image**

Ms. Aseelah N. Harrison-Williams, CRC



ID: 113499

✉ info@cdtimidsouth.com

My Credentials

Certification: CRC



Certification Date:

10/18/2010

Renewal Due Date:

09/30/2025

[Buy Replacement Certificate](#)

Commission on Rehabilitation Counselor Certification

1501 E. Woodfield Road, Suite 1055

<https://secure.crccertification.com/eweb/DynamicPage.aspx?webcode=Conf>

Cornell University

School of Industrial and Labor Relations

K. Lisa Yang and Hock E. Tan
Institute on Employment and Disability

In having completed the prescribed course of study on 7/12/2019,
passed the provisional certification examination on 8/2/2019 and
successfully completed the case review requirement on 8/9/2019

Aseelah Williams

is granted full credentials as a

Work Incentive Practitioner

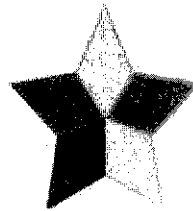
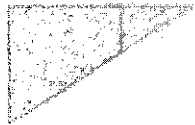
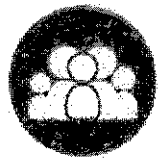
as of 8/9/2019 through 8/9/2024


Instructor


Associate Director


Dean

Charting the LifeCourse™ Ambassador Series



Aseelah Williams

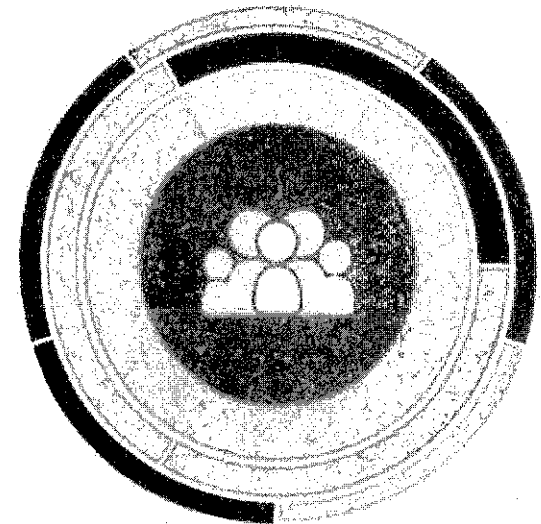
is awarded this Certificate of Completion for their
successful engagement in and completion of
Charting the LifeCourse
Ambassador Series

UMKC Institute for
Human Development
Charting the LifeCourse Nexus

University Center for Excellence
in Developmental Disabilities
awards 15 contact hours
for the completion of this series.

Michelle C. Reynolds

Michelle Reynolds, PhD
Assoc. Dir. of Institute for Human Development
Director of Charting the LifeCourse Nexus UMKC
Date Issued: September 30, 2022
Certificate ID: 59426687





Commission for Case Manager Certification

The Commission for Case Manager Certification

hereby certifies that

Aseelah Williams

*has met the renewal requirements of approved continuing education as administered
under the authority of the Commission for Case Manager Certification
and is therefore qualified for continued practice in the field of case management as a*

Certified Case Manager (CCM®)

A handwritten signature in black ink, appearing to read "Patricia Humes", written over a horizontal line.

CHAIR

A handwritten signature in black ink, appearing to read "Patricia Humes", written over a horizontal line.

SECRETARY

4230839

CERTIFICATION NUMBER

12/01/2021-11/30/2026

VALID THROUGH

CERTIFICATE OF COMPLETION

THIS CERTIFIES THAT

Aseelah Williams

has completed 1 hours of training via the following course presented by the
National Center on Self-Employment, Business Ownership, and Telecommuting:

**Self-Employment Through the VR Lens: Module 1:
Introduction to Self-Employment for VR**

September 16, 2022



Beth Keeton, M.A.
Principal Investigator
Griffin-Hammis Associates

Member Information

Aseelah Williams
PO BOX 70221
MEMPHIS, Tennessee 38107
United States

ADA Coordinator Training Certification
Program (ACTCP) - Great Plains ADA
Center
100 Corporate Lake Drive
Columbia, MO 65203

Certificate of Completion				
Activity Code	Description	Credit Type	Location	Credits
NA	ACTCP Advanced- ADA Employment Training Certificate Title I Employment	ADA Employment Certificate Credits		6

Credits Issued: 6

ADA Coordinator Training Certification
Program (ACTCP) - Great Plains ADA
Center
100 Corporate Lake Drive
Columbia, MO 65203

Date Activity Completed: 2/19/2021
Date Statement of Credit Issued: 9/16/2022

Member Information

Aseelah Williams
PO BOX 70221
MEMPHIS, Tennessee 38107
United States

ADA Coordinator Training Certification
Program (ACTCP) - Great Plains ADA
Center
100 Corporate Lake Drive
Columbia, MO 65203

Certificate of Completion				
Activity Code	Description	Credit Type	Location	Credits
NA	ACTCP Coursework Reasonable Accommodations	Foundation- Option		3

Credits Issued: 3

The ADA Coordinator Training Certification
Program is a voluntary program for ADA
Coordinators. The program is designed to
provide a comprehensive understanding of
the ADA and its requirements.

Date Activity Completed: 2/19/2021

Date Statement of Credit Issued: 9/16/2022

Ms. Brenda J. Hopson

600 Kimbro Street, Marks, Mississippi 38646; (662) 609 4522; bhopson67@yahoo.com

SUMMARY OF QUALIFICATIONS

- Over 30 years combined experience in teaching K-12 and adult learners, providing administrative and supervisory support to include the interpretation and development of policies and procedures, staff training, professional development, grant writing, collaborative efforts with community
- Over two decades of combined years of multi-faceted, professional experience in providing extensive instructional, tutorial, advisement, and counseling services to students within various academic settings
- Class AAA Career Level Administrative Licensure
- Educational Specialist in School Administration and Supervision
- Master of Education in Elementary Education
- Bachelor of Science in Elementary Education
- Licensed in K-12 Administration, Elementary Supervisor, Elementary Education, and Health Education
- Well versed in a broad range of technological systems, procedures and applications, including, but not limited to, Apple, Windows, Video conferencing, Blackboard, and Computer Diagnostics

EDUCATION/CERTIFICATIONS

- | | |
|----------|---|
| May 1989 | Bachelor of Science, Elementary Education
Jackson State University, Jackson, Mississippi |
| May 1992 | Master of Education, Elementary Education
University of Mississippi, University, Mississippi |
| May 1995 | Master of Education, Administration and Leadership
University of Mississippi, University, Mississippi |
| May 2011 | Educational Specialist, Higher Education/Adult Learning
Walden University, Minneapolis, Minnesota |

PROFESSIONAL EXPERIENCE

Transition Specialist

March 2024-Present

Career Development Training Institute, Olive Branch, Arkansas

Case Manager

June 2008 –Present

Quitman County Sheriff Department, Marks, Mississippi

Superintendent

Jan. 2012 – Dec. 2015

Quitman County School District, Marks, Mississippi

Principal, Ray Brooks School

July 2005-June 2008

Benoit Public School District, Benoit, Mississippi

Assistant Principal, D.M. Smith Middle School

July 2004-June 2005

Cleveland Public School District, Cleveland, Mississippi

Principal, Shelby Middle School

July 2000-June 2004

North Bolivar School District, Shelby, Mississippi

Principal, Quitman County Elementary School

July 1997-June 2000

Quitman County School District, Marks, Mississippi

Teacher, Quitman County Elementary School

August 1994-June 1997

Quitman County School District, Marks, Mississippi

Teacher, Greenhill Elementary School

August 1990-June 1994

North Panola School District, Sardis, Mississippi

Teacher, Quitman County Elementary School

August 1989-June 1990

Quitman County School District, Marks, Mississippi

~~APRIL JACKSON~~

CONTACT

~~662-281-4420~~

~~aprilj14@gmail.com~~

PROFILE

Dynamic Special Education professional with over 7 years of experience in K-12 instruction, transition services, and coaching. Proven ability to lead inclusive practices, support continuous improvement cycles, and mentor educators across multiple districts. Recognized for driving student success, improving IEP compliance, and promoting equitable outcomes through data-informed strategies. Strong communicator, collaborator, and advocate for exceptional learners.

SKILLS

- Special Education Compliance (IDEA, IEPs, SDI)
- Coaching & PDSA Improvement Cycles
- Inclusive Instruction & Access for All 2.0
- PLC Facilitation & Collaborative Teaming
- MTSS & Behavior Interventions
- Visible Data Tracking & Goal Setting
- Equity-Focused Instructional Leadership
- Transition Planning & Student Voice

EDUCATION

Master of Arts in Education
(Curriculum & Instruction) – Trident University International, Sep 2020

Alternate Route – Art of Teaching –
William Carey University, Nov 2019

Bachelor of Science in Kinesiology
(Clinical Exercise Science) – Mississippi State University, Dec 2009

Associate of Applied Science in Physical Therapist Assistant –
Concorde Career College, Feb 2015

EXPERIENCE

• Youth Transition Employment Specialist

Career Development & Training Institute (CDTI) | Oct 2024 – Present
Guide opportunity youth and students with disabilities in career planning, job readiness, and transition services.

Collaborate with employers, educators, and families to secure employment opportunities and skill certifications.

Assist in developing individualized transition plans aligned with IEP goals, emphasizing equity and access.

• Career Coach

North Panola High School, Sardis, MS | Nov 2022 – October 2024

Coached 100+ students in academic/career planning, leading to a 95% increase in FAFSA and college applications.

Organized career expos, college fairs, and industry tours aligning postsecondary opportunities with student goals.

Collaborated with teachers and administrators to track student progress, analyze data, and support at-risk learners.

Partnered with external agencies to offer certification/licensure pathways and essential life skills training.

• Transition Specialist & School Test Coordinator

Madison Shannon Palmer High School, Marks, MS | Aug 2019 – Nov 2022

Led transition planning for 150 students ages 14–21, aligning IEPs with student interests, skills, and goals.

Partnered with MDRS to provide job readiness, social skills, and self-advocacy training for students with IEPs.

Coordinated testing operations and trained staff in state compliance, maintaining integrity and security procedures.

Designed college access programs and implemented data-driven interventions to increase student engagement.

• Exceptional Education Teacher

Quitman County Elementary School, Lambert, MS | Jun 2018 – Jul 2019

Managed a caseload of 10 students, developed IEPs, and delivered specially designed instruction.

Collaborated with general educators to co-teach and differentiate lessons for students with diverse learning needs.

~~Annie Burkhead~~

~~Oxford, USA 38655~~

~~662-881-8586 aburkhead@gmail.com~~

PROFESSIONAL SUMMARY

To add additional value to an organization by bringing meaningful and relevant knowledge, skills, and experience.

SKILLS

- Operational management
- Experienced in QuickBooks software
- Workplace efficiency management
- Effective organization
- Childcare management

WORK HISTORY

TRANSITION COORDINATOR | 08/2024 to Current

Career Development Training Institute - Olive Branch, MS

- Collaborated with team members to provide effective transition planning and services.
- Provided transition services to Oxford High School students

DIRECTOR | 07/2006 to 08/2023

ABC Learning Center - Oxford, MS

- Helped to Establish and Directed ABC Learning Center

TEACHER | 08/1996 to 05/2006

Lafayette School District - Oxford, MS

- Taught grades 4 – 8
- Gifted Certification

EDUCATION

University of Mississippi | Masters of Curriculum and Instruction
05/2000

Mississippi Valley State University | Bachelor's Degree
Elementary Education, 05/1998

Mississippi Valley State University | Bachelor's Degree
Business Administration, 05/1985

COMMUNITY SERVICE & VOLUNTEER WORK

St. Jude Fundraisers, Sponsored and organized Trike-a-thons

~~PERRY~~ JOHNSON

EDUCATIONAL INTERVENTIONIST

CONTACT

☎ 662-645-2195

✉ ~~bjohnson67@yahoo.com~~

📍 107 Fairland Place, Clarksdale, MS38614

PROFILE SUMMARY

Dedicated and experienced educator with over 30 years of teaching experience and a continued passion for student success. Currently serving as an Interventionist Tutor, providing targeted academic support and differentiated instruction to help students close learning gaps and build confidence. Skilled in using data-driven strategies, small group instruction, and personalized learning plans to meet diverse learning needs. Committed to fostering a positive, nurturing learning environment and supporting school-wide academic growth.

EDUCATION

1997

UNIVERSITY OF MISSISSIPPI

- Education Hours CEUs

1981

DELTA STATE UNIVERSITY

- Master's in Remedial Reading

1976

MISSISSIPPI VALLEY STATE

- Bachelors of Science Elem. Edu.

SKILLS

- Instructional Skills
- Data and Planning
- Time Management
- Leadership
- Effective Communication
- Critical Thinking

CERTIFICATIONS

- 174 Remedial Reading K-12
- 120 Education 4-8

WORK EXPERIENCE

Tunica County School District

2022 - PRESENT

Interventionist

- Provided targeted small-group and one-on-one interventions in reading and math, resulting in measurable student growth based on progress monitoring data.
- Collaborated with classroom teachers and support staff to implement RTI strategies and adjust instruction based on individual student needs.

Clarksdale Municipal School District

Teacher

- Designed and delivered engaging, standards-based instruction that supported diverse learning styles and improved overall student performance.
- Built strong relationships with students and families while maintaining a positive, inclusive classroom environment that fostered academic and personal growth.

Coahoma County School District

Teacher

- Designed and delivered engaging, standards-based instruction that supported diverse learning styles and improved overall student performance.
- Built strong relationships with students and families while maintaining a positive, inclusive classroom environment that fostered academic and personal growth.

~~Ketoria Harris~~

~~2215 Edenshire, Horn Lake, MS 901-581-4943 ketoriaharris@gmail.com~~

Objective To bring my knowledge and dedication to assist high school youths as they make critical transitions into Post- Secondary Studies and adulthood.

Skills & Abilities Excellent communication skills
Leadership skills
Time management
Good decision making skills
Self-motivated
Patient
Active listener

Experience

Youth Transition Specialist, Career Development & Training Institute, LLC

January 15, 2022 – Current

As a Transition Specialist I am responsible for leading, guiding, and coordinating career and college readiness training and sessions. Assist with the transitioning planning of high school students with disabilities, which identify their individual interests, strengths, needs, and skills to help them reach their Post High School goals. Assist youth with identifying prosocial activities, accessing community resources, completing the FAFSA, identifying Post-Secondary Education Programs, and transitioning to the workforce.

Family Service Worker 2, Facilitator, State of Tennessee Department of Children's Services

October 15, 2006 – Current

As a facilitator I am responsible for leading, guiding, and engaging families and all other participants throughout various types of meetings. As a facilitator I assist with the transitioning planning of youth with disabilities in high school, which identify their individual interests, strengths, needs, and skills to help them reach their Post High School

goals. I have experience in assisting youths with identifying prosocial activities, completing the FAFSA, and identifying Post-Secondary Education Programs.

**Child Protective Services, State of Tennessee
Department of Children's Services**

July 1, 2002 – October 15, 2006

Investigated cases of child sexual abuse and severe physical abuse. During these investigations I made classifications decisions after interviews and observations. I also referred families for services as necessary.

Education **Alcorn State University** – Lorman, MS– Business Administration, BS

Communication I facilitate 8-10 meetings weekly on an average, which I display good communication skills via speaking, making eye contact and ability to engage others during the meeting. I also have the ability to provide conflict resolutions during

Leadership I am a Certified Facilitator and currently serve as the Team Excellence Person. I am also the Juvenile Justice Facilitator Liaison.

References Upon request

Koteria Harris

~~KATREASA L. C. WRIGHT~~

~~P.O. Box 202 Madison, AR 72350~~

~~CELL PHONE: (501) 598-8885~~

~~E-MAIL: KATREASACWRIGHT@JHMC.COM~~

SUMMARY OF QUALIFICATIONS

- Highly motivated professional self-starter within any job structure
- Responsible in the completion of assignments,
- Proficient reliability despite sudden deadlines and/or challenges in priorities.
- Ability to identify, analyze, and solve problems
- Relevant skills and experience include developing and planning in regard to Treatment Planning, Theory, and Adjunct educational relevance in regard to counseling and mental health experience.
- Possess excellent communication and inter-personal skills.
- 22 years of experience within the criminal justice profession and 26 years of experience in the medical profession.
- Competent in management of responsibilities within high-volume working conditions, motivated, and able to assume responsibility within other duties of employment as specified.

Walden University, Minneapolis, MN
MASTERS IN SOCIAL WORK

May 2019

Walden University, Minneapolis, MN
MASTERS OF SCIENCE IN CRIMINAL JUSTICE

February 2014

University of Arkansas, Little Rock, AR
BACHELOR OF ARTS IN CRIMINAL JUSTICE/MINOR LEGAL STUDIED

May 2011

East Arkansas Community College, Forrest City, AR
ASSOCIATE OF APPLIED SCIENCE IN CRIMINAL JUSTICE

May 2005

Concorde Career Institute, Memphis, TN
Diploma: MEDICAL ASSISTANT

July 1999

PROFESSIONAL EXPERIENCE

Rehabilitation Counselor, West Memphis, AR
ARKANSAS REHABILITATION SERVICES

(Promotion) October 2021 - Present

- Completed assessment of eligibility of clients during intake.
- Provided case management of Clients regarding Vocational Rehabilitation, Independent living, and Deaf and Hard of Hearing
- Reviewed case for updates contact and appointments
- Evaluate documentation needed before and during Individual Plans.
- Monthly record maintenance.
- Update information obtain from outside vendors and other assignments in accordance to ARS

Mental Health Advisor, Brickeys, AR

September 2021 (Reallocation) October 2021

ARKANSAS DEPARTMENT OF CORRECTIONS

- Completed psychosocial assessment of inmates during clinical interviews.
- Provided case management of inmates on Psychotropic medications.
- Reviewed criteria for segregation reviews.
- Facilitated group counseling sessions and unit management.
- Maintained records and chart reviews.

Adjunct Instructor, West Memphis, AR

January 2017-PRN

SHORTER COLLEGE 2nd Chance Pell Program

- Evaluating student papers, testing, and other course work
- Promoting academic integrity in regard to educational guidelines given in accordance with mission of Shorter College and the Department of Education.
- Providing discussion materials in regard to the presented subject syllabus.
- Maintain updates of attendance, conduct, learning disabilities and accommodation in regard to educational guidelines and the American with disabilities act.

Treatment Coordinator, West Memphis, AR

March 2017 - September 2021

ARKANSAS DEPARTMENT OF COMMUNITY CORRECTIONS

- Supervise staff in accordance with Treatment relations as assigned within Arkansas Community Corrections.
- Conduct monthly Master Treatment Plan Review in Accordance with drug and alcohol treatment.
- Conduct Discharge planning for residents prior to release.
- Assist in operations of Re-entry projects (Social Security card, birth certificate, drivers' license/Id card retrievals).
- Facilitated group counseling sessions in regard to addiction.
- Assist in the location and facilitation of Alcoholic Anonymous, Narcotics, Celebrate Recovery, Medication Assisted Treatment (MAT) and other substance use support group.

Master Social Worker Intern, Memphis, TN

September 2018- May 2019

Serenity Recovery

- Refer clients to the proper provider and provided linked care in regards to physical and mental health (Co-Occurring disorders) .
- Assisted Maintain updates of client information with virtual medical records.
- Assist in the facilitation of clients that are court mandated to complete their sentence in a drug rehabilitation environment. Facilitation of Tennessee Drug Court mandated offenders.
- Facilitation of AL anon and Alcoholic Anonymous meetings.

Master Social Worker Intern, Memphis, TN

September 2015- May 2016

ALLIANCE HEALTH SERVICES

- Complete assessment of clients to determine the mental health needs of the client.
- Refer clients to the proper provider and provided linked care.
- Maintain updates of client information with virtual medical records.
- Assist in the observation of clients that are apprehended by the Memphis TN, Police Department Crisis Intervention Team (CIT), and other Law Enforcement Agencies within Shelby County.

Mental Health Advisor, Brickeys, AR

September 2009 - (Department Promotion) March 2017

ARKANSAS DEPARTMENT OF CORRECTIONS

- Completed psychosocial assessment of inmates during clinical interviews.

- Provided case management of inmates on Psychotropic medications.
- Reviewed criteria for segregation reviews.
- Facilitated group counseling sessions and unit management.
- Maintained records and chart reviews.
- Conducted Risk assessment for crisis intervention and on call services.

Armed/Unarmed Security Officer, Memphis, TN
TOP NOTCH SECURITY

November 2011 – March 2013

- Secured Federal inmates during hospitalizations from the Federal Correctional Compound in Forrest City, Arkansas.

Correctional Officer, Brickeys, AR
ARKANSAS DEPARTMENT OF CORRECTIONS

May 2006 to (Department Promotion) September 2009

- Maintained the safety and security of the public, inmates, and staff by providing a safe and humane environment.

Auxiliary Police Officer, Parkin, AR
PARKIN POLICE DEPARTMENT

May 2004 – December 2004

- Provided public safety by patrolling and maintaining security in the community patrolled.
- Provided backup assistance as need.
- Provided event security in the local community.
- Provided mediation and conflict resolution, crisis intervention, and counseling to citizens by diffusing tension in high-stress situations.

Auxiliary Police Officer, Widener, AR
WIDENER POLICE DEPARTMENT

March 2002 – May 2004

- Protected, patrolled, and served the community.
- Assisted in programs provided by the department to different public awareness events.

Certified Medical Assistant, Memphis, TN
UT MEDICAL GROUP, OB/GYN & Pediatrics

December 1999 – May 2006

- Assisted physician in the treatment process of patient, which included various clinical procedures and medical testing. Pediatric clinic shift lead.
- Collected laboratory specimens for testing.
- Entered and carried out physician orders.
- Provided venipuncture.
- Acquired biophysical history and vital signs.

Certified Medical Assistant, Cordova, TN
BAPTIST MINOR MEDICAL

December 1995- February 2001

- Assessing the patient before physicians visit, and also assisting the physician in minor medical procedures, such as sprains, and strains.
- The fitting of orthopedic braces, urine drug screening for different companies within the state, charting, processing state lab test provided by the clinic, EKG, and any other procedure order by the physician while employed at the minor medical clinic.

LICENSURE AND CERTIFICATIONS

Licensed Alcoholism and Drug Abuse Counselor (SBEADAC)

June 2020 - Present

Alcohol and Drug Counselor (Certified ASACB)

June 2019- Present

Certified Alcohol and Drug Abuse Counselor II (Certified ASACB TN State 2022 Reciprocity)- Present

Substance Abuse Professional (SAP)

September 2022-Present

VOLUNTEER EXPERIENCE AND MEMBERSHIP ORGANIZATIONS

Care Clinics

Boys and Girls club

PROFESSIONAL ASSOCIATIONS

Arkansas State Employee Association (ASEA)

Arkansas Association of Alcohol and Drug Abuse Counselors (AAADAC)

National Association for Alcoholism and Drug Abuse Counselors (NAADAC)

~~Alma Harris~~

~~7705 Faulkner Ln Apt 3~~

~~Southaven, MS 38671~~

~~almaharris@yahoo.com~~

~~662-822-6356~~

Objective:

To employ my knowledge, experience, and securing a career with opportunity for challenges and career advancement.

Skills/Qualifications:

- Special Management/Mental Health First Aid Training
- Highly knowledgeable of agency policies and procedures
- Extensive knowledge of implementing and planning security policies which includes special care for mentally ill offenders
- Strong management skills
- Ability to work successfully in adverse and experience situations
- Innovative problem solver, who thrives on challenges excels under pressure and gets the job done.
- Good effective communication skills and the ability to relate with and train persons of all backgrounds and demographics
- Highly knowledgeable of screening, assessment, group processing and psychoeducational courses
- Extensive knowledge of clinical intakes and interviews
- Knowledgeable in computer application such as Microsoft application, Power Point, Excel

Education:

1984-1986

Clarendon Community College, Associate Degree in Pre-Law

2000-2003

Jackson State University, Bachelor Degree in Criminal Justice

2008-2010

Jackson State University, Master's Degree in Rehabilitation Counseling

Career Experience/Job History

2022-Current

Career Development & Training Institute, LLC

TTW Coordinator/ Transition Specialist

- Designs, develops and implements the Ticket-to-work and transition programs.
- Coordinates all programs designed to enhance the employability and training of participants to produce positive outcomes.
- Conducts in-service training sessions with both staff and students in all areas related to post-secondary, vocational, career readiness, and self-advocacy..
- Submits recommendations to and referrals to community partners.
- Develop partnerships and work sites opportunities with local employers and community partners.
- Acts as liaison between center and agency resource and referral contacts.
- Monitors progress of students involved in Pre-ETS and work readiness programs. Maintains confidential reports and records on all referrals and cases.
- Prepares and submits appropriate reports as required
- Attends required staff training sessions.
- Performs other duties as assigned.

Alma Harris

7706 Faulkner Ln Apt 2

Southaven, MS 38071

2022-Current

Finch-Henry Job Corp

TEAP Specialist

almaharris8@yahoo.com

662 822 6250

- Designs, develops and implements all programs related to substance use and abuse prevention and intervention in conjunction with the Mental Health
- Consultant, Counseling and Health Services staff, center physician and Academy Director.
- Coordinates all programs designed to reduce and eliminate substance use and abuse.
- Conducts in-service training sessions with both staff and students in all areas related to substance use and abuse.
- Submits recommendations to the Academy Director for medical termination's related to substance misuse and abuse in conjunction with the Mental Health Consultant, center physician, Health and Wellness Administrator
- Acts as liaison between center and agency resource and referral contacts.
- Monitors behavior and progress of students involved in the Alcohol and Other Drugs of Abuse Prevention/Intervention Program.
- Maintains confidential reports and records on all referrals and cases.
- Prepares and submits appropriate reports as required
- Attends required staff training sessions.
- Performs other duties as assigned.

2021-2022

Vision of Hope Behavior Health Center

Therapist

- Diagnose and treat mental health disorders.
- Facilitate sessions with individuals, groups, or families.
- Refer clients to specialists if necessary.
- Create a treatment plan based on each client's needs.
- Monitor client progress during treatment.

2019-2021

Vital Core Health Strategies

Behavioral Health Therapist

- Assesses psychiatric emergencies
- Provides crisis intervention to emotionally distressed and mentally ill inmates
- Conducts evaluations of inmates for the purpose of suicide intervention and prevention
- Completes daily assessments of inmate suicide watches, behavioral watches, and property restrictions
- Assist in overcoming dependencies

Alma Harris

Southaven, MS 38671

2017-2019

Washington County Fourth Circuit Drug Court

Treatment Counselor

- Meeting with clients to evaluate their health and substance problem
- Identifying issues and create goals and treatment plans
- Teaching clients coping mechanisms
- Helping clients find jobs or reestablish their career
- Leading group therapy sessions
- Providing updates and progress reports to courts
- Referring clients to support groups
- Setting up aftercare plans
- Meeting with family members and provide guidance and support

2015-2016

Center of Hope Shelter/ Salvation Army

Director

- Responsible for the overall function at the Shelter
- Manage shelter staff
- Enforce Shelter rules and regulation
- Created fund-raising ideas to generate funds for the shelter
- Helping clients reflect on issues to help them make positive changes
- Liaising with others (if needed) to help any changes happen
- Referring clients to other therapies
- Setting up a contract to establish what will be covered in the sessions
- Setting up any confidentiality issues
- Keeping records of past sessions
- Spend a maximum of 15 hours per week with a client

1990-2015 (Retired)

MS State Penitentiary

Correctional

- Correctional Officer 1990/1996
- Correctional Sergeant 1996/1998
- Correctional Lieutenant 1998/2006
- Correctional Captain 2006/2011

Achievements:

1985-1986/Phi Theta Kappa (Honor Society)

2001-2002/Lamda Alpha Epsilon, (Criminal Justice Organization)

2003-2004/Who's who among American Students in (Universities and Colleges Honor Society)

2007-Current/MAPC (member)

2009-2010/Certificate of Academic Excellence in graduate school (4.0 GPA)

2009-2010/Extra Effort Award

2009-Current/Chi Sigma Iota (Honor Society for Rehabilitation Counseling) (member)

2010-Current/American Correction Association (member)

2010-2011/Security Employee of the Month

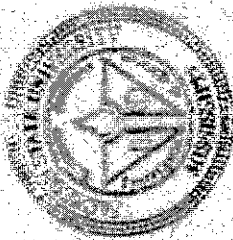
2010-Training hours (8) and certificate for Contract Monitoring Private, Regional and State Facilities

2011-2012/Certificate of Completion for Intensive Treatment of the Tobacco Dependent Patient (ACT Center a Training Program for Tobacco Treatment Specialists)

2018-2019- Certificate of Completion Mississippi Association of Addiction of Professional (member)

Jackson State University

Jackson



Mississippi

On the recommendation of the Faculty and by virtue of the authority vested in them, the Board of Trustees of Institutions of Higher Learning, State of Mississippi hereby confers upon

Alma Ann Harris

the degree of

Master of Science

Rehabilitation Counseling

with all the rights, privileges, honors and immunities therein appropriate.
Given at Jackson State University in the State of Mississippi this the eleventh day of December, in the year of our Lord two thousand and ten.

[Signature]

President of the Board of Trustees

[Signature]

Interim President of the University

[Signature]

Interim President

[Signature]

Regent

Tiffany Thomas

Resume

Contact Information

~~PH: 509-555-5733~~ Email: ~~tiffany.thomas487@gmail.com~~

Work Experience

April 2025- present Mindful Therapy Group, Spokane, WA.

Position: Licensed Associate Therapist

Responsible for implementing individual, family, and couples clinical therapy using the modalities of CBT, ACT, and DBT to assist clients in every aspect of their lives.

Feb 2025 - present CDTI (Career Development & Training Institute) West Memphis, AR

Position: Transitional Coach

Responsible for assisting and training youths and students with career exploration and setting educational goals for their future. I then ensure they achieve the goals they have set by assisting them during each phase. These students have either a disability or are part of a disadvantaged household. I collaborate with families, employers and schools to assist with letting me know which kids would benefit from the services.

February 2025 – present Health Connect America, Senatobia, MS.

Position: MYPAC Therapist/Therapist

Responsible for implementing individual and family therapy to clients who require an intense intervention due to unresolved trauma experiences, undiagnosed mental illnesses, and recovery from substance abuse.

November 2023 – Present Bradford Health Services Germantown, TN

Position: Clinical Manager

Responsible for making sure all of the clinical aspects of the outpatient facility are in order. This includes making sure group therapies were held on time and therapists were adhering to

documentation and facility compliances. Also responsible for ensuring utilization reviews were completed.

Jan 2022 – August 2024 Wellpath/Shelby County Jail Memphis, TN

Position: Qualified Mental Health Therapist

Responsible for assessing inmates as they enter the facility. Also responsible for ensuring if they have a diagnosis, it was documented and communicated to the psychiatrist. Was also responsible for answering inmate mental health sick calls to ensure the inmate remained mentally stable.

November 2021- April 2023 Delta Specialty Psychiatric Hospital Memphis, TN

Position: Social Worker/Therapist

Responsible for assessing and completing intakes as patients enter the hospital. Also responsible for communicating to the providers the conditions of the patients daily.

Education

Northwest Mississippi Community College Associate Degree of Social Work

Mississippi State University Bachelor of Science Degree/Interdisciplinary Studies

Louisiana State University Master's of Social Work

Will be attending University of Memphis Fall 2025 Doctor of Social Work Program

Member Information

Aseelah Williams
PO BOX 70221
MEMPHIS, Tennessee 38107
United States

ADA Coordinator Training Certification
Program (ACTCP) - Great Plains ADA
Center
100 Corporate Lake Drive
Columbia, MO 65203

Certificate of Completion				
Activity Code	Description	Credit Type	Location	Credits
NA	ACTCP Advanced- ADA Employment Training Certificate Title I Employment	ADA Employment Certificate Credits		6

Credits Issued: 6

This ADA Coordinator Training Certification
Statement is prepared by the ADA Coordinator
Center, Center for Statistical and Technical
Services, Division of Architectural

Date Activity Completed: 2/19/2021

Date Statement of Credit Issued: 9/16/2022

~~Trisha O'Neal~~

~~Cell: (930) 695-1886~~

Email:

Professional Profile

- Skilled in eligibility determination, motivational interviewing, conducting vocational assessments, interpreting medical, psychological, and educational records, and case management techniques.
- Demonstrated record of consistently achieving or exceeding performance measures and standards.
- Solid reputation as a conscientious and proactive professional with over 10 years of experience providing services to individuals with disabilities, with an emphasis on individuals who are deaf or hard of hearing.

Relevant Experience

Pre-ETS Program Coordinator *Career Development & Training Institute*

August 2022-Present
Jonesboro, AR

- Teach five core Pre-ETS services to students with disabilities ages 16-21 in a community based and school based setting.
- Develop and implement individual and group activities and workshops to support Pre-ETS pre-vocational and vocational skill development, i.e. effective communication, transportation, etiquette, computer literacy, scheduling, exploration of benefits, and budgeting.
- Identify, coordinate, and place students with employers for paid and unpaid internships or volunteer opportunities.
- Conduct needs assessment with students; identify and refer to available community resources.
- Provide ongoing skills training and peer support to students to successfully complete required tasks required while following the worksite rules and guidelines.
- Assist students in preparing and submitting required paperwork on a timely basis.
- Provide advocacy, peer support and skills training for and with youth with disabilities aligning with their Pre-ETS goals.
- Maintain working relationship between CDTI, employers, VR counselors and other partnering entities to ensure the goals of the program are being met.
- Provide information to students with disabilities on disability-related topics and CDTI's independent living philosophy.
- Assist individuals in identifying other community resources that may support vocational or other related goals.
- Conduct intake and assessment services for individuals requesting youth services to determine the services to be provided.
- Teach life/career skills to students and coordinate with Vocational Rehabilitation, as appropriate, to maximize employment outcomes.

- Participate in community outreach and community education activities to develop community and school relationships in CDTI's catchment area.

Ticket to Work Employment Network

August 2021-July 2022

American Dream Employment Network (ADEN)

Washington, DC

- Create a plan for employment that describes services and supports needed to meet the beneficiaries' work goals.
- Assist beneficiaries with finding and maintaining employment.
- Assist individuals in identifying other community resources that may support vocational or other related goals.
- Recruit and engage individuals to attend community work related events.
- Ensure the required paperwork and documentation is up to date and maintained according to departmental and agency guidelines for recordkeeping and reporting purposes.

Vocational Rehabilitation Counselor

June 2012 – July 2021

Arkansas Rehabilitation Services

West Memphis, AR

- Conduct intake interviews, obtain social history and background information in order to determine eligibility for services and develop service plans.
- Review and analyze psychological, diagnostic, and behavioral assessments.
- Create and implement service plans emphasizing client goals, skills, interests, and abilities.
- Teach skill building techniques, independent living skills, and utilization of assistive technology.
- Monitor independent living skills and vocational training services; evaluate and document progress within a rehabilitation program.
- Conduct individual counseling sessions to increase client self-esteem and to aid client's social, emotional, psychological, and physical well-being.
- Develop and maintain referral sources and community contacts.
- Provide career counseling focusing on labor market information, conducting, and interpreting vocational assessments, and assisting with accessing financial aid, social agencies, and other community resources.

Education and Credentials

Masters of Rehabilitation Counseling

May 2011

Arkansas State University

Bachelor of Social Work

May 2008

Minor in Sociology

Arkansas State University

Certificates

- CPR 2022
- First Aid 2022

- Job Coach Certification

2023

Awards and Activities

- American Dream for Youth: Fundraisers
- Delta Sigma Omicron: Vice President at Arkansas State University
- National Pan-Hellenic Council Award
- Phi Alpha Honor Society
- Dean's List at Arkansas State University
- Strong and Turner Award
- Head Start volunteer as a reader to the children or assisted in their daily activities
- Annual Walk-for-Breast Cancer
- Cheers Unlimited Fundraiser to help children in need
- City Youth Ministries mentor
- Angel Foods Ministries volunteer

Arkansas Rehabilitation Services

Certificate of Completion

This is to certify that

~~Trisha O Neal~~

has successfully completed the
Job Coach Certification

Dale Turrentine

Dale Turrentine, CRC/CESP
Community Program Development Manager

June 2021

Date of Completion

ACE

~~Quentasha Williams~~

Email:

Phone: (662) 822-5512

Summary

Determined educator and server of people with over 15 years of experience seeking to drive change that effectively helps individuals reach their full potential efficiently and professionally. As a committed and dedicated self-starter, I am eager to facilitate, develop, and implement skill-level appropriate initiatives that foster higher education and achievement for individuals.

Professional Experience

Site Coordinator- Employment Specialist | CDTI | February 2023 – Present
Olive Branch, Mississippi

- Serve as a career transition specialist for high school students
- Facilitate job readiness skills, self-advocacy skills, and enhanced educational training
- Facilitate project based learning opportunities

Realtor | EXP Realty, LLC | July 2019 – Present
Olive Branch, Mississippi

- Provide guidance and assist sellers and buyers in marketing and purchasing property for the right price under the best terms
- Determine clients' needs and financial abilities to propose solutions that suit them
- Intermediate negotiation processes, consult clients on market conditions, prices, mortgages, legal requirements and related matters, ensuring a fair and honest dealing
- Perform comparative market analysis to estimate properties' value
- Create marketing campaigns and tools for buyers and sellers
- Maintain and update listings of available properties
- Cooperate with appraisers, escrow companies, lenders and home inspectors
- Develop networks and cooperate with attorneys, mortgage lenders and contractors
- Promote sales through advertisements, open houses and listing services
- Remain knowledgeable about real estate markets and best practices
- Identify and recruit top real estate agents for our EXP Realty network

Integrated Student Support Specialist | Communities In Schools | August 2020 – Present
Memphis, Tennessee

- Coordinated and facilitated PD's on evidence-based best practices and risk-factor research to address social emotional learning, behavioral issues, course-work, and school attendance
- Created and now lead a support site team whereas we work closely with district leaders, school administrators, staff and teachers in the implementation of the Communities in Schools model.

- Trained teachers on how to utilize Google Suite which included classroom, forms, and docs
- Established researched based literacy interventions plans to improve student achievement
- Facilitated professional development
- Designed project based learning opportunities
- Trained teachers on how to utilize online platforms in the classroom
- Served as a lead on the college and career readiness team
- Coordinated college recruitment events and tours

English Teacher/Dept. Chair & Mentor | West Bolivar Middle School | August 2009 – July 2015
Rosedale, Mississippi

- Mentored first year teachers during my 3rd and 4th year of employment
- Established a cheer program
- Instructed and engaged with students both inside and outside of the classroom
- Served as a Technology and Education Support Services committee member and facilitated professional developments on adopted technology
- Assisted with planning and implementing technology needs throughout the school
- Served as an interventionist on the RTI team
- Developed interventions for the Language Arts Department
- Served as Co-Lead for BETA Club
- Educated teachers on the school-wide transitioning to online textbooks and instructional resources
- Facilitated monthly professional developments which included Demonstrated and facilitated trainings on reading across the curriculum

Education

Education Specialist in Supervision and Administration | May 2017 | Delta State University

Master of Arts in Teaching: English | May 2015 | Mississippi Valley State University

Bachelor of Arts in Political Science | May 2006 | University of Southern Mississippi

Professional Certification/Training

Mississippi Educator License | April 2013

Tennessee Teacher/ ILL-B Beginning Administrator License | April 2017

Mississippi Real Estate License | July 2020

References



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Originated by at 5/5/2023 8:17 AM



Educator Information

Name: **QUENTASHA WILLIAMS**

License Number: **200027**

Highest Degree Level: AA
Effective Date: 05/18/2015

Active Licenses

Description	Endorsement	District / Institution	Issued / Renewed On	Expiration Date
* ALT5: Alternate Teacher License	117 - ELE EDUC (4-6)	N/A	06/08/2015	06/30/2023
* SEL: Educator License	119 - ENGLISH (7-12)	N/A	06/08/2015	06/30/2023

* Renewal Cycle: 07/01/2018 - 06/30/2023. Begin earning renewal credits on 07/01/2018.

License History

Description	Endorsement (Effective Date)	District / Institution	Status
SEL: Educator License	119 - ENGLISH (7-12) (01/05/2014)	N/A	Expired
ALT5: Alternate Teacher License	117 - ELE EDUC (4-6) (12/23/2013)	N/A	Expired
ALT3: Alternate License (3 Years)	117 - ELE EDUC (4-6) (07/01/2012)	N/A	Expired
EC: EMERGENCY CERTIFICATE	117 - ELE EDUC (4-6) (07/30/2009)	N/A	Expired

SYLVIA B. GRAY

~~1612 AUTUMN TREE COVE GORDOVA, TN 38016~~

~~PHONE: (662) 428-5118 E-MAIL: ~~SYLVIA.B.GRAY@GMAIL.COM~~~~

EDUCATION

Master of Business Administration (*Jan 2007*), Walden University – Minneapolis, MN Specialization: Human Resource Management.

Bachelor of Arts in Economics (*1986*), Tougaloo College – Tougaloo, MS

Honors: Cum Laude ☐ National Dean's List Scholar ☐ Who's Who Among American Universities & Colleges

PROFESSIONAL TRAINING AND AFFILIATIONS

- Association of International Education Administrators
- NAESA: Association of International Educators. Petition Training: F-1 Visas, J-1 Visas, H1-B Visas, TN Visas, Permanent Residency Visas; Study Abroad.
- Mississippi Delta Academies – Founding Board Member
- Accountant for the National Conference of Black Political Scientists representing colleges throughout the United States.
- Senior Trainer/Coach for Op360, Charter Management Training Program.
- Project Director – Mississippi Valley State University Quality Enhancement Plan
- Consultant - Career Development & Training Institute
- Leadership Memphis (Class of 2014)

NATIONAL SYMPOSIUM PRESENTATIONS

- "Advancing Cultural Understanding via Practical Applications." **Mississippi Association of International Educators Conference**
- "Grassroots International Education" **Mississippi Association of International Educators Conference**
- "Do you know your score? Dissecting the Financial/Operational Scorecard" **Ops 360**

AREAS OF RELEVANT EXPERIENCE

Project Management
Grants Management
Benefits Planning
Forecasting
International Protocols

Staff Supervision
Financial Management
Management Reporting
Human Asset Management
International Documentation

Staff Training
Budgeting
Accountability & Compliance
Procurement
Operations Management

PROFESSIONAL EXPERIENCE

Memphis Business Academy, Inc. (Charter Management Organization) – Memphis, TN Chief Financial Officer/Director of Compliance 2011-

Serve on the Executive Team of Memphis Business Academy to ensure high academic achievement of students from the underserved community of the Frayser/Raleigh area and to help them to develop the knowledge, skills, and dispositions that will enable them to be successful in school and beyond. Develop and monitor policies and guidelines for Memphis Business Academy Network Schools to ensure proper controls are in place to protect the organization's assets and ensure compliance with regulatory agencies and complex funder requirements. Inform and advise the faculty, staff and students of all relevant rules and guidelines set by governments and other regulatory bodies. Responsible for the governmental reporting, need identification and coordination of support services for all special populations, including, students experiencing home insecurity, students with Individualized Education Plans (IEPs), students who are designated English Language Learners (ELLs), students who are deemed academically at-risk, and participants of gifted and talented programs. Comply with current regulations, develop programs and practices to help meet guidelines, monitor these practices, and maintain all records required to certify compliance with the Memphis Shelby County Schools Charter School Office. Serve client and employees, including teachers and school administrators, by handling day to day questions and helping resolve work related problems.

Assist in communicating company policies and procedures. Promote understanding within the organization and across the school operations. Support hiring managers. Draft and update job descriptions; assist in classifying positions and/or reclassifying positions as needed. Lead employee onboarding activities: answer employee questions and provide support to managers when integrating new hires into the organization. Support the performance review process; provide employees and managers with information about the process, policies, job duties, and process for promotion. Maintain employee records. Responsible for new hire, termination, and change of status forms with payroll. Serve as employee liaison to assist in problem resolution with issues related to benefit deductions and pay. Ensure compliance with applicable employment laws and regulations.

Lead Memphis Business Academy, Inc. in financial planning, budgeting, and analysis functions, including identifying capital management requirements and cash flow needs. Developed and enhanced systems and tools to facilitate the effective management of Charter School Programs (CSP) Grants, Charter Facilities Grants and other additional funding resources, including identifying various cost structures across the organization and recommending cost containment measures. Drive all strategic plans and cross-functional initiatives from a financial management and human resources management perspective. Significantly improved existing forecasting, reporting and analysis capabilities to support decision making, improve performance, and business growth.

Mississippi Valley State University – Itta Bena, MS Assistant to the Director/International Student Adviser

2007 – 2011

Coordinated day to day office operations, including producing and maintaining fiscal and programmatic records, programming, community outreach and supervising student workers and graduate assistants. Monitored the department's financial health with increased levels of security and accountability. Managed departmental budgetary operations projects ranging from \$5,000 to \$400,000 in support of the Office of International Programs. Prepared internal and external quarterly reports. Performed review and assessment analysis of financial statements.

Monitored international students while providing advisement on cultural, personal, academic and immigrations matters. Extensive international travel to cultivate university exchanges. Serve as SEVIS Designated School Official. Provided leadership for strategic planning and budgeting efforts for the Office of Admissions, Human Resource Department, and academic programs responsible for the recruitment and employment of prospective and current international students and foreign nationals. Assisted in the organization of on campus international events. Advised and assisted with acquisition of relevant documents and provided pre-departure orientation for study abroad students.

Director of the Institute for the Study of Languages and Cultures which included Spanish, Russian, Arabic and Chinese language learning. The Institute addresses language deficiencies in the local elementary schools. Co-Leader

for cultural delegations of elementary students to France, China, Belize, and Morocco.

Director of Gateway Leadership Ambassadors Program for domestic and international University student partnerships and exchanges. Students engaged in Micro-finance Entrepreneurial Community Development Projects, created Social Businesses, and planned and participated in cultural delegations to China, Belize, Morocco, the Grameen Foundation and Microcredit Summit Campaign.

Mississippi Consortium for International Development (MCID) – Jackson, MS
Financial Manager

2003 – 2007

Managed fiscal affairs for international human resource development and training grant projects ranging from \$75,000 to \$5 million. Scope included monthly financial reporting, cost projections, program budgets, development of technical reports and ensuring compliance with regulatory guidelines of the U.S. Agency for International Development. Trained foreign project staff in financial management, cash management, procurement, federal and state compliance, benefits, and accountability for international projects including African Initiative Textbook and Learning Materials Program, Zambia funded by USAID; Enhancing and Sustaining the Roles of Women in Liberia's Rebuilding Process, funded by UNCFSP; Higher Education and Development: Recovery, Retooling and Revitalizing the University of Mosul, Iraq funded by USAID.

Mississippi Valley State University – Itta Bena, MS
Budget Manager, Delta Research & Cultural Institute/International Programs Adviser

2000 – 2003

Performed a broad range of fiscal and administrative functions for research-oriented projects related to preserving the cultural heritage and solving socio-economic issues in the Mississippi Delta. Managed legal and regulatory documentation for international and visiting students and scholars. Served as liaison with other campus departments and the community. Managed operating budgets, cash, receivables, and payables. Evaluated all external and compliance reporting.

- **Accounts Payable Supervisor**

- Implemented workflow designs, accreditation compliance and cost reduction initiatives.
- Defined system requirements, process impact vendor evaluation, implementation planning, post implementation analyses of efficiency improvements, and systemized cash management.
- Developed a cost benefits analysis plan that contained timelines, milestones, key role definitions, communication, and marketing components.

Accountant, Killebrew & Moss, Ltd. – Greenwood, MS

1998 – 2000

Managed financial statement preparation, analysis and reporting along with general ledger and income tax reporting. Conducted municipalities, school districts, utilities, and cooperative audits in compliance with GAAP.

~~Anita (Nita) A. Black~~

~~901.413.1315 • info@theDroneCompany.com~~

~~8819 Yates St. Bartlett, TN 38104~~

Professional Summary

~~Anita Black (Nita) connects~~ business owners, non-profits, and communities with resources, such as business and project planning, accounting support, drone skill training resulting in job connections, and business consulting so that clients benefit with increased efficiency, confidence and know-how. Typical clients are:

- (1) business owners who want to grow and sustain an adequate business income stream while engaging and retaining a skilled workforce for long term employment,
- (2) non-profit organizations who want to serve individuals and businesses in their specific community, particularly in distressed and low-income areas, so that their mission is fulfilled in a sustainable manner, and
- (3) communities who want to build business, individual and generational wealth in their neighborhoods so that the economy grows and prospers.

~~Nita speaks from her~~ extensive professional connections and business experience, including management consulting, commercial lending, business development, business and strategic planning, financial forecasting, and loan collections.

A native Memphian, ~~Nita has 30+ years' experience~~ at a national bank and 25+ years' experience owning/operating a business. As an advocate for women, minorities, and those living in poverty, she is Past-President of the National Association of Women Business Owners (2009-2011) Memphis Chapter. In 2013 she was appointed by Mayor A.C. Wharton to the City of Memphis Minority Business Development Oversight Commission (MBDOC) and served as MBDOC Chair from 2015 to 2016, helping to level the playing field for minority and women business owners. Since 2018 Nita has served as Treasurer for the League of Women Voters – Memphis/Shelby County, a non-partisan non-profit that encourages informed and active participation in government. She is currently an active member of the Greater Memphis Chamber of Commerce, Women & Drones, and OZWorks Group.

~~Ms. Black is President~~ and leads OZB Consulting, Inc. with two additional co-owners. OZB Consulting provides consulting and capital resources for businesses and non-profits. The Company's focus is to create jobs and re-energize the economy, including but not limited to designated opportunity zones in the US. Since August 2022, OZB Consulting has provided drone training and consulting services doing business as The Drone Company. Currently there are five Part 107 licensed drone pilots who participate in drone instruction, flight simulation, and drone services.

Experience

~~OZB Consulting, Inc.~~

May 2021 - Present

~~NitaBlack.com~~

June 2018 - Present

President/Business Strategist – Bartlett, TN.

Responsibilities

- Consult with businesses, workforce, and non-profit organizations who want to organize and grow using drones. Services include business planning, grant-writing, strategic consulting, training, and job connections using drones so that businesses operate more efficiently, save time, and improve quality of services for clients and workforce.

Client portfolio industries include businesses strategically aligned with community-driven for-profits and non-profits to utilize federal, state, and local resources for economic development, workforce development, and apprenticeships. 80% of clients are minority-owned businesses, are women-owned and women-led.

January 2015 – December 2017

Hylander CPA Firm PLLC

Business Advisor – Collierville, TN.

Responsibilities

- Consult with business owners, individuals, and banks to develop and/or edit business plans, create, and implement loan collection strategies, establish operating budgets and financial forecasts.
- Research regional tax incentive programs and other tax research for specific clients.
- Assist CPA in tax return preparation, business development, cash forecasting, and business operations.

Client portfolio industries included community bank, start-ups, high growth healthcare company, non-profits, and professional services companies.

2006 - 2014

Primacy Solutions LLC dba MAP Momentum

Managing Partner and Owner – Memphis, TN.

Responsibilities

- Consult with business owners, banks, and government to develop and/or edit business plans, create marketing plans, design and implement loan collection strategies, establish operating budgets and financial forecasts, assist in accessing financing and/or equity capital, assist in implementing action plans.
- Build client wealth by using tested strategies that increase revenue and improve cash flow.
- Safeguard client-owned data and concepts with integrity and confidentiality.

Client portfolio industries included community bank, specialty trade contractor, general contractor, retail-women's apparel, financial services, and economic development agency.

~~Antia (Nita) A. Black~~

2008 – March 2012

First Tennessee Bank (now First Horizon)

Vice President – Loan Collections Officer – Main Headquarters – Memphis, TN.

Responsibilities

- Develop and execute strategies to collect problem commercial loans as assigned.
- Analyze customer data, research, and confirm industry success factors; manage portfolio of commercial loan customers, typically 25 to 30 customers annually.
- Minimize bad debt and bank charge-offs.

Annual goals met with problem loan collections exceeding \$65 million during the four-year period.

2000 - 2008

Primacy Solutions LLC and MO's Coffeehouse

Manager/Owner – 5100 Poplar and 3529 Walker – Memphis, TN.

Responsibilities

- Assist entrepreneurs in completing business plan and accessing funding, including market research, competitive analysis, and financial forecasting.
- Oversee coffeehouse operations from 2003 to 2008, while continuing to consult with women and small business entrepreneurs and artists.

During this time, business assistance was provided to approximately 100 small business owners. The oversight of coffeehouse operations included daily live music events and periodic art shows involving over 1000 musicians and artists. Approximately 25 women in domestic abuse situations were assisted.

1998 - 2000

First Tennessee Bank (now First Horizon)

Vice President and Manager, Private Client Services – Humphreys Center, Memphis, TN.

Responsibilities

- Managed bank operations at the Humphreys Center/Memphis, TN location.
- Produced 10 new banking relationships annually with at least \$10 million in new loan and deposit relationships, while minimizing bad debt; manage client portfolio and solve client problems.

Annual goals met with over \$10 million in new loan and deposit relationships in 1999 and \$15 million in new relationships in 2000 with no charge-offs during this time. Experience included commercial and consumer loan origination of \$25,000 to \$5 million in typical size.

1973 - 1998

First Tennessee Bank (now First Horizon)

Vice President/Commercial Lender – Metropolitan Division – Memphis, TN 1997 – 1998

Manager and Vice President – Loan Rehab & Recovery – Chattanooga, TN – 1995 – 1997

Vice President – Loan Rehab & Recovery – Memphis, TN – 1987 – 1995

Vice President – Business & Institutions Group – Memphis, TN – 1984 – 1986*

Operations Officer – Metropolitan Division – Memphis, TN – 1980 – 1984

Administrative Assistant – Metropolitan Division – Memphis, TN – 1975 – 1979

Accounts Payable Clerk – Accounting – Memphis, TN – 1973 - 1975

*Attended night school at University of Memphis from 1978 to 1986. During 1986,

~~**Anita (Nita) A. Black**~~

attended University of Memphis fulltime taking 23 and 26 hours each semester plus summer courses to complete BBA degree in Accounting in 1987.

Education and Training

University of Memphis - Memphis, TN.

BBA - Accounting major; Piano minor

First Tennessee Bank (now First Horizon) – Memphis, TN.

Completed Training and obtained numerous Certifications in Cash Flow Management, Financing, Commercial and Consumer Lending, Budgeting, Team building, Customer Service, Anti-Fraud Practices, Money-Laundering, Leadership, Real-Estate Financing, Financial Literacy.

Completed Series 7 Registered Investment Advisor (RIA) License (no longer active)

Assisi Foundation – Before You Ask

Completed 13-week training in preparation for non-profit best practices implementation, program development, fundraising, and grant management.

CoStarters – Chattanooga, TN.

Completed entrepreneurship training to facilitate online programs geared toward startup and turnaround businesses.

QuickBooks Online

Completed basic QBO training.
Completed QB training facilitated by Score.

Real Estate

Completed Real Estate Licensing curriculum (currently not licensed)

References

Available upon request.

Pre-ETS Pre & Post Assessment

2022-23

Name:	School:
--------------	----------------

The intent of the pre and post-assessment is to gain an understanding of the work readiness knowledge, skills, and abilities of students who participate in pre-employment training sessions. Assessment questions address the five core areas of pre-employment transition services: job exploration; work readiness; work-based learning; counseling on post-secondary opportunities; and self-advocacy.

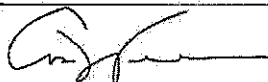
The number of semester Pre-ETS trainings/sessions student has completed prior to administering the post-assessment.	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
---	---------------------------------------	----------------------------	----------------------------	----------------------------

Competency Ratings: 1=Insufficient 2= Needs Improvement 3= Satisfactory (Could Improve) 4= Exceeding/ (Mastery)

Dates		
Job Exploration	Pre-Assess.	Post-Assess.
Knowledge of career interest or occupations in areas of interest.		
Identify personal work strengths, weaknesses, and learning styles.		
Demonstrates knowledge and understanding of personal work values (pay, benefits, advancement).		
Knowledge of how to match jobs with areas of interests, skills, and abilities.		
Understanding of how to explore jobs and/or participation in structured career exploration activities to enrich job exploration skills.		
Work Readiness	Pre-Assess.	Post-Assess.
Ability to or knowledge of how to search for jobs.		
Ability to or knowledge of how to complete job applications.		
Ability to or knowledge of how to develop a resume.		
Understands how to prepare for a job interview and/or has the ability to effectively interview for a job.		
Exhibits knowledge and understanding of soft skills (eye contact, responding when asked questions, body language, reacting to criticism, communication, etc.)		
Acknowledges and demonstrates age appropriate soft and social and behavioral skills (call to report being late, complete task with minimal prompts, staying on task, timeliness, appropriate dress and hygiene		

Pre & Post Assessment

Name:		
Counseling on Post-Secondary Opportunities	Pre-Assess.	Post-Assess.
Can describe post-secondary training opportunities in areas of career interest.		
Ability to or knowledge of how to complete college or post-secondary training applications.		
Understands disability accommodations available in post-secondary settings and how to utilize accommodations.		
Demonstrates knowledge of education and or job requirements in area of career interest (training requirements for employment; does career interests require degrees, certificates, or special training).		
Demonstrates knowledge of financial aid and the various types of financial aid options for students.		
Self-Advocacy	Pre-Assess.	Post-Assess.
Can identify two or more personal life goals and how to meet life goals.		
Knowledge of an IEP and disability accommodations available in educational settings.		
Demonstrates knowledge of transportation needs and availability (has transportation, knows how to use public transportation, willingness to learn public transportation, has family willing to provide ongoing transportation).		
Exhibits self-awareness, problem solving skills, assertiveness, and creativity.		
Ability to express needs, interest, and expectations, even if they are different from others expectations (e.g., during IEP meetings)		
Work-based Learning	Pre-Assess.	Post-Assess.
Has participated in structured work experiences to enrich work skills.		
Ability to follow instructions in a work setting and response to redirection and requires minimal prompts to complete work tasks.		
Shows initiative when provided work tasks and problem solving.		
Has demonstrated or developed work skills necessary to complete tasks.		



Provider

5/9/23

Date

Curriculum Outline

Programming: The IRISE Empowerment & Pathway Jamboree Program comprises of five core services: Job Exploration, Self-Advocacy, Post-Secondary Counseling, Work Readiness, and Work-based Learning or Work Experience; and five domains: Preparing for your Journey, Knowing ThySelf, Career Readiness & Exploration, Strategies for Success, and What's Next?-Work Experiences. Each domain includes topics that contain a variety of lessons and activities including soft skills activities and resources. **Please note:** Under each subheading "Training & Presentation Options", there are a variety of topics and activities to select from when preparing for Spring & Fall semesters.

Student/VR Counselor/School/Parent Choice: Activities, topics, and/or services will be group specific or individualized and will be determined based on the student's availability, interests, ability, grade level and preferences of administrations, counselors, coordinators, directors, parents, and/or students. Activities and exercises can be delivered in various ways and platforms including but not limited to: Transition Specialists' Presentations, Presenters/Speakers (individual or panel), Tours/field trips, Videos, Virtual/electronic/internet platforms, Group Discussions, Role-playing, Simulations/Hands-on, Conferences, Fairs, Demonstrations, Worksheets, and Ice-breakers/Games.

Unit 1: Pre-ETS Readiness & Pre-ETS Orientation, Preparing for your Journey,(Units: 1-2 hours)

Training & Presentation Options

Topic 1: Icebreaker & Orientation

Topic 2: Career Assessments & Evaluations

Topic 3: Exploring Careers Intro

Topic 4: Importance of Enhancing and Building Interpersonal Skills

Topic 5: Examining Workforce Possibilities

Topic 6: Education and Training Options

- I. FRESH START- Students will begin the process of entering the program by completing the transition & program interest survey.
- II. Students will take the pre-employment pre-assessment inventory for students

Curriculum Outline

Unit 2: Knowing Thy Self & Exploring Careers (Career Exploration) (Units: 3-4 hours)

Training & Presentation Options

Topic 1: Individual and Transferable Skills

Topic 2: Career Search/ Labor Market/ career videos

Topic 3: Exploring Careers through Informational Interviews and Job Shadows

Topic 4: Enhancing and Building Interpersonal Skills

- i. Students will take 2-3 assessments (self-determination, strength, skills, needs, values, career interest, and/or life skills assessments).
 - a. The Edits test includes the interest, abilities, and values assessment for development of career options. Go to: EAP Dashboard : Enter username and password send students the link to sign-up & log-in. Students are to complete the COPS, CAPS, & COPES (up to 45 mins per inventory)
 - b. The Career Pictorial Interest or COPS- Pic Inventory- This is available for students who have difficulty reading. EAP Dashboard
 - c. Visit the My Next Move or Career One Stop Get My Future website to administer the career interest profiles: My Next Move
 - d. Visit the Career One Stop Get My Future website to administer the career interest profiles (written) : Interest Profiler (IP) at O*NET Resource Center (onetcenter.org)
 - e. Visit the Career One Stop Get My Future website to administer the career interest profiles: Interest Assessment Questions | CareerOneStop
 - f. Visit Pathway to take a career personality inventory: Career Planning
 - g. Administer the Self-determination assessment, Life Skills Survey, or Self-Determination Student Checklist - I'm Determined
 - h. Administer other work values, career cluster, or skills assessments: Take an Assessment | Minnesota State CAREERwise
 - i. Students will take the Life Skills Inventory/Independent/ Living Skill Assessment Tool to identify life skills strengths and areas of need. <https://www.casey.org/casey-life-skills-resources/>
 - j. Students will take the "Career Cluster Interest Survey" Explore career opportunities on the Bureau of Labor Statistics: <https://www.bls.gov/k12/content/students/careers/career-exploration.htm>
 - k. Pictorial Career Interest Inventory: Pictorial Interest Inventory Structured around eight different career fields
 - l. Online pictorial interest survey: Photo Career Quiz Based on Holland Codes | RIASEC Occupational Interest Inventory (truity.com)
 - m. Work Values survey: <https://forms.gle/qnKbFZG554UQ1uhQA>

Curriculum Outline

- II. Students will explore and/research career fields of interest.
- a. Students will explore their career interests via www.mynextmove.org or www.myskillsmyfuture.org. Encourage students to develop a career portfolio (students identify 1 or more career options)
 - b. Students will research and identify the educational, training, labor market information, and work skills requirements for their identified career field using a Career Exploration Research worksheet and/or [Career Exploration Lesson Plan](#) or [Career Planning](#) or [Skill and ability videos | Videos | CareerOneStop](#)
 - c. Visit the MS WIN/ Dept. of Labor to assist students with identifying career opportunities within the local labor market: [Win Job Centers](#)
<https://www.bls.gov/k12/students.htm>
 - Students can add career and labor market information to their IRISE plan and portfolios.
 - Explore the job market and identify growth in career interest
<https://www.bls.gov/g12/content/eachers/videos/video3.htm>
 - d. Students will explore various non traditional careers and jobs through Informational Interviews and Job Shadows with professionals
 - Provide experience interviewing employees in the community during local business tours. Link to interview questions:
<https://www.gvsu.edu/cms4/asset/8C0B809B-0726-4E3B-1EBA4A40A82D8597/hiringsupervisorresources-goodinterviewquestions.pdf>
 - Arrange for students to hear guest speakers on a variety of jobs and careers (online/in person):
<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx?&frd=true>
 - e. Students can participate in the virtual reality career exploration training program. (CNA, Construction, Welding, Painting, Manufacturing, Culinary, Automotive)
 - f. Complete the Career Comparison Worksheet for 4 careers of interest: [Skill and ability videos | Videos | CareerOneStop](#)
 - g. Explore career clusters on the Bureau of Labor Statistics:
[Student's Desk : U.S. Bureau of Labor Statistics](#)
 - h. Explore careers related to students' strengths, skills, and talents.
<https://kids.usa.gov/teachers/lesson-plans/jobs/index.shtml>
 - i. Students will begin completing the IRISE SUCCESS PLAN or I Want to Work Handbook with identifying their career interests.
 - j. Show "Job Hunter" videos based on MS companies and careers. Connect students with videos based on chosen career cluster:
<http://riseupms.com/planning/job-hunter/>

Curriculum Outline

- k. Students will take the skills and work values assessment at the "Career One Stop." Work Values Matcher Assessment | Careers | CareerOneStop
- l. Students will attend or participate in a career fair.
- III. As a review, students will participate in Career Jeopardy or Bingo.

Unit 3 : Knowing Thy Self & Self Advocacy (Units: 3-5 hours)

Training & Presentation Options

Topic 1: Self Discovery & IEP Planning (What are accommodations)

Topic 2: Rights & Responsibilities-Enhancing and Building Interpersonal Skills

Topic 3: Examining Workforce Possibilities (Accommodations & Modifications)

Topic 4: Work Values - Effective communication teamwork, work ethic

Topic 5: Goal Setting/My Success Plan

Topic 6: Taking the next step forward (Voting, Obtaining an ID, Memorizing Personal Information),

Topic 7: *Benefits Counseling for individuals receiving SSA Benefits*

Topic 7: Natural Supports/Work Values - Effective communication, teamwork, work ethic

- I. Students will gain knowledge about themselves with regard to study habits, personality, learning styles, disability awareness, basic IEP understanding, and begin the process of thinking about their future. Self-Advocacy- In a group setting students will review and receive generalized lessons on personal rights, responsibilities, and how to request accommodations or services and supports during employment and/or education.

- a. Students will complete self-advocacy pre-assessments.
- b. Learning Style Inventories: (Students complete and discuss results for any of the inventory assessments/evaluations:

Personality Test of Myers & Briggs' 16 Types | TypeFinder® (truity.com)
(Free Personality Test | 16Personalities

- | | |
|--|--|
| <input type="checkbox"/> What's Your Learning Style? | <input type="checkbox"/> This is How I See Myself |
| <input type="checkbox"/> C.I.T.E Learning Styles | <input type="checkbox"/> Student Dream Sheet |
| <input type="checkbox"/> What's In My Bag | <input type="checkbox"/> "Satisfactions" You Need |
| <input type="checkbox"/> Values Inventory | <input type="checkbox"/> Skills Identification |
| <input type="checkbox"/> Self-Determination Scale | <input type="checkbox"/> My Learning and Living Strength |
| <input type="checkbox"/> Personal and Professional Goals Worksheet | |
| <input type="checkbox"/> Learning-Needs Checklist & Learning Style (includes all academic areas) | |

Curriculum Outline

- c. Students will learn about Understanding and identifying goals, objectives, strengths, weaknesses, and goal setting. Students will begin the Student Guide to Transition Planning and My Postsecondary Plan or Success Planning flow chart. Students will create an Action Plan with academic and personal goals: BigFuture academic portfolio.pdf (collegeboard.org) Success Plan Brochure and introduction letter sent home.
- d. Students will review and reference the results of the "Self Determination Worksheet."
- e. Students will identify their strengths and weaknesses by completing the Self Discovery and My Plan of Action Worksheets and group activity.
- f. NICHY: A Student's Guide to the IEP (reading and worksheet) guided practice
- g. Complete the: "Accommodations for Academic Support Packet
- h. Disability awareness: Students will describe their disability and explain to others. "Understanding My Disability" & My Challenges worksheets
- i. Students will visit, become familiar with, and explore the American Job Accommodation Network to learn about their disability and various job accommodations. Job Accommodation Network
- j. Students will learn how to find and use their voice.411 Disability Disclosure Wkbk.pdf - Google Drive
- k. Review over the handout: "Student Rights & Responsibilities."
- l. Students will be provided opportunities for students to practice discussing their individual strengths and challenges, as well as how their individual needs might impact their work performance and how they can manage such impacts.
- II. Students will learn specific workplace self-advocacy skills, including how to complete time card, request leave for vacation or medical appointments, and report workplace harassment.
- III. Students will get acquainted with their social security numbers, birthdates, and address in efforts to learn and/or memorize important personal data. and learn how to obtain a state ID. Students can develop a portfolio or file important papers to include Social security card, birth certificate, employment and school records, and/or guardianship.
- VI. Students will continue completing the IRISE SUCCESS PLAN or I Want to Work Handbook
- V. Students can discuss the use of visual resume to share their "best self," disclose disability, explain assistive technology needs, and ask for accommodations.
- VI. Students will learn the importance of voting, learn how to vote, and register to vote. Agents of Their Own Success: Self-Advocacy Skills and Self-Determination for Students with Disabilities in the Era of Personalized Learning
- VII. Students will learn the importance of obtaining an ID and will obtain an ID.
- VIII. FINANCIAL LITERACY- Students will gain financial skills for effective stability.
 - a. Students will watch this video on the importance of finances <https://www.youtube.com/watch?v=D9cPAuZligs>

Curriculum Outline

- b. Students will complete budget worksheet:
<https://www.consumer.gov/sites/www.consumer.gov/files/pdf-1020-make-budget-worksheetform.pdf>
 - c. Speaker, will come and speak on financial literacy and opening a bank account.
 - d. Students will complete life skills worksheets and engage in a discussion regarding the importance of managing and maintaining financial stability.
 - e. Students can obtain Career Readiness Certificate or any other short-term certificate associated with the participant's career path.
 - f. Students will complete Skills to Pay the Bills activities and worksheets.
- IX. Other self-advocacy training will include: Self-Awareness b. How to obtain assistance and when or whom to ask. c. Taking responsibility for one's actions and decisions d. Communication e. Displaying proper body language f. Using self-expression g. When and how to show assertiveness h. Active listening i. Negotiation and compromise j. Use of assistive technology k. Locating Community Resources l. Utilizing transportation services Understanding Supplemental Security Income (SSI) and other Financial assistance
- X. As a review, students will participate in "Who Wants to Be A Millionaire"..

Unit 4: Work Readiness: Strategies to success (Units: 2-4 hours)

Work Readiness Training & Presentation Options

Topic 1: Job Searching

Topic 2: Job Applications and Inquiries

Topic 3: Resume Development

Topic 4: Job Interview Preparation/ Mock Interviews

Topic 5: How and when to disclose your disability or impairment

Topic 6: Cover and Thank You Letters

- I. Students will learn and participate in career development activities utilizing available resources and tools provided during this program. Students will learn how to search, locate, and complete job applications. When I Grow Up - Career Lesson and Activities
 - a. Students will complete work readiness pre-assessment.
 - b. Students will learn how to search and complete job applications.
 - c. Students will participate in The Good, Bad, & Ugly job application exercise. When I Grow Up - Career Lesson and Activities
 - d. Students will complete job applications via paper or an online application. Reference Application Template

Curriculum Outline

- II. Students will complete a Resume and Cover Letter according to career choice. Please reference Resume Template & Cover Letter Template When I Grow Up - Career Lesson and Activities
 - a. Teach students on how to use visual/verbal resume
- III. Students will improve interviewing skills by learning interviewing skills and techniques and practice mock interviews.
 - a. INTERVIEW PREPARATION- How to ensure a successful job interview.
 - b. A powerpoint presentation will be presented to students on "Tips to having a successful job interview- Please reference Interview Powerpoint
 - c. Students will participate in a mock interview.
- IV. Students will have an opportunity to Job Shadow and ask questions pertaining to the career interest.
 - a. Students will watch virtual job shadowing online
- V. Students will visit and will register with the MS WIN/workforce Services:
<https://www.mdes.ms.gov/win-job-centers/>
- VI. A panel of entrepreneurs can speak to the students about their various careers.
- VII. Students participate in activities related to disclosing a disability or impairment.
- VIII. Students will participate in activities related to preparing cover and thank you letters
- IX. As a review, students will participate in Work Readiness Jeopardy or Bingo.

Unit 5: Retaining Work: Strategies for success (Units: 2-4 hours)

Work Readiness Training & Presentation Options

- Topic 1: Success at Work: Tips for Your First Days at a New Job
- Topic 2: Coping; Utilizing Natural Supports & Accommodations
- Topic 3: Long-Term Goal Setting
- Topic 4: Personal Finance and Budgeting
- Topic 5: Networking & Community Resources
- Topic 6: Work Values, Dress for Success, & Workplace Etiquette
- Topic 7: Job Retention & Job Accommodations
- Topic 8: Job Advancement
- Topic 9: Building a Network/References

Curriculum Outline

- I. Students will receive soft skills training in the following areas:
 - a. Effective Communication
 - a. Safety in the workplace
 - b. Interpersonal Skills
 - c. Teamwork
 - d. Professionalism
 - e. Social Media Etiquette
 - f. Attitudes in the workplace
 - g. Critical Thinking
 - h. Interpersonal workplace skills
 - i. Grooming, attire, and dress for success
 - j. Attendance and dependability

<https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf>
- II. How to maintain a positive attitude at work- As a discussion students will give examples on how to remain positive.
 - a. Video: <https://www.youtube.com/watch?v=yAlwtNBopy>
- III. Dress for success- Students will learn what is considered appropriate work attire. They will watch this video and get tips for the proper work wear
<https://www.youtube.com/watch?v=bQRXpKUKT7k>
- IV. As a discussion students will give examples on how to remain positive within the workplace. Students will watch this video
<https://www.youtube.com/watch?v=yAlwtNBopY>
 - a. Speaker/Guest, will come and administer mock interviews for students to ensure their readiness for job interview(s).
 - b. Coordinate a panel of entrepreneurs to speak to students.
- V. Students will become familiar with community and transportation resources: Staff will provide students with the Community Resource List
[\(135\) Introducing Vocational Rehabilitation Services: Simply Said - YouTube](#)

Curriculum Outline

Unit 6: Post- Secondary Counseling & Options: Strategies for Success (Units: 3-5 hours)

Post-secondary Counseling Training & Presentation Options

- I. Students will complete counseling on post-secondary pre-assessment.
- II. Students will research and/or explore post-secondary options to include:
 - Community Colleges (AA/AS degrees, certificate programs and classes)
 - Universities (Public and Private)
 - Career pathways related to workshops/training programs
 - Trade/Technical Schools
 - Military
 - Post-secondary programs at community colleges and Universities for students with intellectual and developmental disabilities
- III. Students will learn about accommodations for college entrance exams and college students and how to advocate for accommodations and services. Opening Doors to Postsecondary Education and Training
- IV. Students will become familiar with applying to and other aspects of preparing for or attending college or postsecondary training.
 - a. Students will visit and participate in 'class shadows' in college and/or vocational training classrooms.
 - b. Students and/or parents or representatives will be introduced on college academic curricula\.
 - c. Students will become familiar with college application and admissions processes and will be assisted with the admissions and enrollment process.
www.thinkcollege.net/
 - d. Students will identify or become familiar with various financial aid options and resources such as grants and scholarships.
 - e. Staff will assist students with applying or registering for federal/state adult vocational rehabilitation programs.
 - f. Students will become familiar with completing the Free Application for Federal Student Aid (FAFSA).

Curriculum Outline

- g. Students will be provided resources that may be used to support individual student success in education and training (i.e., disability support services).
 - h. Students will attend college tours/fairs at university and community college campuses and talk to disability services on each campus.
 - i. Students will visit the local Job Corps campus.
 - j. Students will receive assistance with identifying technology needs
- V. Learn the differences between special education services in K-12 education and post-secondary education disability services Opening Doors to Postsecondary Education and Training
- VI. Students will become familiar with adult services and benefits that can be used during college attendance and provide information on: • course offerings; • career options; • types of academic and occupational training needed to succeed in the workplace; • post-secondary opportunities associated with career fields
- VII. Students will Identify post-secondary goals and plans and update the student IRISE plan
- VIII. Students will become familiar with education and vocational laws and state/federal services and assist with applying or registering. Become familiar with the Rights and Responsibilities in Postsecondary Education and Training

Curriculum Outline

OPTIONAL- Short-term Programming/Services

Unit 7: What's Next?-Networking, Development, Transition, & Experiences (Units: 3-5 hours)

- I. Students will gain exposure to community resources by participating in the following activities (**VR counselor & school's choice**):
 - a. **Tours/Field Trip** - Job fairs, Job shadowing, Workplace tours, College/Post-secondary/vo-tech tours, Volunteer Opportunities, (Staff will coordinate all tours/speaking engagements)

Potential Field Trip Options : (this list will continue to develop)

- | | |
|---|--|
| <input type="checkbox"/> Crosstown Concourse- Memphis, TN | <input type="checkbox"/> Bosch, West Memphis, AR |
| <input type="checkbox"/> Bass Pro, Memphis, TN | <input type="checkbox"/> MS Workforce/Job Ctr, Byhalia, MS |
| <input type="checkbox"/> Northwest Community College | <input type="checkbox"/> Metal Museum- Memphis, TN |
| <input type="checkbox"/> Nike, Holly Springs, MS | <input type="checkbox"/> Various Job & Career Fairs, MS & TN |
| <input type="checkbox"/> McKesson, Olive Branch, MS | <input type="checkbox"/> University of Memphis- Memphis, TN |
| <input type="checkbox"/> Bluff City Soap, Olive Branch, MS | <input type="checkbox"/> Ardaugh Group, Olive Branch, MS |
| <input type="checkbox"/> Magnolia Soap & Bath, New Albany, MS | <input type="checkbox"/> WREG News, Memphis, TN |

- b. **Transition Fairs/Mini Workshops/boot camps (2-4 hours each)**- Soft skills, safety, driver's ed, work readiness(interviewing, dress for success, applying for employment etc.), financial/ money management, life skills, professional panel interviews, career interest inventories, etc.
- c. **Speakers**- Job exploration(listening to and interviewing professionals in career fields), post-secondary speakers, advocacy, soft skills, work readiness(interviewing, dress for success, applying for employment etc.), community resources, etc. (Staff will coordinate all speaking engagements)
- d. **Training/Virtual Training/Webinar Options**- Soft skills, safety, driver's ed, work readiness(interviewing, dress for success, employment etc.), forklift, ServSafe Food Handling, Prof. Guest Services, OSHA, & CPR, financial/ money management, life skills, professional panel interviews, career interest inventories, etc. Career Readiness- Students will receive hands-on training in one of the following options:
 - a. Students will undergo OSHA safety training
 - b. Students will undergo CPR training
 - c. Students will undergo driver's ed training
 - d. Students will undergo forklift training

Curriculum Outline

Unit 8: Preparation for the Spring Work-based Learning & Work Experience (Units: WBL: 5-10 hours or WBLE/WE:40-80 hours (@ 8 hours a week)

WBL/WE- The aim of the WBL/WE program is to allow participants an opportunity to:

- ☐ Become proficient in a skill
- ☐ Be exposed to a variety of skilled jobs
- ☐ Build self-esteem and confidence
- ☐ Become marketable by obtaining useful certifications
- ☐ Become gainfully employed and self-sufficient
- ☐ Undergo evaluations of student performance

- I. Students will complete work-based learning/work experience pre-assessments.
- II. Students will begin work based learning/work experience documentation: WBL Preparation/Activities: WBL Orientation, Job Development/Matching/Placement at WBL
- III. Students may obtain Career Readiness Certificate or any other short-term certificate associated with the participant's career path.
- IV. Seniors will complete any MS workforce or MDRS VR referral documentation if they have not already.
- V. Students will be review the following work readiness topics:
 - k. Attitudes in the workplace
 - l. Effective Communication/Communication Roadblocks
 - m. Critical Thinking
 - n. Safety in the workplace
 - o. Interpersonal Skills
 - p. Teamwork
 - q. Professionalism
 - r. Social Media Etiquette

Curriculum Outline

V. Student/Employer Orientation : Employers and students will undergo an orientation to become familiar with the WBL program as well as expectations, dates, requirements, form, and policy.

- ☐ Employer/Worksite Introductions
- ☐ Spring/Summer Program Overview (Duration, Dates, Expectations)
- ☐ Completion of Worksite Agreements, Student Worksite Data Forms
- ☐ Timesheet /Progress Report Review
- ☐ Payroll, W-9 Completion, Pay dates
- ☐ WBLE Handbook: Student Responsibilities, Evaluations, Work Ethic, Behaviors, Expectations, Communication
- ☐ Workplace Safety Overview Training
- ☐ Meet & Greet Attire, Expectations, & Greeting Etiquette
- ☐ Q & A
- ☐

VI. **Work Based Learning/Work Experience- SPRING, 2024**

Work Based Learning (WBL) is an educational approach or instructional method that uses community workplaces to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of WBL to ensure in-depth student engagement. WBL may include in- school or after- school opportunities, experiences outside the traditional school setting, and/or internships. When paid WBL experiences are provided, the wages are to be paid at no less than minimum wage. www.trancsen.org:

The goal of the work-based learning/work experience program is to combine school, community, and state requirements and resources that will offer participants work experience opportunities and/or an alternative to achieving a trade and work experience.

Work-Based Learning Experiences - NTACT:C (transitionta.org)

Explore Work | Future planning for teens with disabilities (explore-work.com)

<https://www.realworldscholars.org/wpcontent/uploads/2020/02/HF-Webpage-Infographic.pdf>

[Types of Work-Based Learning Activities](#)

Curriculum Outline

- ☐ Work-Site Field Tours(virtual or in-person)- Conduct work-site tours to learn about necessary job skills in various business settings Provide job shadowing and mentoring opportunities in the community
- ☐ Career Competitions
- ☐ Simulated Work/Work samples- Develop work sites aligned with student interest
- ☐ Job Shadowing- Coordinate informational interviews to research employers
- ☐ Trial-work
- ☐ Mentorship- Connect student with a business mentor
- ☐ Internship
- ☐ Service Learning- Provide local volunteer opportunities for students
- ☐ Unpaid work experience
- ☐ Paid Work Experience
- ☐ Practicum
- ☐ Apprenticeships
- ☐ Student-led enterprise /School-based enterprises
- ☐ Virtual WBL

Virtual WBL Options Defined

Virtual Assistant/Remote Worker- WBL student can work remotely for a business or start an online entrepreneurial venture providing: Be a “virtual assistant”; Manage social media; Graphic design (e.g., flyers, promotional materials, logos); Manage or assist with managing a podcast; Create and/ or update a company vendor/customer/outreach contact list; Create surveys and analyze survey data; Create custom photo stock; Prepare communications; Create internal documentation such as an FAQ; Data analytics (e.g., Google Analytics); Scheduling and facilitating ZOOM meetings; Sending out mass email communications; and Create and maintaining a company newsletter.

Social Media Influencer- Create , Develop, and/or Launch a social media platform and campaign (e.g., Spotify, Facebook, YouTube channel) to demonstrate skills in areas such as gardening, art projects, culinary, household projects, repurposing furniture & items, jewelry making , taking care of pets, the environment, etc.

Curriculum Outline

Virtual Teacher Assistant- Work with selected teachers who teach online courses or school to create lesson plans, provide some supplemental help, question and answer virtual sessions, create teaching videos for students, create/manage technology used for a virtual classroom, create and design bulletin boards, and set up mentorships virtually with the student(s) with the selected teacher's direction.

Web-based SBE- Establish a school based or student-led enterprises: Develop, manage and sell products or services: Student can develop a business such as a car wash/detailing, garden and co-op, sale art projects, make and sell seasonal products, cook and sale food, household or educational projects, repurposing or refurbishing furniture, clothes, & items for resale, jewelry making , taking care of pets, the environment, make pet products and food, shredding paper. Students will create a business plan for an entrepreneurial venture under the guidance of the WBL coordinator and SBA.

Service Learning- WBL students can partner with a long-term care facility to make cards, provide "window" or porch visits with the residents, provide seasonal window decorations, and other services that can improve emotional health. Hand-written notes;

Informational Interviewing- WBL students can interview a professional or business owner and offer to complete meaningful tasks and/or projects that will free up time for the employer and provide a real learning opportunity for the student.

Service Learning- WBL students can volunteer and collect service hours benefiting the community or individual while under the supervision of the WBL coordinator and a community or business official.

- VII. Consultation/Career Counseling- Discuss results and provide feedback to students.
- Students will complete work experience assessment:
<https://www.theworkingcentre.org/sites/default/files/JobReadinessChecklistTWC>
 - Allow students to discuss assessment results as a group activity (small or large group)

Curriculum Outline

Additional Resources- Quick reference links

Pre-ETS On-line Training

- a. Explore Work
- b.

Career exploration workbook for both self-contained students & indirect

- a. About the Careers Are Everywhere Activities Workbook
- b. I Want to Work Workbook

Career exploration handouts and activities for 504 & indirect (higher functioning).

- a. https://breitlinks.com/careers/career_pdfs/Assessment_07.pdf
- b. Worksheet #13: Career Planning List
- c. https://breitlinks.com/careers/career_pdfs/AnswerKeys_07.pdf

When I Grow Up Career Exp. & Work readiness Lessons

- a. When I Grow Up | Workforce Solutions

Career Bingo

- a. Career Bingo
- b. nETWORKing BingO

Career & Work Readiness Jeopardy

- a. Work Readiness Jeopardy
- b. Career Jeopardy

Bretlinks website to additional activities

- a. Mr. Breitsprecher's Career Activities

Goal planning & college readiness activities

- a. Tools/Resources - Reach Higher Shasta

Soft Skills worksheets, activities, lesson plans and handouts

- a. Soft Skills Learning Materials | MAACCE
- b. It's All About Me! ~ Understanding My IEP | Im Determined

Career Exploration Videos

Curriculum Outline

- a. <https://reachhighershasta.com/wp-content/uploads/2018/10/Career-Video-Library-Sheet1.pdf>

Additional Soft-skills group activities

- a. [Soft Skills Activities for High School Students | UnifyHighSchool](#)

Transition planning Assessments/Questionnaire

- a. https://ksdetas3.s3.amazonaws.com/uploads/resource/upload/2590/Transition_Planning_Questionnaire_1.docx
- b. https://ksdetas3.s3.amazonaws.com/uploads/resource/upload/3191/PictureCareerInterest_Inventory.off-pictorial
- c. [Career Interest Inventory](#)

Post-secondary and goal setting activities

- a. <https://www.weareteachers.com/9>

Icebreakers

- a. [30 Icebreakers for Youth Groups](#)

Career Expo Booklet

- a. https://pathways2possibilities.org/wp-content/uploads/2019/03/P2P_Booklet_Delta_2019.pdf

Transition activities

- a. [CRP Pre-ETS Guidebook](#)
- b. [High School Transitions Activities per grade level](#)

Don't Hire People Unless the Batteries Are Included - Michael Hyatt

<https://app.memphisworks.com/>

<https://app.memphisworks.com/courses>

[15 Awesome Classroom Activities That Teach Job-Readiness Skills](#)

[Top 4 Soft Skills Training Materials for High School Students](#)

- I. Attitude- Body Language
 - a. <file:///E:/attitude-trial-workbook.pdf>
- II. Communication
 - a. <https://d.pr/KGKQvZ>
 - b. <https://app.memphisworks.com/courses/1050>
- III. Teamwork

Curriculum Outline

- a. Teamwork
- b. <https://www.thebalancecareers.com/list-of-teamwork-skills-2063773>
- c. Team Building Exercises – Communication - Six Ways to Improve Communication Skills
- IV. Critical and Analytical Thinking
 - a. <https://app.memphisworks.com/courses/1359/7169>
- V. Planning and Organization
 - a. Time management activity: Time Management Activity : Arrange the Cards
 - b. Planning: Planning and Organizing: Time Management - The Conover Company
 - c. Organization: Organizational Skills
 - d. Self-Test (organization skills): Organization Skills Test (Personal Life Version)
- VI. Professional Development- Workplace Behavior/Ethics
 - a. <https://app.memphisworks.com/courses/216>
 - b. Workplace behavior assessment: Understanding Types of Employee Behavior in the Workplace - The Predictive Index
 - c. Various Self-Assessments for Personal and Professional Development - Management Library

UNMARKED

Management Summary: Provide a cover letter indicating the underlying philosophy of the firm in providing the service. (Unmarked)

Cover Letter

The responding provider is a Community Rehabilitation Provider (CRP) operating in North Mississippi and the Mississippi Delta. The CRP provides pre-employment transition training, vocational services, and consulting to empower and improve work and college readiness opportunities and personal development of youth with disAbilities in Mississippi. Cultivated by the States' Pre-Employment Transition Programs, the respondent strives to deliver quality programming as well as develop and enhance career goals, work skills, and positive outcomes of all student participants. Its underlying philosophy is that all individuals have the right and ability to dream, be educated and trained, secure employment, and achieve personal success.

The founder, employees, and affiliates of the responding provider have 50+ years' accumulated experience in education, management, curriculum development, job placement, and vocational rehabilitation counseling. The company is a small business and is headquartered in a Qualified Opportunity Zone.

The implementation of the responding provider's transition extravaganza fair and program was designed by the need to develop programs that facilitate a project-based curriculum, while simultaneously providing youth participants with skill sets, knowledge and resources that will increase their marketability in the workforce and higher educational institutions. The proposed innovative programs will not only provide instructions but also create an environment in which youth can gain practical experiences that will facilitate development of their skills in less commonly taught practices.

Proposal: Describe in detail how the service will be provided; (Unmarked);

The responding provider has executed projects and programs that have been sustainable, measured, and responsive to the needs of underserved students and youth with disabilities. The responding provider's innovative youth programs are designed to provide sustainable programs for rural youth and young adults while enhancing program participants' skills in leadership, entrepreneurship, youth empowerment, and community engagement. Through planned program activities, participants will be able to use these opportunities to learn unique training techniques and strategies focused on personal development, empowerment, motivation, self-confidence, and leadership.

The respondent establishes a network of families, school districts, higher education institutions, workforce agencies, collaborative partners, employers and other community agencies to coordinate and provide dynamic practical training, work-based learning, and supportive transitional experiences for all participants. The collaborative process has been implemented with intention and fidelity for all stakeholders.

The respondent utilizes the network and a village mindset in which it engages participants to achieve the desired employment and/or postsecondary outcomes. Youth connect with members of the business community through informal social, educational, and cultural events. This is an opportunity to observe business-focused individuals, particularly their knowledge and capacity for the areas of expertise. The respondent also involves stakeholders in the direct engagement of participants as career speakers, trainers, service providers, and in providing expert guidance and advice in relation to city, state, and district developments and initiatives. The provider utilizes this guidance in determining ways to customize its programs and enhance services.

The IRISE Empowerment & Pathway Jamboree Program comprises of five core services: Job Exploration, Self-Advocacy, Counseling on Post-Secondary Opportunities, Work Readiness, and Work-based Learning and/or Work Experience; and five domains: Preparing for your Journey, Knowing ThySelf, Career Readiness & Exploration, Strategies for Success, and What's

Next?-Work Experiences. Each domain includes topics that contain a variety of lessons and activities including soft skills activities and resources. Under each domain, there are a variety of topics and activities to select from when preparing for Spring & Fall semesters.

Activities, topics, and/or services will be group specific or individualized and will be determined based on the grade level and skill set of students as well as the availability, interests, and preferences of administrations, counselors, coordinators, directors, parents, and/or most importantly, the student. Activities and exercises can be delivered in various ways and platforms including but not limited to: Transition Specialists' Presentations, Presenters/Speakers (individual or panel), Tours/field trips, Videos, Virtual/electronic/internet platforms, Group Discussions, Role-playing, Transition fairs/ conferences, Simulations/Hands-on Demonstrations, Worksheets, and Ice-breakers/Games. Students who miss classes, exercises, trainings, and/or sessions will be offered the opportunity to make-up exercises or activities.

Tasks (Core Services)

Job Exploration training, activities, and services will be offered and provided to eligible student participants. Staff shall utilize webinars, virtual, or computer based training, tours, practical/hands-on activities, workbooks, handouts, informational sessions, conferences, and/or presentations to provide job exploration services and activities to students as outlined in the curriculum. Staff shall administer evaluations, assessments, and pre-post assessments as indicated on the curriculum.

Self Advocacy training, activities, and services will be offered and provided to eligible student participants. Staff shall utilize webinars, virtual, or computer based trainings, tours, practical/hands-on activities, workbooks, handouts, informational sessions, conferences, and/or presentations to provide self-advocacy services and activities to students as outlined in the curriculum. Staff shall administer evaluations, assessments, and pre-post assessments as indicated on the curriculum.

Work Readiness training, activities, and services will be offered and provided to eligible student participants. Staff shall utilize webinars, virtual, or computer based training, tours, practical/hands-on activities, simulated activities, workbooks, handouts, informational sessions, conferences, and/or presentations to provide work readiness services and activities to students as outlined in the curriculum. Staff shall administer evaluations, assessments, and pre-post assessments as indicated on the curriculum.

Counseling on Post Secondary training, activities, and services will be offered and provided to eligible student participants. Staff shall utilize webinars, virtual, or computer based training, tours, practical/hands-on activities, workbooks, handouts, informational sessions, conferences, and/or presentations to provide Counseling on Post-Secondary services and activities to students as outlined in the curriculum. Staff shall administer evaluations, assessments, and pre-post assessments as indicated on the curriculum.

Work Based Learning/Work Experience training, activities, and services will be offered and provided to eligible student participants. Staff shall utilize webinars, virtual, or computer-based training, tours, practical/hands-on activities, unpaid/paid work, simulated activities, workbooks, informational sessions, services learning, student/employer orientations, handouts, and/or presentations to provide work-based learning/work experiences services and activities to students as outlined in the curriculum. Staff shall administer evaluations, assessments, and pre-post assessments as indicated on the curriculum.

Subtasks (Group Specific/Individualized/Optional Activities Defined)

Career exploration: The respondent shall assess youth via evaluations, career inventories, assessments, pre/post assessments and utilize results to encourage career exploration and exposure to the various occupations and industries. Youth will choose an educational path and training or occupation which fits their interests, skills, and abilities. Career Exploration activities will include a Virtual Training Program that provides innovative career exploration and training

that will take place in a virtual environment. Activities may also include watching videos, researching careers, and professional interviewing.

Virtual Career Exploration- Students will receive hands-on simulated training in an immersive virtual-reality learning environment that will give students real-world experience, skill and training needed for competitive employment. Virtual Reality Immersion Training that provides virtual career exploration and practical experiences. Youth will explore and train for a variety of in-demand jobs within the target area sector of high-growth industries, opening up a world of possibilities and career options.

Career awareness: Youth will develop knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, labor market, and job opportunities across a wide range of industry sectors. Career awareness shall be provided to participants in a variety of ways, including: career speakers; "Career Days;" tours of business/industry and educational institutions; discussions with worksite supervisors and others; counseling; job sampling or job shadowing; films and filmstrips; class/group discussions; newsletters or news articles; peer counseling; and career information systems.

Work Simulations: Students will learn, experience, and receive hands-on training and practical experiences in various occupations.

Service Learning / Volunteering: These activities will integrate community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Career Mentorships /Informational Interviews- Informal conversation, interviews, and/or advice given to students that are younger and less experienced from someone working in a particular career area or job.

Workplace Tours / Field Trips: A group excursion for the purpose of first-hand observation to specific work sites. Students learn about the business, meet employees, ask questions and observe work in progress Work Experiences.

Paid/Unpaid work experiences: The respondent shall offer innovative paid and unpaid work experiences and simulations designed to provide youth with practical hands-on opportunities. Work experiences will also provide participants with information necessary to understand the world of work, while enhancing the youth's employability skill levels within the specific target industry sectors.

Referral to resources: Youth will be referred to community resources, post-secondary options, and other opportunities within the identified industry sectors.

Career Planning: The respondent aims to assist youth with building sustainable career pathways that focuses on long-term career goals and upward mobility. We will achieve that goal by analyzing persistence data and participants' individualized career plans (IRISE plan). The IRISE plan is The respondent's individualized career plan that helps youth discover their skills and interests, match their interests with training options and careers, and set, track, and follow through with executing short-term and long-term goals. Upon completion, the plan will provide a detailed summary of the identified career, income potential, educational and other requirements, skills, tasks, short-term and long-term goals, job outlook, training options, accomplishments, resources and community resource contact information.

Labor Market Analysis and Information: LMA/LMI tools shall be provided to participants to help youth make appropriate, informed decisions about education and career goals. Labor market tools also will aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.

Career counseling or guidance: Professionals, trainers, and specialists shall provide advice and support in making decisions about career paths. Career counseling services may include providing guidance on industry certifications, information about resume preparation, adult mentoring, interview skills, job shadowing opportunities, and the long-term benefits of postsecondary education and training on increased earning power and career mobility.

Soft-Skills Training: The respondent shall provide soft-skills training that includes but is not limited to: Communication; Teamwork; Problem Solving; Time Management; Critical thinking; Decision making; Adaptability; Creativity; Leadership; Confidence; Organization & Planning; Attitude; Workplace Interpersonal Skills; Professionalism; Media Etiquette; and Work ethic, motivation, and initiative.

Skills Training: The respondent shall collaborate with Occupational Skills Training programs and partners, including career technical educators, workforce, vo-tech, colleges, and universities, to expose students to or provide industry-specific vocational skills training. Participants will gain advanced knowledge in performing the tasks and technical skills required to become skilled workers in specific career fields at entry or intermediate levels. Occupational Skills Training may be facilitated through listed industry-focused, innovative programs including but not limited to: OSHA training, SafeServ, Fork-lift certification training, Customer Services training, Agricultural/agribusiness training, and Industrial skills training. Aviation drone training, graphic design, and animation and web development training shall be offered on a case by case basis to high school graduates.

Student-Led or School-based Enterprises (SLE or SBE): Students shall learn general employability skills while establishing and managing a school based project or business. Youth will establish a school based or student-led enterprise. Students develop, manage and sell products and/or services.

Youth-led Enterprises/Entrepreneurship: Youth shall be exposed to entrepreneurship and leadership opportunities and training within identified industry sectors and their areas of interests. Interested students shall learn steps of becoming entrepreneurs and will create a business plan for an entrepreneurial venture under the guidance of the WBL coordinator and/or SBA.

EXHIBIT D

Statement of Qualifications

Contractor's proposal shall be detailed within this Exhibit.

The Job Extravaganzas, Transition Fairs, or Pathway Jamborees connect students and their families to resources that help build successful lives and outcomes after high school. The purpose of our Job Extravaganzas or Pathway Jamborees is to deliver content, resources, and hands on experience that are most likely to produce and improve positive post-secondary and career outcomes for students with disabilities. By participating, students will experience practical and hands-on work simulations as well learn of various resources that will aid in transitioning from high-school to the workforce. The events will involve multiple stakeholders (such as employers, employment support agencies, benefit specialists, legal counsel, advocacy organizations, community resources, and representatives from community colleges, universities and career and technical schools).

The Job Extravaganza's & Pathway Jamborees can include but are not limited to:

1. Career Exploration Workshops: Stakeholders and consultants conduct engaging, practical, and hands-on workshops aimed at introducing students to a spectrum of career possibilities. Through interactive sessions, students explore various industries, job roles, and career pathways, fostering informed decision-making regarding their future endeavors.
2. Work Readiness Training: We offer comprehensive training sessions that equip students with crucial job readiness skills.
Topics covered include resume building, interview preparation, communication skills enhancement, soft-skills and workplace etiquette.
3. Self-Advocacy Workshops: Our consultants and stakeholders facilitate workshops focusing on empowering students to advocate for themselves effectively. This includes fostering self-awareness, understanding individual strengths, and developing strategies to navigate challenges in academic and professional settings.
4. Post-Secondary Education Planning: We provide guidance and support in navigating the complexities of post-secondary education. Stakeholders and consultants assist students in understanding college applications, financial aid options, and selecting suitable educational pathways aligned with their aspirations.
5. Work-Based Learning Experiences: Students experience practical work-based learning opportunities, including work simulations, job shadowing, and mentorship programs. These experiences offer invaluable insights into real-world work environments, enhancing students' understanding of various industries and career roles.

Other Potential Transition interest areas and themes that will be tailored to schools and communities:

- Identifying and reaching long-term career goals
- Assistance with college applications and test preparation
- Special services for students with disabilities at colleges
- Training for families and youth looking for adult living options
- Coordination with other families and youth looking for adult living options
- Financial issues including social security, financial aid, scholarships
- Information from training and education organizations

Job Extravaganza

The **Job Extravaganza** or *Pathway Jamborees* connect students and their families to resources that help build successful lives and outcomes after high school. The purpose of our transition fairs is to deliver content, resources, and hands on experience that are most likely to produce and improve positive postsecondary and career outcomes for students with disabilities. By participating in our Job Extravaganzas or Pathway Jamborees, students also learn about supports and services that are available to them as they transition to adulthood. The transition fairs involve multiple stakeholders (such as employers, employment support agencies, benefit specialists, legal counsel, advocacy organizations, community resources, and representatives from community colleges, universities and career and technical schools).

Job Extravaganzas or Pathway Jamborees can include but are not limited to:

Career Exploration Workshops: Stakeholders, consultants, and staff conduct engaging workshops aimed at introducing students to a spectrum of career possibilities. Through interactive sessions, students explore various industries, job roles, and career pathways, fostering informed decision-making regarding their future endeavors.

Work Readiness Training: We offer comprehensive training sessions that equip students with crucial job readiness skills. Topics covered include resume building, interview preparation, communication skills enhancement, soft-skills and workplace etiquette.

Self-Advocacy Workshops: Stakeholders, consultants, and staff facilitate workshops focusing on empowering students to advocate for themselves effectively. This includes fostering self-awareness, understanding individual strengths, and developing strategies to navigate challenges in academic and professional settings.

Post-Secondary Education Planning: We provide guidance and support in navigating the complexities of post-secondary education. Stakeholders and consultants assist students in understanding college applications, financial aid options, and selecting suitable educational pathways aligned with their aspirations.

Work-Based Learning Experiences: Students experience practical work-based learning opportunities, including work simulations, job shadowing, and mentorship programs. These experiences offer invaluable insights into real-world work environments, enhancing students' understanding of various industries and career roles.

Other Potential Transition interest areas and themes that will be tailored to schools and communities:

- Identifying and reaching long-term career goals
- Assistance with college applications and test preparation
- Special services for students with disabilities at colleges
- Training for families and youth looking for adult living options
- Coordination with other families and youth looking for adult living options
- Financial issues including social security, financial aid, scholarships
- Information from training and education organizations
- Information about legal issues such as guardianship

Job Extravaganza

Date:

Location:

Time: 9:00 am -2:30 pm; Lunch from 12:00pm -12:30 pm

9:00 AM Welcome/Opening statement

9:15- 9:40 Motivational/Empowerment Motivational Speaker: Dress for Success /Career Readiness & Q & A time

Employers/Vendors: State agencies, Employers with simulations, Colleges & Training programs, Community service programs, Community Resource agencies, Advocacy programs, SSA Benefits specialists, Food Trucks, Student displays & presentations,

9:45 am - 12:00 pm: Rotation 1

Session 1: Work Based Learning

1. Hands on Work Simulations (10-12 Employers)
2. Workplace Safety (importance & proper steps to take when involved/witness an accident)
3. Workplace behavior (provide examples of acceptable & unacceptable behavior)
4. Teamwork Problem Solving Activity
5. Communication in the workplace (who to talk to and when)

Session 2: Career readiness

1. Career Exploration & Interest Assessment (5-8 Employers)
2. Apply for job (Complete job applications, bring resume)
3. Interview for job (utilize guest speakers to help with interview)
4. Go through "job orientation" (fill out onboarding paperwork)
5. **Start job** (hands-on experience and work simulations set-up)

Session 3: Life Skills

1. Look for a place to live & set up renters insurance (have a real estate agent present or apartment manager along with insurance agent)
2. Set up utilities (power, water, phone, internet, TV)
3. Purchase a car & set up car insurance (have a car salesman & insurance agent present to provide insight on costs or online information)
4. Determine maintenance needs of car & home (have a mechanic present)

Session 4: Financial Literacy/Budgeting

1. Review bills & pay them
2. Budget money (what to save & spending money)
3. Repair any items using money saved
4. Create shopping list & how much to spend

Job Extravaganza

5. Select items & pay using budgeted money
6. Pick up a paycheck (What is a paycheck?)
7. Set up a mock bank account & deposit money (savings & checking accounts)
8. Determine an affordable monthly rent (have a real estate agent or apartment manager present to provide insight on costs)
9. Set up a weekly/monthly budget (provide a budget template)

12:00-12:30: LUNCH BREAK

12:30 pm -1:50 pm: Rotation 2

Speakers: Soft Skills/Self Advocacy- Speaker Panel & Q & A

Session 1: Goal setting/Job exploration

1. Name That Career (Group Bingo or Jeopardy)
2. Determine career interests & goals
3. Take Career Assessment Survey

Session 2: Health/Self Advocacy

1. Have a panel of 4 "experts," age 18-24 with disabilities (from mild to extreme) to provide first hand information on obstacles they have/still face in the real world.
2. Know your rights & know when to speak up
3. Q & A time with students and panel

Session 3: Work Based Learning

6. Workplace behavior (provide examples of acceptable & unacceptable behavior)
7. Teamwork Problem Solving Activity
8. Communication in the workplace (who to talk to and when)
9. Workplace Safety (importance & proper steps to take when involved/witness an accident)
10. Work Simulations

Session 4: Social Media/Email Etiquette/Cell Phone Usage

1. Set up an email account & discuss basic email etiquette (do's and don'ts)
2. Discuss social media in the workplace & social media etiquette as it pertains to attaining a career
3. Discuss proper cell phone usage in the workplace

❖ All students return together for a last Q & A

1:50 pm -2:00 pm: Closing remarks

Job Extravaganza

- * Students split into 2 groups for 2 rotations
- * Group one will start at rotation 1 and switch to rotation 2 after lunch
- * Group two will start at rotation 2 and switch to rotation 1 after lunch
- * Have door prizes/giveaways to give students

Optional Condensed Breakout or Conference Format:

#1— 9th-10th graders

Guidance Counselors & Career Coaches talk with students about transition services at High School. Discuss basic overview of local college's concurrent courses, college options available for transition students, and eligibility.

#2—11th and 12th graders from surrounding area

- Arrival and registration
- (Student Volunteers——help vendors bring in items, guide students, etc.)
- Welcome (Mayor or other city/county representative)
- Breakout Sessions (2)
 - o Making Career Decisions (SOP in adulthood and work; college bound)——
 - o Dress for Success——
 - o Vendors (provide info on requirements and possible work or resource opportunities)
 - o Careers/Employment/Services
 - o College/Vocational/Training Schools
 - o Mock Interviews
- Snack bags to students
- Career coaches from MS transition
- Survey for the vendors and students
- Worksheet(s) or handouts for students attending transition fair
- Voter registration
- Registration Forms for schools and vendors
- Flier for Transition Fair