

Proposal Cover Letter Attachment A
(marked)

**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: Mulvihill Enterprises

Address: 163 Crossover Drive

City/State/Zip: Brandon, MS 39042

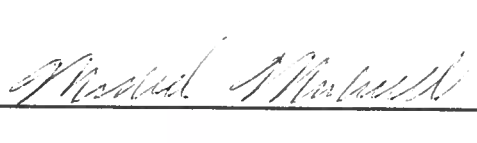
Telephone: 601-937-0935

Fax Number: N/A

E-Mail Address: mulventerprises@gmail.com

Printed Name of Authorized Signer: Michael Mulvihill

Signature and Date:

 7/9/25

Authorization and Acknowledgements
Form (Attachment B): (Marked)

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: **Mulvihill Enterprises** _____

Signature and Date: Michael Mulvihill 7/9/25 _____

Name and Title: **Michael Mulvihill, President** _____

Certifications and Assurances Form
(Attachment C): Failure to complete
and/or sign this form may result in the
proposal being determined
nonresponsive. (Marked)

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] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: Mulvihill Enterprises

Signature and Date: Michael Mulvihill

Name and Title: Michael Mulvihill, President

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.

**Company Questionnaire (Attachment
D) (Marked)**

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. □
- 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. □

Mulvihill Enterprises has been in business since 2018 and has provided consulting services for over 15 school districts in Career and Technical Education. This gives us seven (7) years of service to local school districts in these areas. We provide mentoring for new CTE directors, professional development for CTE instructors, help find and write grants and prepare for state and federal audits. We research labor market trends for these districts and combine this research with analysis of the Career and Technical Education programs necessary to meet workforce demands. Our group helps create Career Academies (a school within a school with a career theme, such as Health, Construction, etc.). We work with these districts to create Programs of Study to assist students in enrolling in the proper courses for their areas of interest. We provide survey opportunities to determine student interest in career areas. This information is then combined with the current CTE programs and Labor Market information to provide the best outcomes for students. In addition, this information provides a starting point for career exploration for students.

Our team has over 50 combined years of experience in the areas of training, Career and Technical Education, Post Secondary Education, Labor Market data analysis, and working with students at the local district level. We currently have the capacity to perform all these tasks with our staff.

Company Name: Mulvihill Enterprises_____

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. ☐
- ☐ Charleston High School – 310 North Cossar Street, Charleston, MS 38921
- ☐ Cleveland Central High School – 300 West Sunflower Road, Cleveland MS 38732
- ☐ Gentry High School – 801 B. B. King Road, Indianola, MS 38751
- ☐ Greenwood High School – 1209 Garrard Avenue, Greenwood, MS 38930
- ☐ Grenada High School – 1875 Fairground Road, Grenada, MS 38901
- ☐ North Panola High School – 470 US-51, Sardis, MS 38666
- ☐ South Panola High School – 609 Tiger Drive, Batesville, MS 38606

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 ☐ Resumes are attached. The principals will be completely involved in the day-to-day activities providing the delivery of services.

Company Name: Mulvihill Enterprises_____

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. ☐
- ☐ Grenada School District – Contact Person – Ezzard Beene, Career and Technical Education Director. 662-226-5969
- ☐ Our company has worked with the Grenada School District for 6 years. We provide the following services:
 - 1. Mentoring the Career and Technical Education Director
 - 2. Establishing Career Academies
 - 3. Working with local business and industry representatives to create internships, paid work experiences and job shadowing opportunities
 - 4. Working with the local Economic Development District director to identify workforce opportunities for Career and Technical programs and students
 - 5. Working to provide better opportunities for students to gain national certifications

Cleveland School District – Contact Person – Equanda Jackson, Career and Technical Director. 662-843-8818

Our company has worked with the Cleveland School District for 4 years. We provide the following services:

1. Mentoring the Career and Technical Director.
2. Working with local businesses and industry representatives to create internships, paid work experience and job shadowing opportunities.
3. Working with the local Economic Development District director to identify workforce opportunities for Career and Technical programs and students.
4. Providing professional development for Career and Technical teachers for data analysis, better teaching skills in the classroom and how to more efficiently utilize technology in the classroom.
5. Working to provide better opportunities for students to gain national certifications.

Holly Springs School District – Contact Person – Susie Brown, Career and Technical Director. 662-252-2071

Our company has worked with the Holly Springs School District for 5 years. We provide the following services:

1. Mentoring the Career and Technical Director.
2. Working with local businesses and industry representatives to create internships, paid work experience and job shadowing opportunities.
3. Working with the local Economic Development District director to identify workforce opportunities for Career and Technical programs and students.
4. Providing professional development for Career and Technical teachers for data analysis, better teaching skills in the classroom and how to more efficiently utilize technology in the classroom.
5. Working to provide better opportunities for students to gain national certifications.

Company Name: Mulvihill Enterprises_____

Attachment E (Marked)

ATTACHMENT E

Required Clauses for Service Contracts Resulting from this Request for Qualifications

1. Applicable Law. The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws, provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations. **Mulvihill Enterprises will comply.**
2. Availability of Funds. It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination. **Mulvihill Enterprises will comply.**
3. Compliance with Equal Opportunity in Employment Policy. Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services. **Mulvihill Enterprises will comply.**
4. Compliance with Laws. Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified. **Mulvihill Enterprises will comply.**
5. Contract Rights. Contract rights do not vest in any party until a contract is legally executed. The MDRS is under no obligation to award a contract following issuance of this solicitation. **Mulvihill Enterprises will comply.**
6. E-Payment. Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq. **Mulvihill Enterprises will comply.**
7. E-Verification. If applicable, Contractor represents and warrants that it will ensure its compliance

with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of MDRS subject to approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state. **Mulvihill Enterprises will comply.**

8. Expenses Incurred in the Procurement Process. All parties participating in the procurement process with regard to this solicitation shall bear their own costs of participation, pursuant to Section 1.4.4 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. **Mulvihill Enterprises will comply.**
9. Minor Informalities and Irregularities. MDRS has the right to waive minor defects or variations of a qualification from the exact requirements of the specifications that do not affect the price, quality, quantity, delivery, or performance of the services being procured and if doing so does not create an unfair advantage for any offeror. If insufficient information is submitted by a offeror, for MDRS to properly evaluate the offer, MDRS has the right to require such additional information as it may deem necessary after the submission deadline, provided that the information requested does not change the price, quality, quantity, delivery, or performance time of the services being procured and such a request does not create an unfair advantage for any offeror. (Information requested may include, for example, a copy of business or professional licenses, or a work schedule.) **Mulvihill Enterprises will comply.**
10. Paymode. Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency. **Mulvihill Enterprises will comply.**
11. Procurement Regulations. This solicitation shall be governed by the applicable provisions of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein. **Mulvihill Enterprises will comply.**

12. Property Rights. Property rights do not inure to any Offeror until such time as services have been provided under a legally executed contract. No party responding to this RFQ has a legitimate claim of entitlement to be awarded a contract or to the provision of work thereunder. MDRS is under no obligation to award a contract and may terminate a legally executed contract at any time.

Mulvihill

Enterprises

will

compl

13. Representation Regarding Contingent Fees. Contractor represents that it 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. **Mulvihill Enterprises will comply.**
14. Representation Regarding Gratuities. Offeror represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS, a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Offeror further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by offeror. Offeror further represents that it is in compliance with the Mississippi Ethics in Government laws, codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law. **Mulvihill Enterprises will comply.**
15. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The offeror acknowledges and agrees that MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 79-23-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq. **Mulvihill Enterprises will comply.**
16. Stop Work Order. MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless MDRS has terminated that part of the agreement or terminated the agreement in its entirety. MDRS is not liable for payment for services which were not rendered due to the stop work order. **Mulvihill Enterprises will comply.**
17. Termination.

Termination for Convenience. MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor

shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so. **Mulvihill Enterprises will comply.**

Termination for Default. If MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the deficiency. If the Contractor fails to cure the deficiency, MDRS may terminate the contract for default and the Contractor will be liable for the additional cost to MDRS to procure the personal and professional services from another source. Termination under this paragraph could result in Contractor being excluded from future contract awards pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. Any termination wrongly labelled termination for default shall be deemed a termination for convenience. **Mulvihill Enterprises will comply.**

18. Trade Secrets, Commercial and Financial Information. It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or reproduction. **Mulvihill Enterprises will comply.**
19. Approval Clause. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder **Mulvihill Enterprises will comply.**
20. Acknowledgment of Amendments. Offerors shall acknowledge receipt of any amendment to the RFQ in writing. The acknowledgement shall be submitted by signing and returning the amendment with the bid, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. Each offeror shall submit a written acknowledgement of every amendment to the Agency on or before the submission deadline. **Mulvihill Enterprises will comply.**
21. Certification of Independent Price Determination. By submitting a qualification, the offeror certifies that the prices submitted in response to the solicitation have been arrived at independently and without any consultation, communication, or agreement with any other offeror or competitor for the purpose of restricting competition. **Mulvihill Enterprises will comply.**
22. Offeror's Representation Regarding Contingent Fees. By [responding to the solicitation, the offeror represents that it has not retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract. If the offeror cannot make such a representation, a full and complete explanation shall be submitted in writing [with the offeror's response, to the Agency prior to contract execution].

Mulvihill Enterprises will comply

Areas of Coverage (Attachment F):
(Marked)

ATTACHMENT F

Areas of Coverage

List of Counties where training events can be performed:

Bolivar, Grenada, Leflore, Panola, Sunflower, Tallahatchie

Estimate the number of students that can be served per event:

30

Company Name: Mulvihill Enterprises

Signature and Date: *Michael Mulvihill* 7/9/25

Name and Title: *Michael Mulvihill President*

Attachment G (marked)

ATTACHMENT G

Additional Data

Mulvihill Enterprises is not receiving any Federal, State or Local Government entities or any other organizational funding to provide Pre Employment Transition services

Company Name: Mulvihill Enterprises

Signature and Date: Michael Mulvihill 7/9/25

Name and Title: Michael Mulvihill, President

Attachment H (marked)

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:

MM 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.

MM 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: Mulvihill Enterprises

Signature and Date: Michael Mulvihill 7/9/25

Name and Title: Michael Mulvihill, President

Exhibit D - Proposal (marked)

EXHIBIT D

Statement of Qualifications

[REDACTED] is a Mississippi-based consulting firm specializing in work-based learning, economic development through human capital training, grant management, and career-readiness initiatives. The company brings rich history of program implementation, stakeholder collaboration, and successful grant execution at both the state and national levels.

[REDACTED] is deeply committed to aligning services with the Workforce Innovation and Opportunity Act (WIOA) and the Individuals with Disabilities Education Act (IDEA), ensuring that all programs support the transition of students with disabilities into competitive integrated employment.

Scope of Services Proposed

[REDACTED] will support MDRS with:

- **Pre-Employment Transition Services (Pre-ETS) Design & Delivery**
 - Design and deliver comprehensive services for all five required Pre-ETS components: Job Exploration Counseling, Work-Based Learning Experiences, Postsecondary Counseling, Workplace Readiness Training, and Instruction in Self-Advocacy.
 - Leverage structured toolkits and data-driven assessments to document progress and growth.
- **Grant Writing & Administration**
 - Develop competitive grant proposals and manage post-award performance and compliance, especially in workforce-related programs.
- **Professional Development & Training**
 - Deliver tailored training for MDRS staff, contractors, and educators focused on compliance, inclusion, and best practices in rehabilitation services.
- **Technology-Enabled Instructional Delivery**
 - Provide services through traditional, hybrid, and virtual platforms, including Zoom and learning-on-demand systems.
 - Offer multimedia career education modules with embedded support for students, parents, and staff.
- **Program Evaluation**
 - Collect data, analyze outcomes, and provide recommendations for continuous improvement and reporting.

[REDACTED] will utilize items from our current curricula to instruct students on Pre ETS soft skills as well as setting up multiple stations to expose students to the 16 National Career Clusters. Our curricula is attached.

Pre-Employment Transition Services Toolkit

1. Job Exploration Counseling

Definition of Job Exploration Counseling:

Job exploration counseling is intended to foster motivation, consideration of opportunities and informed decision-making.

Job Exploration Counseling will include research, discussion, or information on:

- Vocational interests
- The labor markets
- In-demand industries and occupations
- Non-traditional employment options; and
- Identification of career pathways of interest to the students

Common Student Results from Participation in Job Exploration Counseling:

- Exposed to a wide variety of career options through the _____ web site.
- Explores interests, skills, values, motivations, and preferences and is able to match them to career opportunities using the online resource _____.
- Research career pathways and jobs for career _____
- Learns about the _____ in the community that they want to live

Job exploration activities to be completed in individual or group settings:

- Using the _____ have students maintain a graduation file to organize information related to work, school activities, and future plans so that necessary records and notes are in a centralized location, such as Google Docs, where they won't lose the paper copy. This can be accomplished using the _____
- _____ – Introduce students to using labor market information to inform career goals. Provide an opportunity for discussion.
- _____ – an activity to support students in making informed decisions.
- Incorporate the _____ into your work with students with significant barriers to employment.
- Assist student in reviewing career choice websites.
 - _____
 - _____
 - _____
- Assist student to learn about skills and qualities needed to be successful in various career fields.
- Access websites and print information offering self-assessments, career information, employment, and training information.
- Conduct career fairs, expos, and campus visits. Events can highlight a specific career cluster or include business and industry professionals from a variety of sectors.
- Facilitate career exploration courses, and individual and group counseling to present programs of study and the reasons to engage in them.
- Encourage classroom visitors, role models and mentors to describe their work, postsecondary education and training, early interests in careers, and personal information that informed their career decisions.
- Invite speakers to describe military career pathways.
- Other Activities:

Career Planning Toolkit for our company's Career Advisers:

- Career Planning Toolkit for our company's Career Advisers:

- Career Planning Toolkit for our company's Career Advisers:

Resources:

- [MyFuture](#) is an online career planning tool supported by the Mississippi Department of Education.
- [DEED's Career Planning Framework](#) provides a framework/structure to help student's approach goal setting and connects them to resources that can help them achieve those goals.
- Explore careers and find related education and training programs on DEED's [Career Explorer](#).
- [MyFuture](#) is a career exploration tool designed for use by students to learn about careers and match their interests to career options.
- [MyFuture](#) are a set of self-directed career exploration/assessment tools to help workers consider and plan for careers.
- [MyFuture](#), sponsored by US Department of Labor, provides career profiles, assessments, etc. [MyFuture](#) is a feature of CareerOne Stop geared to high school students.
- [MyFuture](#), is a labor market tool supported by the US Department of Labor, Bureau of Labor Statistics.
- [MyFuture](#) Is designed for youth to think about what they want to do with their future. It can be used with a teacher, mentor, parent, friend or individual. Registration is required.
- [MyFuture](#) Next is a free, online, interactive training designed for transition-aged students who are deaf or hard of hearing. The training utilizes three questions:
 - Who Am I?
 - What Do I Want?
 - How Do I Get There?
- [MyFuture](#): Find the latest details about NCWD/Youth resources and tools including news, events, issues and policies central to preparing youth for transition to adulthood. Products include:

- Charting the Course: Supporting the Career Development of Youth with Learning Disabilities
- The Guidepost for Success
- The 411 on Disability Disclosure
- Navigating the Road to Work: Basics
- , Code.org and : Consist of a fast-growing mixture of 'tech experience' providers who offer K-12 students, parents, and teachers a wide array of choices to explore and do more. The goal is to support students and give them resources to make informed decisions about their future learning and career options.
- The can help you research, find and keep employment in the current, competitive labor market.

2. Work-Based Learning Experiences (WBL)

Work Based Learning is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

WBL will include in-school or after school opportunities, or experience outside the traditional school setting that is provided in an integrated environment, to the maximum extent possible. All opportunities for work-based learning experiences in integrated settings must be exhausted before placing an individual in a non-integrated setting.

It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate, and augment the learning process.

Work-based learning experiences, will include:

- Career Mentorship: An opportunity for a student to engage with a mentor who teaches or provides career-related guidance and advice.
- Career Related Competitions: Activities that require students to demonstrate mastery of career-related skills through presentations or competitions that are judged by professionals. Presentations demonstrate culminations of student effort over time, often involving teamwork. Career technical student organizations sponsor

such competitions in the fields of agriculture, business, health, hospitality, and industrial technology.

- **Informational Interviews:** An informal conversation for a student with someone working in a career area/job that interests the student, who will give them information and advice. It is not a job interview and the objective is not to find job openings.
- **Internships (Paid or Unpaid):** A time-limited opportunity available to students in situations where an internship will significantly enhance skill development and future opportunity for competitive integrated employment (e.g., students who are ready to begin work but have a gap in work history or need relevant work experience related to their educational training, students in a training program, or students currently enrolled in a postsecondary training program).
- **Job Shadowing:** An opportunity for a student to observe different jobs and ask businesses questions about the skills, knowledge, and abilities needed to perform the tasks involved in the job.
- **Practicum:** A course of study devoted to practical training in the field, where supervision is provided. Usually applies to a specialized field of study.
- **Service Learning:** Activity that integrates meaningful community service with classroom instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.
- **Simulated Workplace Experiences:** Activities that simulate work environments in any field. Examples include automotive or construction programs in which sustained industry involvement allows students to develop and apply their skills in the context of industry standards and expectations, Junior Achievement programming.
- **Student-led Enterprises:** School-based enterprises that produce goods or services for sale or to be used by people other than the participating student(s).
- **Work Experience (Paid or Unpaid):** An experience intended for a student to understand the nature of work and build soft skills. Only the student and the business report on how the experience went.
 - If work-based learning experiences are paid, students with disabilities must be paid competitive wages to the same extent competitive wages are paid to students without disabilities in similar experiences.
 - Training stipends are permissible for students with disabilities participating in unpaid work-based learning experiences commensurate with and to the

same extent that they are provided to students without disabilities participating in these experiences.

- Formalized school WBL involves an appropriately licensed teacher with a work-based learning coordinator endorsement license (or variance) who closely supervises the worksite activities and is responsible for all the paperwork associated with this experience (training plans, agreements, safety training, seminar class, evaluations, recordkeeping, site observation, etc.).

Note: Schools can support experiential learning experiences (e.g., volunteering, job shadows, business tours, etc.) outside of WBL programs for up to 40 hours per experience. Students must be supervised by a licensed teacher as follows:

- If a student is engaged in an experience for 40 hours or less, they can be supervised by any licensed teacher.
 - If a student is engaged in an experience longer than 40 hours, they must be supported supervised by a licensed WBL coordinator.
- Volunteering: When a person donates their time or efforts for a cause or organization without being paid. It may be a one-time only or an on-going commitment. It should directly or indirectly benefit people outside the family or household or else benefit a cause, even though the person volunteering normally benefits as well. Most volunteer sites are non-profit organizations.
 - Workplace Tours/Field Trips: An excursion for students to gain first-hand observation of specific work sites. Students learn about the business, meet employees, ask questions, and observe work in progress. Often conducted in a group.
 - Youth Apprenticeships (YA) (not including Pre-Apprenticeships or Registered Apprenticeships since these are focused on job skill development versus a mechanism for “career exploration”): School supported experiences for secondary students 16 years of age and older. YA experiences focus on career preparation and training within a specific career pathway; require a minimum of 450 hours for completion; are always paid experiences; and lead to an industry-recognized credential of value for the youth apprentice whenever possible.

Common Student Results from Participation in Work-Based Learning:

- Gains experience in a work setting

- Receives information regarding employer and industry expectations
- Learns job skills related to the expectations set for a position
- Receives guidance from people practicing in an industry
- Develops networking relationships
- Obtains a reference or letter of recommendation

Work-based learning activities to be completed in individual or group settings:

- Organize a group of community members (including parents) around the individual and who can help to identify and recruit work experience sites in the community.
- Connect with other local agencies and organizations committed to preparing workforce members such as Chamber of Commerce, Rotary, Lions Clubs, Izaak Walton Leagues, Junior Achievement, iJAG, etc.
- Build a network of local community-based work experiences, including opportunities for one-day job shadows and longer-term work experiences.

Resources:

- and
-
- A referral and technical assistance service for employers.
-
-
-
- guides high schools in collaborating with an organization to plan and carry out a job shadow day.
- New York City for workforce development programs.

- [Minnesota Science and Technology Educators' Resource](#) : A web portal designed to connect Minnesota educators with science and technology businesses, in order to better prepare students for post-secondary education programs and careers in science, technology, engineering, and math (STEM).

Programs that offer work-based learning experiences:

- [Minnesota Leadership Development Program](#) : A 12-week leadership development summer internship for college students from diverse racial and ethnic backgrounds.
- [Minnesota Career Center](#) : Empowers high school students from challenged backgrounds to achieve college and career success through skills training and meaningful work experiences.

3. Counseling on Post -Secondary Education

MN VRS Definition of Counseling on Post-Secondary Education:

Assisting students with enrolling or remaining enrolled in postsecondary education or training by helping them to:

- Understand how to successfully transition to a postsecondary education or training program.
- Identify postsecondary education and training options.
- Understand how their career goals line up with education and training options.
- Complete steps for enrolling in a postsecondary education or training program.
- Learn about and apply for postsecondary financial aid options.
- Learn about various supports and assistive technology used by students with disabilities at college, such as where and how to get alternative formats of textbooks.
- Learn about information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and how post-secondary opportunities associated with career fields or pathways would pertain to a student who is currently enrolled to ensure they are on the right pathway; and
- Make decisions about changing majors and/ or education or training programs.

Common Student Results from Participation in Post-Secondary Education:

- Develops knowledge about how to successfully transition to a postsecondary education or training program.
 - Learns about the differences between high school and college
 - Is aware of the differences between private and public college
 - Explores what is offered through disability services offices
 - Research postsecondary admissions requirements
 - Learns about postsecondary concepts such as “drop/ add period”, “academic probation”, etc.
- Identifies postsecondary education and training options.
 - Is aware of the wide variety of postsecondary education options: technical, community and 4-year college options, apprenticeship, short-term options, military, etc.
 - Learns about researching possibilities online
 - Tours postsecondary education programs
 - Learns about degrees or training related to interests
 - Research Postsecondary Education Options and other ways to get college credits while in high school
- Completes steps for enrolling in a postsecondary education or training program.
 - Learns about/ requests accommodations for college entrance exams (SAT, ACT or Accuplacer)
 - Completes college entrance exams
 - Completes postsecondary education application process
- Is aware of and applies for college funding options.
 - Completes the FAFSA
 - Explores scholarship options
 - Applies for student loans
- Learns information to ensure they are on the right career pathway.

- Makes decisions about changing majors and/ or education or training programs

Post-Secondary counseling activities to be completed in individual or group settings:

- Connect the student to college-level students to talk about their experiences in transitioning to college and the differences between high school and college.
- Connect the student with local consumer organizations who can provide peer mentors to discuss college experiences.
- Discuss the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education.
- Collect examples of college application paperwork and discuss needed requirements with students.
- Collect examples of scholarship and grant applications and discuss needed requirements with students, including discussion of essay requirements.
- Assist student in learning about accommodations for college entrance testing and SAT and ACT test preparation.
- Collaborate with the school counselor to provide opportunities to discuss post-secondary education options and visit local post-secondary education campuses.
- Offer a lesson on financial planning and budgeting for college and how to research financial aid opportunities such as Pell grants, ABL (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.
- Educate on the differences between special education services in high school and disability student services on campus.
- Educate about various supports and assistive technology used by students who are blind at college, such as where and how to get alternative formats and textbooks.
- Explore options; plan a visit with student to a Job Corps campus.
- Explore electronic mentoring between high school students and college students who have disabilities.
- Other Activities:
 - Career Planning Toolkit for Teachers & Career Advisers:

- – Create a meaningful college visit to discuss career options and placement rates in potential career choices.
- – Assist your student to connect the dots between education and career growth.

Resources:

- : ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations.
- : Part I of this guide provides an overview of personal competencies that all students need for college and career success as well as additional competencies for students with disabilities.
- : A guide for any student pursuing a degree or other type of credential (e.g., certification, license) at a two-year or four-year community college, college, or university. Much of the information provided is relevant to all students, but the primary focus of the guide is on navigating the college experience for students with disabilities or those who think they may have a disability.
- *Advising High School Students with Disabilities on Postsecondary Options* contains answers to counselors' most frequently asked questions about postsecondary opportunities for students with disabilities. Students and their families are encouraged use the toolkit to help guide their transition planning for college and career. This online toolkit has been vetted by the U.S. Department of Education.
- is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with .
- - Postsecondary Educational Opportunities Guide is designed to help you and your family explore the different opportunities and learning environments after leaving high school

4. Workplace Readiness Training to develop social skills and independent living

Workplace readiness traits describe a number of commonly expected skills that employers seek from most employees. Work readiness skills are a set of skills and

behaviors that are necessary for most jobs. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.

Workplace readiness training services will be offered on an individual basis or in a generalized manner in a classroom or other such group settings to provide programming to assist students with disabilities to develop social skills and independent living skills necessary to prepare for eventual employment.

These services could teach:

- Communication and interpersonal skills.
- Financial literacy and benefits planning.
- Job-seeking skills.
- Understanding employer expectations for punctuality and performance, as well as other “soft” skills necessary for employment; and
- How to navigate transportation options.

More Detail on Workplace Readiness:

Workplace readiness skills help employees learn how to interact with supervisors and co-workers. They help reinforce the importance of timeliness and build an understanding of how we are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, many jobs require good social skills/interpersonal skills.

Specific social/interpersonal skills include:

- | | |
|---------------------|-----------------------|
| • communication | • conflict resolution |
| • positive attitude | • body language |
| • teamwork | • empathy |
| • problem solving | • professionalism |
| • talking/writing | • good manners |
| • cooperation | • supporting others |
| • active listening | • respectful |
| • decision making | |

Independent living skills include:

- good hygiene
- time management
- healthy lifestyle
- using a cell phone
- using transportation
- money management
- nutrition/meal preparation
- using technology & assistive technology
- accessing community services & supports
- community participation
- civic responsibility
- community safety
- developing friendships
- appropriate dress
- appropriate behavior

Common Student Results from Participation in Workplace Readiness Training:

- Learns about transportation options available to the person.
- Practices utilizing public transportation options.
- Develops skills for finding a job.
 - Practices job interviewing skills
 - Learns how to complete paper and online job applications
 - Is aware of how background checks work. (Includes how a criminal record might impact a job search and how to talk about a record with employers)
 - Practices planning and organizing skills for job seeking
 - Learns how to find job openings/use job search sites
- Has documents needed for employment.
 - Documents required for completing the I-9 Form which verify employment eligibility, such as Social Security card and State ID/ Driver's License (has access to social security number when needed)
 - Resume/ visual resume
 - Cover letter

- Sample application/ cheat sheet
- Job log
- Portfolio
- Learns and practices soft skills needed for employment.
 - Appropriate use of social media and potential consequences of inappropriate use
 - Attendance
 - Communication: how to leave a voice mail, how to greet people, how to answer the phone, what a voice mail greeting should/ should not say, how to request time off, how/ when to call in sick, how to write an email and include attachments, talking/writing, active listening, body language, empathy
 - Completing work tasks correctly and on time
 - Conflict resolution
 - Cooperation
 - Decision making
 - Dress
 - Following instructions
 - Manners
 - Hygiene
 - Positive attitude
 - Problem solving
 - Professionalism
 - Punctuality
 - Supporting others
 - Respect
 - Teamwork
- Explores how to manage money/ finances.
 - Identifies bills and coins
 - Practices basic money management techniques
 - Budgeting
 - Gets a bank account

- Learns about using and managing credit
- Learns how work may impact public benefits.
 - Learns about how to use DB101
 - Learns about a benefits analysis and completes one if appropriate
 - Knows about the availability of a benefits counselor and meets with one if appropriate
- Learns skills for living independently
 - Accessing community services & supports
 - Behavior for employment
 - Civic responsibility
 - Community participation
 - Community safety
 - Developing friendships
 - Dress for employment
 - Healthcare
 - Healthy lifestyle
 - Home management skills
 - Hygiene
 - Laundry
 - Nutrition/meal preparation
 - Time management
 - Using a cell phone

Workplace Readiness activities to be completed in individual or group settings:

- Offer soft skills training to facilitate awareness of social skills and personal strengths and barriers or challenges in the workplace.
- Develop targeted activities to promote independence at work such as time management, moving from task to task, and self-monitoring production and performance.

- Support student to explore job-specific and disability-specific assistive technology, as well as how to pay for the assistive technology.
- Teach student to use assistive technology that will enable independence at work.
- Have student participate in financial readiness classes through local banks or local libraries.
- Have a targeted discussion on financial literacy, addressing questions such as: Can I work if I am receiving SSI? What would I want to spend money on from my first job? How much money do I need to earn?
- Offer financial literacy instruction addressing such topics as getting a paycheck, calculating the impact of wages on SSI, reporting wages to the Social Security Administration, applicable Social Security work incentives, savings, and budget in.
- Provide and discuss examples of job descriptions, compensation and taxes, workplace expectations, and evaluation/performance appraisal documentation.
- Discuss workplace expectations such as work hours, and breaks, vacation time, annual holidays, personal hygiene, maintenance of uniforms, health and safety requirement, etc.
- Assist student in meeting with employers to discuss the employability skills they are looking for in employees.
- - Introduce students to the nearest Minnesota CareerForce location.
- Explore the " " curriculum. Are there aspects of the program that would fit the student's needs? (requires a paid subscription)
- Work with the student to create a resume. Practice filling out job applications. Fill out a "cheat sheet" for filling out job applications.
- Conduct mock interviews to practice job interview skills.
- Provide 21st Century Skills coaching/feedback and observed assessments by faculty/work supervisors/counselors to develop employability skills.
- Develop leadership skills through student organizations and activities.
- Other Activities:
 - Career Planning Toolkit for Teachers & Career Advisers:

-
- Utah State Office of Education, “Adult Roles and Responsibilities”:

- Financial Literacy Activities:

- Federal Deposit Insurance Corporation (FDIC):

- National Endowment for Financial Education. The Jump\$tart Coalition contains links to a number of financial literacy tools, including:

- . Bank It is an online financial literacy program that is designed to help parents and teens understand, talk about, and manage their money. Through use of both a website and guidance on how to conduct live, local workshops, Bank It covers 12 key financial topics, including budgeting, setting goals, investing, charitable giving, earning income, credit and debt, and insurance.

- This lesson is about checking accounts for middle and high school students. The list includes the following materials: teacher or guest speaker notes, blank checks and check register handouts, reconciliation sheets, and a True or False quiz. This resource supports Michigan Educational Standards and Benchmarks.

- This website provides resources and tips for kids, teen, parents, and teachers on handling finances. Resources for teachers include lessons on budgeting, credit, financial decision making, and the stock market.
- This resource from Investopedia teaches financial literacy topics such as budgeting and money management to teens. There are also links to similar resources for tweens and younger children.
- This resource from Practical Money Skills provides lesson plans and resources for PreK-College, including students with disabilities.

- This financial literacy program from Wisconsin Education Communications Board, Media for Wisconsin's Schools includes videos, lesson plans, and other resources for grades K-12.
- : Is a soft skills curriculum developed by the US Department of Labor, Office of Disability Employment Policy.
- : Successfully Preparing Students with Disabilities for Competitive Integrated Employment
- : A free online workplace accommodation toolkit.
- : The National Collaborative on Workforce and Disability (NCWD) provides resources describing soft skills and guidance on how to develop these skills.
- : Browse to learn more about school, work, health care, and saving for the future. Try out the
- : A free statewide resource network that helps you solve problems, navigate the system and plan for your future.
- : Assists individuals who encounter conflicts with programs funded under the Rehabilitation Act.
- : A tip sheet on self-advocacy.
- : A workbook for youth and adults working with them, designed to assist in making informed decisions about whether or not to disclose their disability and how that decision can impact their education, employment, and social lives.
- : A fact sheet that introduces mentoring and outlines how it relates to the five Guideposts for Success.
- Healthcare transition resources: Minnesota Department of Health, " aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and youth and families.
- PACER Center's Youth Advisory Board on mental health discuss topics related to transitioning from pediatric health care to adult health care. This 4-part series includes topics on coordinating health care, how medical providers and teachers can help youth take

charge of their own health care, preparing for medical appointments, and guardianship.

- [Life Skills CLS](#) is a free tool that assesses the behaviors and competencies youth need to achieve their long-term goals. It aims to set youth on their way toward developing healthy, productive lives. Examples of the life skills CLS helps youth self-evaluate include:
 - Maintaining healthy relationships
 - Work and study habits
 - Planning and goal-setting
 - Using community resources
 - Daily living activities
 - Budgeting and paying bills
 - Computer literacy
 - Their permanent connections to caring adults
- [The Office of Disability Employment Policy](#) :
The office of Disability Employment Policy, US Department of Labor, provides a summarized list of skills needed to get a job and includes a resource listing of curriculum and materials that can be used by workforce preparation staff.

5. Instruction in Self-Advocacy

Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires and to learn about self-determination. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace and community settings.

Self-advocacy instruction will include:

- Learning about disability and its impact;
- Learning about/ how to request accommodations, services, supports, and assistive technology;

- Mentoring* with educational staff such as principals, nurses, teachers, or office staff;
- Peer mentoring* from individuals with disabilities working in competitive integrated employment; and
- Participating in youth leadership activities offered in educational or community settings.

Mentoring relationships may take different forms:

Peer Mentoring: A person close in age to his or her mentee may act as a sounding board for ideas and plans and provide guidance in an informal manner.

Disability Mentoring: A person with a disability mentors another person, usually with a similar disability. The relationship generally focuses on a specific area such as living independently, recovering from a traumatic event, obtaining employment or being new to the workforce. The mentor serves as a role model and provides information and guidance specific to the mentee's experience.

Group Mentoring: A mentor may work with a group of mentees.

E-mentoring: An adult mentor a young person through email or the Internet.

Self-advocacy skills include:

- | | |
|------------------------------------|---|
| • self-awareness | • know your rights & responsibilities |
| • disability understanding | • self-determination |
| • disability disclosure | • know how to request & accept help |
| • decision making | • intrinsic motivation |
| • set goals | • taking a leadership role in support plans |
| • evaluate options | • assertiveness |
| • identify independence | • listen to others' opinions |
| • accommodations | • problem solving |
| • request & utilize accommodations | |

- monitor progress

- positive self-talk

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence. To accomplish this goal, students must be prepared to participate in planning for their future.

Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual develop his or her potential within a shared area of interest. The resulting relationship is a reciprocal one in that both individuals in the partnership have an opportunity for growth and development. Peers are individuals who share some common characteristics, attributes, or circumstances. These may relate to age, ability, interests, etc. Peer mentors are individuals who have more experience within that common area along with additional training in how to assist another in acquiring skills, knowledge, and attitudes to be more successful.

Common Student Results from Participation in Self Advocacy:

- Learns about the impacts of strengths, interests and disability on education, employment, and independent living.
- Explores possible accommodations, services, supports, and assistive technology for education, employment, and independent living.
- Learn about strategies for requesting accommodations, services, supports, and assistive technology.
- Builds confidence and self-advocacy skills through a mentoring relationship (i.e. peer mentoring, disability mentoring, group mentoring or e-mentoring).
- Explores and practices personal rights and responsibilities within education, employment, and independent living.
- Explores youth leadership activities.

Self-Advocacy focused activities to be completed in individual or group settings:

- Support students in establishing relevant personal self-advocacy goals for the year (for example, keeping a calendar, making medical appointments, ordering their own schoolbooks in alternate formats).
- Teach specific workplace self-advocacy skills, including how to complete timecards, request leave for vacation or medical appointments, and requesting accommodations in the workplace.

- Provide opportunities for students to practice discussing their individual strengths and challenges and how their disability may impact work performance and how they can manage such impacts.
- Engage graduated students to speak to students about their recent life experiences in self-advocacy.
- Incorporate conversation about disability disclosure and use role playing activities to allow student to practice this concept.
- Support student to develop a file of important papers for after graduation. Contents might include Social Security card, birth certificate, employment information, guardianship information if appropriate, references, resume, and medical documentation regarding disability IEP. All information should also be in a format the student can access.
- Assist student in finding opportunities to learn about voting and other civic duties and privileges.
- Encourage and support student to lead their own IEP meeting. Identify existing resources to teach the student to lead the meeting,
- Explore the _____ website to learn about successful accommodations used in the workplace by people with disabilities.
- Activities:

○

Resources:

- _____ : An eight-week high school curriculum for students with disabilities. Its purpose is to utilize direct instruction to provide college bound students with the skills and knowledge necessary to successfully meet their postsecondary educational goals. A unique and powerful feature of this program is that student learning is reinforced through email mentoring with a successful college student who also has a disability.
- _____ provides tips on becoming an effective self-advocate in the workplace.
- _____ is an eight-lesson curriculum for teachers and service providers that addresses the specific needs of students with disabilities as they get ready for postsecondary education.

- : This specialized curriculum is devoted to teaching deaf individuals to self-advocate for effective interpreting services.
- : Assists to: (a) assess the self-determination strengths and weaknesses of adolescents with disabilities, (b) facilitate student involvement in educational planning and instruction to promote self-determination as an educational outcome, (c) develop self-determination goals and objectives, and (d) assess student self-determination skills for research purposes.
- , Center for Parent Information and Resources:

○

- : MENTOR's cornerstone publication, the *Elements of Effective Practice for Mentoring™*, details research-informed and practitioner-approved Standards for creating and sustaining quality youth mentoring programs and consequently, impactful mentoring relationships. The Fourth Edition, released in September 2015, reflects the most up-to-date research, practice, and thinking in the mentoring field.
- : Builds and elevates the capacity of programs, systems and policies to strengthen youth mentoring relationships.

Appendix A: Top 25 Pre-ETS Resources

Curriculum

- [Workforce Innovation Technical Assistance Center \(WINTAC\)](#) provides online training for students with disabilities within the 5 Pre-ETS activities. This was created by the Workforce Innovation Technical Assistance Center (WINTAC) through a grant from the Rehabilitation Services Administration.
- [Workforce Innovation Technical Assistance Center \(WINTAC\)](#) offers more than 200 topics, including more than 7,000 lessons, more than 1,000 videos, and more than 50 interactive links and games, completely free.
- [West Virginia Division of Rehabilitation Services](#) provides sample Pre-ETS lesson plans. This was developed by the West Virginia Division of Rehabilitation Services.
- [US Department of Labor, Office of Disability Employment Policy](#) is a work skills curriculum developed by the US Department of Labor, Office of Disability Employment Policy.
- [National Collaborative on Workforce and Disability- Youth \(NCWD-Youth\)](#) is a guide for youth and adults working with them, designed to assist in making informed decisions about whether or not to disclose their disability and how that decision can impact their education, employment, and social lives.
- [National Collaborative on Workforce and Disability- Youth \(NCWD-Youth\)](#) from the National Collaborative on Workforce and Disability- Youth (NCWD-Youth) has a plethora of ideas and classroom activities related to career development for high school students. While the guide is intended for school staff it is a great resource for community partners too. NCWD-Youth also has a list of [resources](#) based on the [National Collaborative on Workforce and Disability- Youth \(NCWD-Youth\)](#).
- [National Collaborative on Workforce and Disability- Youth \(NCWD-Youth\)](#) is an organization focused on teen employment that offers free job readiness curriculum.
- [University of Oklahoma](#) is curriculum that comes from the University of Oklahoma.
- [The Ohio State University](#) is a free, evidence-based, standards-aligned, college and career readiness curriculum supported by The Ohio State University.
- * [Workforce Innovation Technical Assistance Center \(WINTAC\)](#) is an online workplace readiness curriculum that teaches learners the skills needed to find and keep a job.

- * is a transition curriculum and assessment portal supported by the Council for Exceptional Children (CEC), a national association for special education professionals. A paid subscription is required for use.
- * is a job-related social skills curriculum for adolescents utilizing a cognitive-behavioral approach.
- * is a comprehensive curriculum for transition students to complete the five WIOA required activities.

Planning Tools and Resources

- is a collection of planning materials to help people with disabilities and their families think about what they need to know at any age or stage of life, including how to find or develop supports and discover what it takes to live the lives they choose.
- is a free statewide resource network that helps you solve problems, navigate the system and plan for your future. It houses a section with resources to help youth and families plan for work. It also supports which has a page with even more resources.
- has tips and tools for supporting high school students with disabilities.
- was developed by disability coordinators from Minnesota State colleges and universities to help high school students prepare for postsecondary education. for an image reduced, printer and screen reader-friendly version.
- has resources for students, families and practitioners on all things related to transition.
- is a how-to manual created and utilized by Minnesota's CareerForce system.

Online Career Information Sites

- * is a video-based career planning platform. A paid subscription is required for use.
- Federally supported sites:
 - provides career profiles, assessments, etc.

- is a feature of CareerOne Stop geared to high school students
- helps students learn about careers and match their interests to career options
- are a set of self-directed career exploration/assessment tools to help workers consider and plan for careers
- , is a labor market tool
- is a career and military exploration tool
- is the premier resource to learn about and get help related to disability and worksite accommodations

Appendix B: Pre-Employment Transition Services (Pre-ETS) Examples

Classroom (Group) Services

| Job Exploration Counseling | Work-Based Learning Experiences | Postsecondary Education Counseling | Workplace Readiness Training |
|--|--|---|--|
| <ol style="list-style-type: none"> 1. Classroom speakers (business representatives speak about what they do) 2. Interest inventories 3. Classroom lessons and activities on career planning/research, labor market/hot jobs, etc. | <ol style="list-style-type: none"> 1. Business tours/field trips 2. Work skills competitions 3. Job fairs | <ol style="list-style-type: none"> 1. College tours 2. Classroom speakers (ie. college reps) 3. Classroom lessons and activities on the types of postsecondary training options, how to apply for college and financial aid, the differences between high school and college, etc. | <ol style="list-style-type: none"> 1. Group public transportation training 2. Classroom lessons and activities on "soft skills", independent living (IL) skills, financial literacy, how to find a job (applications, resumes, interviewing, etc.) |

Individual (One on One) Services

| | | | |
|--|---|---|--|
| <ol style="list-style-type: none"> 1. Interest inventories 2. Research careers on sites such as MCIS, VirtualJobShadow, etc. | <ol style="list-style-type: none"> 1. Set up job shadowing or informational interviews 2. Assist in finding a short-term work experience or a job | <ol style="list-style-type: none"> 1. College tours 2. Research postsecondary options 3. Assist in applying for college, financial aid, etc. | <ol style="list-style-type: none"> 1. Individualized training on soft skill IL skills, financial literacy, how work may impact benefit public transportation, etc |
|--|---|---|--|

Employability Skills Rubric

| Employability Skills Rubric | | | |
|--|----------------------------|--------------|----------------------|
| Learners demonstrate employability skills required by business and industry. | | | |
| Class: | Name: | Date: | Period: |
| Employability Skills | Does not meet expectations | Satisfactory | Exceeds Expectations |

| | | | |
|-------------|---|--|---|
| Punctuality | <p>The student is</p> <p>FREQUENTLY late to class (and/or the student does not sign in and out at the appropriate time each day)</p> | <p>The student is</p> <p>NEVER</p> <p>late to class and is in his/her seat when the bell rings. The student USUALLY signs in and out each day at the appropriate time.</p> | <p>The student is</p> <p>NEVER late to class and is in his/her seat when the bell rings. The student signs in and out each day at the appropriate time.</p> |
| Preparation | <p>The student</p> <p>FREQUENTLY (3 out of five days bi-weekly) comes to class</p> <p>WITHOUT required materials (paper, pen or assignments, etc)</p> | <p>The student</p> <p>USUALLY</p> <p>comes to class with the required materials (paper, pen, assignments, etc) 80% of the time or 4 of the 5 days bi weekly.</p> | <p>The student</p> <p>ALWAYS</p> <p>comes to class with the required materials (paper, pen, assignments, etc)</p> |

| | | | |
|--------------|--|--|--|
| Productivity | <p>The student is FREQUENTLY unfocused on their work/off task (approx. 70% of the time). Engages in behaviors such as sleeping, talking about subjects unrelated to areas of study, out of assigned seat.</p> | <p>The student is USUALLY focused on their work (approx. 80% of the time), but has a tendency to become off task and distract others on occasion.</p> | <p>The student is focused throughout class (at least 90% of the time) and DOES NOT distract from the learning of other students. Remains focused and on tasks. Refrains from sleeping in class, limits any talking to subject matter under study, asks only subject related questions, and remains in assigned seat following ALL teacher instructions.</p> |
|--------------|--|--|--|

| | | | |
|-----------------|--|---|--|
| Time Management | <p>The student turns in LESS THAN 70% of their assignments on time.</p> | <p>The student turns in 80% of their assignments on time, prioritizing and managing time appropriately.</p> | <p>The student turns in ALL assignments on time. Completes assigned tasks: Performs complete and timely work as assigned and turns in assignments complete and on time.</p> |
|-----------------|--|---|--|

| | | | |
|-----------------------|---|--|---|
| Communication | <p>The student</p> <p>FREQUENTLY</p> <p>displays inappropriate nonverbal (eye contact, body language) and verbal (listening, etiquette, grammar, language) skills.</p> | <p>The student</p> <p>USUALLY</p> <p>(approx. 80% of the time),</p> <p>Demonstrates self confidence, initiative, and assertiveness and displays appropriate nonverbal (eye contact, body language) and verbal (listening, etiquette, grammar, language) skills.</p> | <p>The student</p> <p>ALWAYS</p> <p>Demonstrates self confidence, initiative, and assertiveness and displays appropriate nonverbal (eye contact, body language) and verbal (listening, etiquette, grammar, language) skills.</p> |
| Leadership & Teamwork | <p>The student</p> <p>FREQUENTLY</p> <p>Demonstrates a negative attitude, does not cooperate with others and demonstrates inappropriate behaviors when working in a team environment and on a daily basis.</p> | <p>The student</p> <p>USUALLY</p> <p>(approx. 80% of the time),</p> <p>Demonstrates poise, maturity, and a good attitude, cooperates with others and demonstrates appropriate behaviors when</p> | <p>The student</p> <p>ALWAYS</p> <p>Demonstrates poise, maturity, and a good attitude, cooperates with others and demonstrates appropriate behaviors when working in a team environment and on a daily basis.</p> |

| | | | |
|--------------------|---------------|---|---------------|
| | | working in a team environment and on a daily basis. | |
| | | | |
| Overall Evaluation | 0---50--- -69 | 70---80---89 | 90---95- -100 |
| | | | |
| | | | |

Directions: The following questions will ask you about your knowledge of employability or soft skills. Please answer the questions by circling the best answer or writing your response in the space provided.

1. List three types of communication:

2. Put the standard parts of a business letter in the correct order from the top of the page to the bottom.

| | |
|-------|-----------------------|
| _____ | Subject |
| _____ | Enclosure |
| _____ | Heading |
| _____ | Salutation |
| _____ | Closing and Signature |
| _____ | Date |
| _____ | Body Paragraphs |
| _____ | Inside Address |

3. Name four benefits of effective teamwork.

4. Read the following statements about effective teams and choose Yes or No.

The team....

| | | |
|-----|----|--|
| Yes | No | Should have a clear goal |
| Yes | No | Doesn't need to be collaborative |
| Yes | No | Must have competent, knowledgeable members |
| Yes | No | Can have individual points of focus |
| Yes | No | Should have a results-driven structure |
| Yes | No | Should have expectations from low to high |

| | | |
|-----|----|---|
| Yes | No | should receive support from only internal sources |
| Yes | No | must have a strong leader |
| Yes | No | must have a leader who works for his/her own good |

5. Put the seven steps to solving a problem effectively in the right order.

| | |
|-------|--------------------------------------|
| _____ | Evaluate the options. |
| _____ | Evaluate and monitor. |
| _____ | Identify the problem. |
| _____ | List the possible solutions. |
| _____ | Document the decision and implement. |
| _____ | Understand everyone's interests. |
| _____ | Select an option or options. |

6. What is a blog?

7. Label the quadrants in the Priority Matrix.

| | |
|------------|------------|
| Quadrant 1 | Quadrant 2 |
| Quadrant 3 | Quadrant 4 |

7. Which tasks are number one on your to do list in the Priority Matrix? _____ and _____

8. Name four common barriers to good time management.

9. Match the type of job interview with the description.

- a. One-on-one
- b. Telephone screening
- c. Panel
- d. Group
- e. Behavioral
- f. Follow-up
- g. Informal

Description

- _____ Has a less structured feel and flow.
- _____ The most traditional type of interview.
- _____ The goal is to decide who will make the first cut.
- _____ Involves many applicants being interviewed simultaneously.
- _____ Usually consists of people from different departments in an organization.
- _____ Also known as a second interview.
- _____ Questions may relate to scenarios, problems-solving or conflicts.

10. Put the following stages of a typical job interview into the correct order from start to finish.

- _____ Background and probe stage
- _____ Information stage
- _____ Follow up
- _____ Introductory stage
- _____ Conclusion
- _____ Matching stage

11. Identify the standard parts of a thank you letter from top to bottom.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

12. Match the following term with the correct definition.

- a. Motivation
- b. Intrinsic motivation
- c. Extrinsic motivation

- _____ When a person does something for the joy of doing it or because they think it is right.
- _____ The general desire or willingness of someone to do something.
- _____ When a person does something for a reward.

13. What does 'work ethic' mean?

14. What is the key to all effective communication?

15. True or False: Listening is the same as hearing.

- a. True
- b. False

16. True or False: Listening means paying attention to verbal and nonverbal cues.

- a. True
- b. False

17. Identify whether the following are ways to be an active listener.

| | | |
|-----|----|---------------------------------|
| Yes | No | Move around |
| Yes | No | Maintain eye contact |
| Yes | No | Show interest |
| Yes | No | Don't nod your head |
| Yes | No | Lean away from the speaker |
| Yes | No | Signal encouragement |
| Yes | No | Interrupt frequently |
| Yes | No | Pay attention to nonverbal cues |
| Yes | No | Don't ask questions |
| Yes | No | Summarize or repeat |
| Yes | No | Don't clarify |

18. What is the Golden Rule?

19. True or False: Getting respect can have an impact on your self-worth.

- a. True b. False

20. List five ways you can give and receive respect in the workplace.

21. Circle the correct definition(s) of 'responsibility.'

- a. Doing something for the joy of it.

- b. A duty or task that you are required or expected to do.
- c. Treating another person as you'd want to be treated.
- d. Something you should do because it is morally or legally right
- e. The ability to wait calmly
- f. A state of mental tension or worry
- g. The state of being the person who caused something to happen

22. Flexibility is...

23. Adaptability is...

24. List five ways you can show flexibility and adaptability at work.

- 1.
- 2.
- 3.
- 4.
- 5.

25. Circle all of the interpersonal skills on the list below that are important at work.

| | |
|-------------|-------------|
| Empathy | Stress |
| Humor | Pessimism |
| Intolerance | Caring |
| Respect | Impatience |
| Teamwork | Sensitivity |
| Anger | Motivation |

26. Interpersonal skills are also known as _____ skills or _____ skills.

27. List the five-step negotiation process in order from start to finish.

- a. Bargain
- b. Agree
- c. Propose
- d. Prepare
- e. Discuss

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

28. Identify in which stage of the negotiation process you would do the following actions.

- a. Bargain b. Agree
- c. Propose d. Prepare
- e. Discuss

_____ Exchange issues and positions.

_____ Be specific about what you want.

_____ Assess objectives of both parties.

_____ Reach a wise agreement.

_____ Don't concede without getting anything in return.

_____ Identify areas of potential flexibility.

_____ Go for a win-win solution but be willing to compromise.

_____ Listen carefully and ask good questions.

_____ Restate the value of your position.

_____ End on a positive note, working cooperatively.

29. One of the best ways to find a job is _____.

30. Using _____ is one of the best ways to network.

31. Determine which of the following tips are best for writing a clear networking email.

- | | | |
|-----|----|--|
| Yes | No | Keep messages short |
| Yes | No | Use hard-to-read fonts |
| Yes | No | Identify why you are writing |
| Yes | No | Use emoticons |
| Yes | No | Use abbreviations |
| Yes | No | Do not write in all uppercase |
| Yes | No | Don't specify who you were referred by |
| Yes | No | Proof before sending |
| Yes | No | Don't check the tone |

32. Which of the following are signs of impatience?

- | | | |
|-----|----|----------------------------|
| Yes | No | Deep breaths |
| Yes | No | Hand clenching |
| Yes | No | Restless or fidgeting feet |
| Yes | No | Calm demeanor |
| Yes | No | Anger and irritability |
| Yes | No | Taking your time |
| Yes | No | Snap decisions |
| Yes | No | Decreased stress |
| Yes | No | Muscle tension |

33. Which of the following are effective ways to manage impatience?

- | | | |
|-----|----|-----------------------------|
| Yes | No | Count to 1 |
| Yes | No | Journal |
| Yes | No | Active listening |
| Yes | No | Speed up |
| Yes | No | Take a break |
| Yes | No | Walk away for a few minutes |
| Yes | No | Release your emotions |
| Yes | No | Take shallow breaths |
| Yes | No | Practice anger management |

34. Glossophobia is the fear of _____.

35. True or False: Connect with your audience by showing your passion.

- a. True b. False

36. True or False: Start out weak in a presentation and build to a strong ending.

- a. True b. False

37. Make eye contact and smile when speaking to an audience.

- a. True b. False

38. Speak quickly, don't pause and keep on going.

- a. True b. False

39. Include stories to engage your audience.

- a. True b. False

40. What 10-20-30 rule?

Last no more than _____ minutes.
Use no less than _____ point font size.
Include no more than _____ slides.

41. Self- Confidence =

_____ + _____

42. Give an example of positive self-talk for each of these statements.

- a. This work project is no hard I'll never get it done.

- b. I'll never get a raise at work.

43. Define stress:

44. Suggest one stress management technique for managing each of the different types of stress listed below.

Stress: Shaking hands and legs
Management technique:

Stress: Avoidance or procrastination
Management technique:

Stress: Sleep deprivation
Management technique:

Stress: Trouble concentrating
Management technique:

Which of the 16 Career Clusters do you have a keen interest in exploring for your future career? Please check one, but no more than three.

- ☐ Agriculture, Food & Natural Resources
- ☐ Architecture & Construction
- ☐ Arts, Audio/Video Technology & Communications
- ☐ Business, Management & Administration
- ☐ Education & Training
- ☐ Finance
- ☐ Government & Public Administration
- ☐ Health Science
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law, Public Safety, Corrections & Security
- ☐ Manufacturing
- ☐ Marketing, Sales & Service
- ☐ Science, Technology, Engineering & Mathematics
- ☐ Transportation, Distribution & Logistics

Amendment 1 (marked)

**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:

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**

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 - Im 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: Mulvihill Enterprises_____

Signature and Date: Michael Mulvihill 7/9/25

Name and Title: Michael Mulvihill, President_____

Management History and Philosophy

Management History and Philosophy

Our company has been in business in Mississippi since July 2018. Our business consists of consulting with local public-school districts, primarily in Career and Technical Education. We specialize in mentoring new Career and Technical Education directors, providing professional development for Career and Technical instructors, and establishing Career Academies. Further, we assist in locating and writing grants, providing technical assistance within identified problem areas to correct and improve educational outcomes. We believe in the Power of Three---a combination of Education, Business and Industry and Government working together to make a difference in the State of Mississippi. Mississippi needs the work to be done in the Pre ETS arena. We have one of the lowest adult work participation percentages in the country. The only way to combat this is to start early exposing students to careers and helping them obtain the skills needed to be successful. This includes both soft and hard skills.

The president is Michael Mulvihill. Mulvihill spent approximately 30 years working for the Mississippi Department of Education with the last 18 years in Career and Technical Education (CTE). His final posting was as the State Director of Career and Technical Education, where he oversaw all financial, programmatic, and student organization aspects of the organization. Mulvihill has over 30 years of leading workforce development programs at the secondary, post-secondary, and community levels. Mulvihill managed the Office of Career and Technical Education as a Bureau Director and Associate Superintendent of Education. In these roles, Mulvihill managed an annual budget of over \$100,000,000 of state and federal funds. He also successfully led projects funded by the Appalachian Regional Commission, National Science Foundation, and the Mississippi Legislature. Mulvihill has dedicated his life's work to making Mississippi better by fostering a collaborative spirit of moving the workforce and economic development community forward together to meet the ever-changing needs of a 21st-century economy. Mike has served on many state and national boards and councils because of his leadership and success. Mike has a Bachelor of Business Administration from the University of Mississippi and a Master of Business Administration from Mississippi College. Mulvihill has knowledge and experience in managing ARC-funded projects, managing projects, and large projects under the Office of Management and Budget Uniform Guidance.

During his time as the CTE director, Mulvihill was responsible for writing the State Plan for the Carl Perkins IV Vocational Education legislation. He was a member of the Special Perkins Accountability Committee tasked with making recommendations to the Federal Government for the new Carl Perkins V legislation. Michael also led a team that revamped all middle school CTE offerings. These new courses included career exploration, STEM/Robotics related activities, and computer coding for grades 6-9. Working in conjunction with Mississippi State University and C-Spire, these courses are designed to include multiple types of coding opportunities for middle school students to get them acclimated in this area for success in their chosen career upon graduation. In conjunction with these efforts, Michael was Co State Manager for the Computer Science for Mississippi (CS4MS) program. At this time, 75 local districts on this program are

linked to the national CS4All program. The program is a comprehensive K through 12th program designed to expose students to computer science and robotics, preparing them for the workforce.

Additionally, he worked with the national Code.org organization for professional development and support. He also led a group of Mississippi staff in obtaining a \$775,000 grant from the National Science Foundation. This grant was used to further the CS4MS process and establish a "Network of Users" to document progress.

Mulvihill led a team that completely overhauled the previous Mississippi Department of Education Cooperative Education program and converted it into the new Career Pathway Experience. This unique program allowed students to gain credit for internships, paid work, and job shadowing. A significant outcome in this area was the establishment of the Jackson County Maritime Academy in conjunction with the Ingalls Shipbuilding in Pascagoula, MS. Students from all 4 Jackson County School districts were allowed to come onto the Ingalls campus and work with instructors in hands-on training in the Haley Barbour Maritime Training Center. These students could gain national credentials for their work during this time.

Mulvihill was the team leader for the High School Redesign project funded by the Mississippi Legislature. This project completely revamped all Career and Technical Education course work. Each of the 40 high school programs was required to have their coursework attached to a national set of standards. This ensures that students' knowledge in Mississippi CTE courses is portable all over the United States. All CTE teacher licensure was revamped, requiring a better, more robust teacher induction training program, required online learning modules (particularly important in the current learning environment), and national certifications for instructors.

Mulvihill served on the Automotive Service Excellence, National Technical Honor Society, and the Mississippi Fair Grounds Commission boards. He also served on the Finance Committee for the National State CTE Director's Association.

Resumes

MICHAEL MULVIHILL, M.B.A.

C:601.937.0935 E:mulventerprises@gmail.com

President, Mulvihill Enterprises

Aug 2018 – Current

Serves as president of a work-based consulting group that provides professional development, work-based learning opportunities, and grant writing for local public school districts and economic development groups.

- National reviewer for the National Career Academy Coalition
- Provides local entrepreneurship training
- Provides economic development opportunities through improved human capital training

CTE Bureau Director, Mississippi Department of Education

Feb 2010 – May 2018

Administered the state legislative appropriation and the Federal Carl Perkins grant. Successfully developed and nurtured close working relationships with the 15 community colleges, Institutions of Higher Learning, Workforce Planning districts, local economic developers, and other state agencies.

- Managed an annual \$100,000,000 budget
- Mandated automotive technology programs to nationally rated Automotive Service Excellence program
- Directed the Computer Science for Mississippi (CS4MS) program.
- Obtained a \$775,000 grant from the National Science Foundation
- Managed a staff of 25 direct report employees
- Established ACT Work Ready Communities
- Project managed the Appalachian Regional Commission (ARC) grant process for \$1,100,000 & \$800,000
- Oversaw the annual reviews and reporting process for various audits.

CTE Associate Superintendent, Mississippi Department of Education

Jul 2008 – Feb 2010

Administered all CTE business and operations of the MDE, including staffing, budgeting, managing financial programs, procuring contracts, and overseeing all learning activities for the state of Mississippi.

- Project managed a \$20,000,000 project (the High School Redesign for the 21st Century project)
- Rewrote all CTE high school curricula
- Ensured all curriculum was linked to national board standards
- Redesigned all middle school CTE Discovery programs
- Rewrote all license requirements for CTE instructors
- Co-project managed the first MDE – MCCB articulation agreement
- Supervised the Bureau of Instructional Development, the Bureau of Compliance and Reporting, and the Bureau of Special Projects
- Managed a \$2,000,000 Appalachian Regional Commission Grant

- 2012 Mississippi Association of Career and Technical Educator's Member of the Year
- Member of the Automotive Service Excellence National Board
- Mississippi Representative to Code.org's Computer Science for All program
- Former Board member for the National Technical Honor Society/Advance CTE Financial Committee
- Member of the United State Department of Education's State Perkins Accountability and Design Team

Former Treasurer for the American Commodity Distribution Association

Master of Business Administration, Mississippi College

Clinton, Mississippi

Bachelor of Business Administration, University of Mississippi

Oxford, Mississippi

LAKELDRA PRIDE

6626098316

lakeldranpride@gmail.com

Batesville, MS 38606

Experienced and dependable educator with elementary and career & technical education (CTE) experience. Proven track record in writing, implementing, and peer reviewing grants. Sensitive to socioeconomic and academic student needs. Experienced in researching and securing resources to aid student success. Strong work ethic, adaptability, and adept at working effectively unsupervised. Willing to take on added responsibilities to meet team goals. Motivated to learn new things, grow, and excel.

SKILLS

- Confidentiality
- Self-motivation
- Empathy and understanding
- Time management
- Problem-solving
- Professionalism
- Reliability
- Adaptability

EXPERIENCE

CONTRACT PEER REVIEWER

Mississippi Department of Education

Jackson, MISSISSIPPI

September 2023 - Present

- Use rubric to evaluate, score, and provide written feedback on proposals and applications for the Office of Career & Technical Education
- Received the highest rating (4 - Excellent) in each performance and behavior category on mid-contract evaluation, indicating contract worker fulfilled 100% of identified deliverables related to the scope of work

CAREER & TECHNICAL DIRECTOR

North Panola Career & Technical Center (NPCTC)/North Panola School District

Como, MISSISSIPPI

July 2014 - September 2022

- Boosted career and technical education (CTE) student population by enrolling at least 45% of all high school students in career & technical education (CTE) programs, including 9th graders
- Modernized CTE program offerings and support to include: Engineering & Robotics, STEM, Educator Preparation, Work-Based Learning, Cyber Foundations I & II, and a Digital Learning Coach
- Oversaw online standardized test administration to ensure assessments were given according to manufacturer directives
- Established strong relationships with businesses and industries to create CTE awareness and generate student work-based learning opportunities
- Secured \$50,000 in grant and district funding to update the automotive program and earn Automotive Service Excellence Certification (ASE) in September 2022
- Assisted the carpentry program in obtaining the Accredited Training & Education Facility (ATEF) designation
- Spearheaded NPCTC in becoming an ACT WorkKeys Testing Center
- Secured and managed 11 grants, along with local district and Perkins funding
- Analyzed assessment data, monitored classroom instruction, and mentored 4 administrative interns
- Enabled staff to provide annual student participation activities such as career fairs, industry visits, college/university tours, Career & Technical Student Organization (CTSO), and robotics competitions

- Presented CTE professional learning at conferences, Rotary Clubs, Advisory Councils, and Regional Industry Meetings
- Managed MS Department of Education (MDE) audits - 100% Equipment Inventory, Methods of Administration, and Compliance Monitoring Audits

ELEMENTARY SCHOOL PRINCIPAL

Green Hill Elementary/North Panola School District

Sardis, MISSISSIPPI

July 2005 - July 2014

- Provided leadership in developing a culture focused on safety and high expectations for approximately 500 students
- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards
- Directed daily operations of the school including budgeting, scheduling, and hiring decisions
- Analyzed assessment data to determine instructional strategies for improvement
- Received Mississippi's Title I Accountability "Champion of Change" High Progress Label for moving students from the lowest proficiency level
- Implemented yearly faith-based luncheons to build positive relationships among community members, students, and teachers
- Developed an annual two-week summer Jumpstart Program to support incoming kindergarten students

EDUCATION

MASTER OF ARTS (M.A.) IN EDUCATIONAL LEADERSHIP & SUPERVISION

Dec 2004

University of Phoenix Online, **Phoenix, AZ**

BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS

May 1996

University of Mississippi, **Oxford, MS**

ADDITIONAL INFORMATION

Vice President, Panola Partnership Board (Chamber of Commerce)
 School Board Member, South Panola School District
 Member, Accelerate MS Ecosystem 1 (Advisory Committee)
 Member, Business Office Technology (BOT), Advisory Council
 Member, Association of Career & Technical Education (ACTE)
 Member, Mississippi Professional Educators (MPE)
 Member, MDE Perkins V Taskforce
 Member, Computer Science 4 Mississippi (CS4MS) Strategic Initiative
 Former President, Dist. 1 MS Association for CTE
 Volunteer, MS Professional Educators (MPE) Scholarship Committee
 Volunteer Judge, JROTC Aerial Drone Competition
 Volunteer Planning Committee Member, Made in Panola Career Fair

Insurance



June 22, 2024

Mulvihill Enterprises
163 CROSSOVER DR
BRANDON, MS 39042-2028

Policy Number: 76 WEG AT8RLC

Dear Policyholder,

This packet includes the posting notices available for your Workers' Compensation policy from The Hartford. If any posting notices are attached below please print and post them in your workplace.

We recommend that you keep these documents posted in your workplace, following your state's requirements.

Thank you,
The Hartford

MISSISSIPPI WORKERS' COMPENSATION

NOTICE OF COVERAGE

I. Please take notice that your Employer is in compliance with the requirements of the Mississippi Workers' Compensation Law, and maintains workers' compensation insurance coverage with the following:

Hartford Insurance Company of the Southeast
(Name of insurance carrier or self-insurance group)
3600 WISEMAN BLVD
SAN ANTONIO TX 78251
(877) 853-2582
(address & telephone number)

II. Individual workers' compensation claims will be submitted to and processed by:

Hartford Insurance Company of the Southeast
(Name of third party claims administrator or claims office)
200 Colonial Center Pkwy, Ste, 500
Lake Mary FL 32746
(877) 383-7022
(address & telephone number)

III. This workers' compensation coverage is effective for the following period:

08/01/24 to 08/01/25

IV. All job related injuries or illnesses should be reported as soon as possible to your immediate supervisor, or to the person listed below:

(Name of employer contact person)
(Title & Department/Division)

V. Please be advised that any person who willfully makes any false or misleading statement or representation for the purpose of obtaining or wrongfully withholding any benefit or payment under the Mississippi Workers' Compensation Law may be charged with violation of Miss. Code Ann. §71-3-69 (Rev. 2000) and upon conviction be subjected tot he penalties therein provided.