



A Pre-ETS Program of  
Good Shepherd Community  
Center, Inc.

**ATTACHMENT A**  
**Proposal Cover Sheet**

The Mississippi Department of Rehabilitation Services is seeking qualifications from qualified contractors to provide Pre-Employment Transition Services for MDRS clients.

Qualifications are to be submitted as listed below, on or before **10:30 AM CST, Friday, October 17, 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 Pre-Employment Transition Services**

**No. 3120003211**

**Opening Date: 10:30 AM CST, Friday, October 17, 2025**

**SEALED PROPOSAL PACKAGE – DO NOT OPEN**

**Company Name:** Good Shepherd Community Center, Inc.

**Address:** 629 Cherry Street

**City/State/Zip:** Vicksburg, MS 39180

**Telephone:** 601-636-7687

**Fax Number:** 601-638-8479

**E-Mail Address:** cindy.mccarley@goodshepherdvicksburg.org

**Printed Name of Authorized Signer:** Cindy McCarley, LPC, Executive Director

**Signature and Date:** *Cindy McCarley* 10/07/2025

# Authorization and Acknowledgement

## 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 3120003211 and the attachments herein;
2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003211, and the attachments herein;
3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003211, 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](http://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: Good Shepherd Community Center, Inc.

Signature and Date: *Cindy McCarley* 10/01/2025

Name and Title: Cindy McCarley, LPC, Executive Director

# Certification and Assurances

## ATTACHMENT C

### Certifications and Assurances

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

**1. Representation Regarding Contingent Fees**

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

**2. Representation Regarding Gratuities**

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

**3. Certification of Independent Price Determination.**

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

**4. Prospective Contractor's Representation Regarding Contingent Fees.**

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

Company Name: Good Shepherd Community Center, Inc.

Signature and Date: Cindy McCarley 10/01/25

Name and Title: Cindy McCarley, LPC, Executive Director

**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**  
**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. ☐

**Company Name:**      **Good Shepherd Community Center, Inc.**



# Good Shepherd Core Values



The Good Shepherd Community Center, established in 1987 in Vicksburg, Mississippi, is uniquely qualified to host and create comprehensive training events for Mississippi Department of Rehabilitation Services (MDRS) clients due to its rich history, deep roots in the community, and diverse range of programs.

**Deep Community Roots:**

- **Location with Historical Significance:** Good Shepherd is located in a historic three-story building on the site of the first Freedman's school established after the Civil War. This location has a significant historical meaning, representing the importance of education and empowerment within the community for over a century.
- **Decades of Service:** Since 1987, Good Shepherd has been serving the Vicksburg community, evolving its programs to meet the changing needs of its residents.

**Comprehensive Program History:**

Good shepherd's history of offering a wide range of programs demonstrates its capacity to cater to diverse needs and provide holistic support. These programs have included:

- **Early Childhood Education: Preschool** and after-school programs and seasonal camps.
- **Health and Well-being:** a small medical clinic
- **Special Needs Programming:** Including Jullia's Place, a program designed to teach work-ready skills to adults with special needs
- **Community Building:** Camps and other community activities.
- **Educational Advancement: GED** programming
- **Community Engagement: Mississippi** Alcohol Safety and Education Program and Narcotics Anonymous
- **Community Mentoring Programs**

**Commitment to Empowerment:**

Good Shepherd's mission statement, "to educate, inspire and empower individuals, children, and their families to live their best lives," aligns perfectly with the goals of MDRS. The organization's commitment to fostering education, building skills, and promoting self-sufficiency is evident in its program history and ongoing initiatives.

**Specific Training Relevance:**

- **Jullia's Place:** This program, focused on teaching work-ready skills to adults with special needs, demonstrates direct experience in providing vocational training for individuals with disabilities, a core focus of MDRS.
- **JP's:** This program, focused on teaching toddlers with special needs, demonstrates direct experience in providing life skills and educational opportunities for children aimed at success.

By choosing good Shepherd as a training provider, MDRS clients will benefit from an organization with a proven track record of serving the community, a deep commitment to empowerment, and experience in providing relevant and effective training programs.



GOOD SHEPHERD

## **History of Good Shepherd Community Center, Inc.**

Good Shepherd Community Center, doing business as Good Shepherd, is a beacon of light in our community. In 1991, Good Shepherd was even recognized by President George Bush with the distinguished Point of Light Award. Founded in 1986 and located in Vicksburg, Mississippi began its journey following the outcry of single mothers desperately needing affordable childcare to return to the workplace. At Good Shepherd, we believe in the future of Vicksburg, and our role in it is just beginning. Our mission is to serve our community, and we can do so by partnering with its citizens. This collaborative spirit, which strengthens and empowers those we help, is the heartbeat of our organization.

Initially founded as a preschool, Good Shepherd soon recognized a greater community need and expanded its services over 38 years. These comprehensive programs have included, but are not limited to, the Even Start Program, financial literacy courses, summer camps, and a medical clinic, in addition to its core preschool, and afterschool, and literacy services for both children and adults. The organization has also provided seasonal support through Thanksgiving and Christmas assistance.

### **Mission**

The Mission of Good Shepherd is to educate, inspire, and empower individuals, children, and families to live their best lives.

### **Core Values**

Our Central Core Value is How We Love Matters. This is support by our everyday values to Serve Joyfully, Love Boldly, and Speak Life Always.

### **Who are We?**

We are a group of ordinary people who believe together we can do extraordinary things. We are made up of people from all walks of life who want to do one thing, make our community better and stronger.

Our community is the heartbeat of our organization. We are here to serve our community with the help of our community. There are many activities and programs that you can get involved in at Good Shepherd. We serve our community in four areas: **Preschool and Afterschool, Life Ready, Community Center, and the Ripple Effect.**

#### **Preschool**

**Provided for 38 Years**

**Preschool, Afterschool and Summer Camps**

At Good Shepherd Preschool, we are committed to the future of the 170 children we serve, ranging in age from 6 weeks to 12 years. We offer comprehensive on-site support through partnerships with specialized providers. Jubilee Therapy and Elite Performance offer assessments and therapy to promote child development support working with families. For children who have experienced trauma, River Ridge Behavioral Healthcare provides specialized Day Treatment Programs. Additionally, Grace Christian Counseling is available to support the emotional well-being of our staff, families and children. We utilize the ProCare as a family engagement platform to ensure parents are always informed and involved in their children's care and progress.



GOOD SHEPHERD

## Life Ready

### Life Wurx

### Provided for 4 Years

Equipping our community with the tools that improve life. Good Shepherd provides Youth and Adult Programs designed to give you skills that will increase the quality of your life. Social Graces is a social media etiquette class targeting pre-teens and teens. It targets online bullying, character both on and offline, appropriate posts, appropriate comments, and much more. It will also branch off into the discussion of what kindness is in a cruel world, character, and integrity on and offline.



### Jullia's Place (Pre-ETS Program)

### Provided for 4

### Years

Living in our community is a young woman named Jullia who was adopted from Russia. Soon it became obvious that Jullia, whose mother died from starvation, needed much more than her community could provide. Eighteen years later, the need was still great. Hence, this program was breathed into existence, to bridge the gap and leave a legacy in her name. Jullia's Place is a collaborative partnership between Good Shepherd and Micah's Mission's Hybrid School, Inc, to inspire and empower youth ages 14-21 with disabilities to pursue post-secondary opportunities within their community. The harmony in which this partnership embodies provides a safe space for our youth with special needs to be free to be who they are, acknowledge their challenges, overcome those challenges through self-advocacy and new skill knowledge with increasing their confidence for successful transition into the community. This new skill knowledge allows each youth who attend Jullia's Place to be able to experience the hope they long for to embrace the opportunity to be better today than they were yesterday while serving others within their community.

As you are already aware, this program provides Pre-Employment Transition Services (Pre-ETS) by teaching work skills to young people with special needs between the ages of 14 and 21 years old. Training includes Job Exploration Counseling, Counseling on Opportunities, Workplace Readiness Training, Instruction in Self Advocacy and Work-based Learning Experiences.

Jullia's Place continue to serve our community. Day to day, week to week, including most school breaks. We have developed professional relationships with the Vicksburg Warren School District and have worked with their Transitional Coordinator to increase clientele for program sustainability. We have the capacity to serve at least 100 students.



GOOD SHEPHERD

**Community Center**

**Provided for 38 Years**

**Friends Baskets**

Friends Baskets is our Thanksgiving Assistance Program for the elderly. With the help of our community, food is collected, bagged, and dispersed to the elderly. We serve over 200 elderly individuals annually.

**Elf Magic**

Elf Magic is our Christmas Assistance Program. With the help of our community, gifts are provided to all eligible families who have signed up. We serve over 300 children annually.

**Financial Literacy**

**Narcotics Anonymous**

**Mississippi Alcohol Safety Education**

**Ripple Effect**

**Provided for 38 Years**

The Ripple Effect is our name for our volunteer program. We believe that just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effect.

**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. ☐

Good Shepherd Community Center, Inc.  
629 Cherry Street  
Vicksburg, MS

\* Vicksburg Warren School District  
1500 Mission 66  
Vicksburg, MS 39180

\* Vicksburg Junior High School  
1533 Rosa Temple Drive

\* Warren Central High School  
1000 Hwy 27 and

\* Vicksburg High School  
3701 Dummond Street

\* Warren Central Junior High School  
1533 Rosa Temple Drive

**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, parent organizations, and subsidiaries. Additionally, please provide copies of all applicable permits, professional certifications and/or licenses from the applicable certifying authority, and a list of all principals. A principal of an offeror is defined as a person or entity who has a 5% or greater ownership interest in the offeror and all individuals in senior-level management positions, regardless of whether those individuals have an ownership interest in the offeror ☐

Cindy McCarley, M.Ed., LPC and Executive Director of Good Shepherd, Physical/Fiscal Oversight/Admin of all programs -30+ years in service delivery and 20 in program supervision

Emily Williams, M.Ed., M.Phil, Ph.D. Academic and Executive Director of Curriculum and Instruction. Program Oversight/Administration - 18 years in field/ 22 total work years

Markeeta Barnes, M.Ed.A.A. in Early Childhood Education Technology, Certificate in Early Childhood Education Tecnology - 11 years of experience in field/total work experience 12.

Dee Haber, B.S. in Physical Education- 7 years of experience/9 total work experience

**Company Name: Good Shepherd Community Center, Inc.**

**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.□

Type text here

**Company Name: Good Shepherd Community Center, Inc.**



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

#### **4. References**

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

##### **Mississippi Department of Education**

Child and Adult Food Care Program

Susie q. evans-gater, Director, CACFP/SFSP

Office of Child Nutrition

601-576-4954 | [mdek12.org](http://mdek12.org)

For several years, Good Shepherd has successfully managed its contract with the Child and Adult Care Food Program (CACFP), with all renewals processed via the Mississippi Application Reimbursement System (MARS). This program is essential for providing nutritious food to the children enrolled in our care, from infants as young as six weeks to school-aged children up to 12 years old. By participating in the CACFP, we are better equipped to support the health and well-being of children in our community.

##### **Mississippi Department of Human Services**

Division of Early Childhood Care and Development

Chad Allgood, Ph.D., Director

Office: 601-359-4048

[www.mdhs.ms.gov](http://www.mdhs.ms.gov)

Good Shepherd has maintained a long-standing contract with the Mississippi Department of Human Services (MDHS) to participate in the Mississippi Child Care Payment Program (CCPP), a partnership that predates May 2019. The CCPP, administered by the Division of Early Childhood Care & Development (DECCD) at MDHS, offers tuition assistance to eligible parents and guardians. This program helps families afford childcare, which in turn assists them in meeting work requirements.

##### **Mississippi Department of Rehabilitation (MDRS)**

Jackie Causey

OVR Transition Program Administrative Assistant

1281 Hwy 51N, Madison, MS 39110

601-853-5370

For four years, Good Shepherd has partnered with the Mississippi Department of Rehabilitation (MDRS) through a contract that supports students with disabilities. This collaboration leverages

MDRS's Office of Vocational Rehabilitation (VR) and Office of Vocational Rehabilitation for the Blind (VBB) to provide vital Pre-Employment Transition Services (Pre-ETS). These services help students with disabilities explore career paths and prepare for their future. The Pre-ETS activities provided include instruction in self-advocacy, career exploration counseling, workplace readiness training, counseling on post-secondary education and work-based experiences.

**United Methodist Conference**

Angela Kaye Griffin, Special Assistant | Assistant Conference Secretary  
Mississippi Annual Conference of the United Methodist Church

Web: [www.mississippi-umc.org](http://www.mississippi-umc.org)

Email: [agriffin@mississippi-umc.org](mailto:agriffin@mississippi-umc.org)

320-D Briarwood Drive, Jackson, MS 39206

Good Shepherd has maintained a long-standing contract with the United Methodist Conference, a relationship established years before May 2019. This partnership enables Good Shepherd to request supplemental funding, which helps to offset general operating costs.

**Company Name:** Good Shepherd

# Areas of Coverage

## ATTACHMENT F

### Areas of Coverage

**List of Counties where Pre-ETS can be performed:**

Warren County, Mississippi or surrounding rural counties should they require services and be able to travel.

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**Company Name:** Good Shepherd Community Center, Inc.

**Signature and Date:** Cindy McCarley October 1, 2025

**Name and Title:** Cindy McCarley, LPC, Executive Director

# Management Summary

# Julia's Place Pre-ETS Model

## Mississippi Department of Rehabilitation Services (MDRS)

### Good Shepherd

**Our Mission:** To provide inspiration and empowerment for youth with disabilities ages 14-21 to learn full circle in community.

### Micah's Mission

**Our Vision:** "A hero is an ordinary individual who finds the strength to persevere and endure in spite of the overwhelming obstacles." – Christopher Reeve

**Employment:**  
Fulfillment of lunch orders and coffee shop in cooperation of local catering services on site

**Continuing Education:**  
Project Search, Jacob's Ladder, and Midwest

**Service Areas:**  
Claiborne, Hinds: Clinton, Edwards, Utica, Sharkey, Warren, Yazoo



**Partnerships:**  
Vicksburg-Warren School District Special Education Department, Fit Chef, Magnolia Milk Maids, Jubilee Therapy

### Community Collaborations:

Good Shepherd Board of Directors

Merit Healthcare

Vicksburg-Warren School District

Belk

Ergon

Vicksburg Public Library

ILS Dental Service

Vicksburg Fire Department

United Way of Central MS

Project Search

McDonalds

Dillard's

The Flower Center

Micah's Mission Advisory Board

Positive Pathways

Goldie's BBQ

Warren-Yazoo Behavioral Healthcare



## Management Summary

**Our Mission:** To provide inspiration and empowerment for youth with disabilities aged 14-21 to learn full circle in preparation for post-secondary opportunities within our community.

**Our Vision:** "A hero is an ordinary individual who finds the strength to preserve and endure the overwhelming obstacles." Christopher Reeve

**Our Philosophy & Purpose:** Jullia's Place is a collaborative partnership between Good Shepherd and Micah's Mission School, Inc. to inspire and empower youth ages 14-21 with disabilities to pursue post-secondary opportunities within their community. The harmony in which this partnership embodies provides a safe space for our youth to be who they are, acknowledge their challenges, overcome these challenges through self-advocacy and new skill knowledge with increasing their confidence for a successful transition into the community. This new skill knowledge allows each youth who attend Jullia's Place to be able to experience the hope they have longer for to embrace the opportunity to be better today than they were yesterday while serving others within their community.

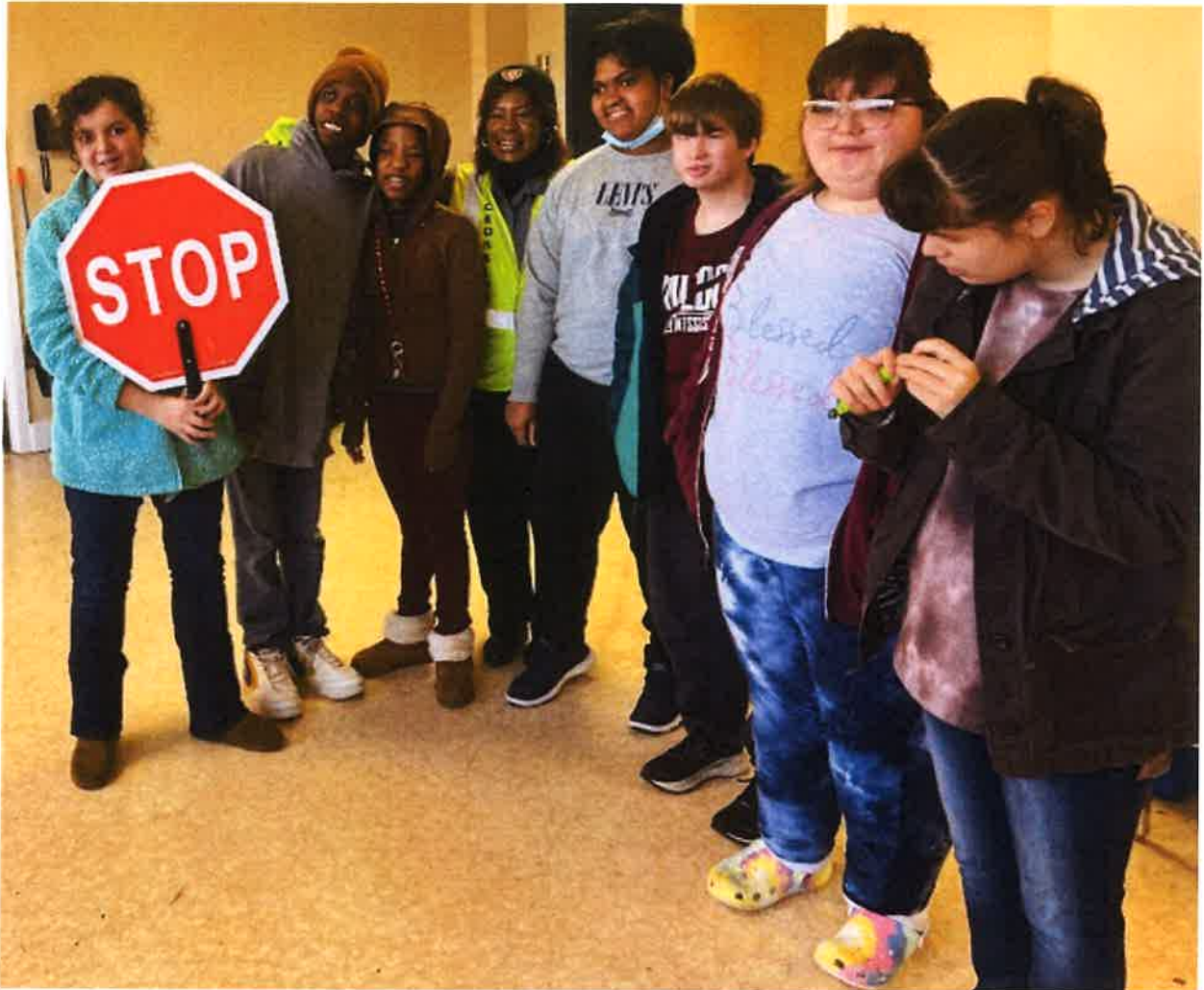
**Team Approach:** The dynamic leadership of Micah's Mission Director and Good Shepherd's Executive Director offers a powerful synergy of skills and experience. Together, they will lead and train staff in a unified approach to implement exceptional pre-ETS skills, leveraging their collective knowledge in marketing, leadership, supervision, community connections, special education, and nonprofit administration.

**Location:** Good Shepherd is pleased to provide services to students at two distinct locations. We offer flexible scheduling to accommodate student needs. With our new improved partnership with the Vicksburg Warren School District, students may receive services during pre-determined classroom times throughout the school year. Additionally, we provide comprehensive programming during all major school breaks, including Thanksgiving, Christmas, Summer, and Spring Break.

# PROPOSAL

Description of Services and Curriculum





## Pre-ETS Curriculum Guide

**Our Mission:** To provide inspiration and empowerment for youth with disabilities ages 14-21 to learn full circle in preparation for post-secondary opportunities within our community.

**Our Vision:** "A hero is an ordinary individual who finds the strength to persevere and endure in spite of the overwhelming obstacles." – Christopher Reeve

**Our Philosophy & Purpose:** A collaborative partnership between two local non-profit cooperations to inspire and empower youth ages 14-21 with disabilities to pursue post-secondary opportunities within their community. The harmony in which this partnership embodies provides a safe space for our youth to be who they are, acknowledge their challenges, overcome these challenges through self-advocacy and new skill knowledge with increasing their confidence for a successful transition into the community. This new skill knowledge allows each youth who attend to be able to experience the hope they have longed for to embrace the opportunity to be better today than they were yesterday while serving others within their community.

# Table of Contents

Introduction .....	1
Self-Advocacy Instruction .....	2
Job Exploration .....	4
Workplace Readiness .....	6
Work-based Learning Experiences .....	11
Counseling and Post-Secondary Options.....	12
References.....	13

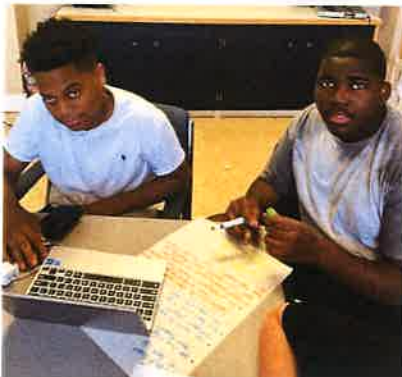
# Introduction

Within this curriculum guide, there are daily scheduled tasks that are taught depending on the Ability Level that has been established based on individual Intellectual Quotient. Each Ability Level has the opportunity on their functional level to experience all stages of this curriculum. Each set of Ability Levels has their own group and designated block of class time to learn where they individually need.

<b>Ability Level 1</b>	<b>Ability Level 2</b>	<b>Ability Level 3</b>	<b>Ability Level 4</b>
IQ Below - 69	IQ 70 - 85	IQ 86 - 115	IQ 116 - Above

This curriculum guide has an overall goal expectation. Each stage begins with the most fundamental tasks that are needed in order to progress towards post-school employment. Teachers and other staff personnel are able to make connections with the student prior knowledge within this curriculum guide in order to demonstrate the need for repetition of these pre-job skills.

Teachers and other staff personnel have a ready-made set of goals, tasks, questions, and ideas to be implemented when students are prepared to begin learning. These tasks allow for students to continue to grow, no matter their disability. Students are able to increase their confidence, strengthen their weaknesses, and sharpen their strengths. Learning full circle while providing consistency and repetition allows for more sustainability of the skills taught and learned.



## References:

CRP Pre-ETS Guidebook. [http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta\\_PreETS/FINAL-CRP-Guidebook-122117-WINTAC.pdf](http://wintac-s3.s3-us-west-2.amazonaws.com/topic-areas/ta_PreETS/FINAL-CRP-Guidebook-122117-WINTAC.pdf) 1

Covey, S., 1989. *The seven habits of highly effective people*. New York: Simon and Schuster

MDRS: Request for Proposals.

<https://www.mdrs.ms.gov/Documents/MDRS%20RFP%20Pre%20ETS%202019%202.12.19%20FINAL.pdf>

Pathways to the Future. <https://www.pathwayswv.org/docs/Pathways%20Pre-ETS%20Sample%20Lessons%20-%202019%20FINAL.pdf>

Pre-Employment Transition Services. A Guide for Schools: Definitions, Examples & Allowable Expenses. <http://transition.ruralinstitute.umd.edu/www/wp-content/uploads/docs/Pre-ETS-combo.pdf>

Pre-Employment Transition Services (Pre-ETS).

<https://www.twc.texas.gov/files/students/vr-pre-ets-catalog-twc.pdf>

2019 Mississippi Alternate Academic Achievement Standards for Career Readiness I & II. [https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019\\_ms\\_aaas\\_career\\_readiness\\_i\\_ii\\_7\\_18\\_19\\_final.pdf](https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_career_readiness_i_ii_7_18_19_final.pdf)

2020 Mississippi Alternate Academic Achievement Standards for Career Readiness III & IV. [https://www.mdek12.org/sites/default/files/ms-aaas\\_career\\_readiness\\_iii\\_iv\\_final\\_1.pdf](https://www.mdek12.org/sites/default/files/ms-aaas_career_readiness_iii_iv_final_1.pdf)





# Pre-ETS Curriculum Guide

## Ability Levels: 1, 2, 3, 4



**Overall Goal:** Students will explore who they are, develop their character including integrity, and communicating their needs, as well as wants while focusing on short and long-term goals.

## Stage 1: Ability Levels 1, 2, 3, 4

- Self-Awareness
  - o Character Traits
  - o What are my strengths?
  - o What are my challenges?
- Motivation
  - o Circle of Concern (Covey, 1989)
  - o Circle of Influence (Covey, 1989)
  - o Circle of Control (Covey, 1989)

## Stage 2: Ability Levels 1, 2, 3, 4

- Character, Feelings, Desires with Goals
  - o "Who" Questions
    - Who am I?
    - Who do I want to be?
    - What are my goals?
    - What do I want to do with my life?

### **Stage 3: Ability Levels 1, 2, 3, 4**

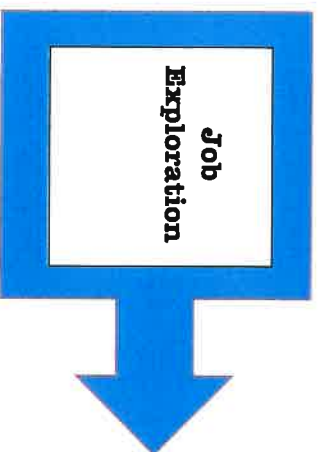
- What happens after I graduate?
- What is my process?
  - “How” Questions
    - How do I reach my goals?
    - How do I plan right now for later?
    - How do I want to be remembered?
- Self-determination Skills
  - What is my motivation?
  - Why do I want to do this?
  - What drives me to be better today than I was yesterday?

### **Stage 4: Ability Levels 1, 2, 3, 4**

- Communicating Needs
  - Explaining their disability challenges to others
  - Explaining their strengths
  - Asking for help when needed
  - Asking for clearer understanding of directions

### **Stage 5: Ability Levels 2, 3, 4**

- Communication
  - Self-expression
  - Listening
  - Negotiation
  - Compromise
  - Need for Transportation
  - Knowledge Of:
    - Community Resources
    - Rights
    - ADA & IDEA



**Overall Goal:** In preparation of post-secondary/trade school, training, and/or workforce ready, students will begin exploring all the jobs in which they have the opportunity to reach their level of success while choosing a specialization to focus on.

## **Stage 1: Ability Levels 1, 2, 3, 4**

### **Stage 2: Ability Levels 1, 2, 3, 4**

- Personal Assessment of Skills

- Community Helpers
  - o What does each Community Helper do?
    - Vocabulary
      - What do they do?
      - What tools do they use?
      - What are the functions of these tools?
      - What skills do they need for their job?
      - How do they master these skills?
  - o Where do what I have learned connect in the real-world situations?
    - Detailed Outlook of Prior Knowledge Skills:
      - Computation skills
      - Directions, comprehension, vocabulary



- Conversation with basic job skills knowledge, what skills students have to offer
- Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job
- Follow one-step directions
- Ask for help when needed
- Why are rules important?

#### - Label Market Survey

- Choose 3 Community Helpers
  - Explore in a more detailed way through job description, job expectations, and ways to manage the job successfully - This can be accomplished by student being as independent as possible
  - Review Vocabulary
- Follow multi-step directions with redirection
- Accept help when offered
- Follow rules with redirection
- Ability Level 1 & 2 could possibly require a full-time Assistant with Job Placement



**Overall Goal:** Students will target, practice, learn and acquire the skills needed for success in the workplace.

## Stage 1: Ability Levels 1, 2, 3, 4

- Where is my mindset towards having and holding a job?
  - o Positive or Negative?
- Where do my academics connect in the real-world situations?
  - o Detailed Outlook Prior Knowledge Skills:
    - Computation skills
    - Directions, comprehension, vocabulary
    - Conversation with basic job skills knowledge, what skills students have to offer
    - Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job
- Do the skills I need highlight my strengths or weaknesses?
- When focusing on my strengths, will I be able to complete my job skills while being as independent as possible?
- Ability Levels 1 & 2 could possibly need an Assistant for redirection and prompting for appropriate skill mastery
- Ability Levels 3 & 4 complete tasks with total independence

## Stage 2: Ability Levels 1, 2, 3, 4

- Community Helpers
  - What does each Community Helper do?
  - Job description
    - Vocabulary
      - What do they do?
      - What tools do they use?
      - What are the functions of these tools?
      - What skills do they need for their job?
      - How do they master these skills?
  - Where do what I have learned connect in the real-world situations?
    - Detailed Outlook of Prior Knowledge Skills:
      - Computation skills
      - Directions, comprehension, vocabulary
      - Conversation with basic job skills knowledge, what skills students have to offer
      - Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job
  - Follow one-step directions
  - Ask for help when needed
  - Why are rules important?

## Stage 3: Ability Levels 1, 2, 3, 4

- Developing and Mastering Social Skills
  - Etiquette
  - How do I request a job application?
  - How do I greet employers appropriately?

- In-person
  - On the phone
- How do I sit appropriately during interviews?
- How do I continue conversation during interviews?
- How do I appropriately answer questions asked interviews?
  - Comprehension of questions asked
  - Stay on-target answering according to questions
- How do I talk and interact with my co-workers?
  - No drama
  - Respecting others perspective
  - Agree to disagree and not argue
  - Understand others might complete tasks differently from me
- Express when tasks are difficult
- Ability Levels 1 & 2 could possibly need an Assistant for redirection and prompting for appropriate skill mastery
- Ability Levels 3 & 4 complete tasks with total independence

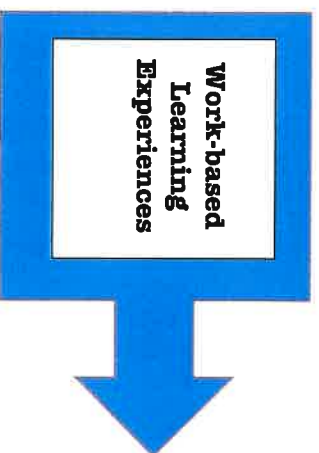
## **Stage 4: Ability Levels 1, 2, 3, 4**

- Developing and Demonstrating Independent Living Skills
  - Expressing when tasks are difficult
  - Appropriate Dress
    - Interview – Business Professional Dress
    - Everyday Job – Uniform or Free Dress
  - Restroom Skills
    - Restroom Needs
    - Washing Hands/Drying Hands
    - Managing shoes, belt, buttons, zippers
  - Clean up after a break and/or lunch
  - Transportation

## Stage 5: Ability Levels 1, 2, 3, 4

- Ability Levels 1 & 2 could possibly need an Assistant for redirection and prompting for appropriate skill mastery
- Ability Levels 3 & 4 complete tasks with total independence
- Choose a job to apply for when turning age 16
  - o Practice paper applications
  - o Practice online applications
  - o Mock interviews
- Where do my academics connect in real-world situations?
  - o Detailed Outlook Prior Knowledge Skills:
    - Computation skills
    - Directions, comprehension, vocabulary
    - Conversation with basic job skills knowledge, what skills students have to offer
    - Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job
- Ability Levels 3 & 4 Practice following multi-step directions without redirection or repeating
- Ability Levels 3 & 4 Practice asking for and accepting help without being prompted
- Ability Level 1 require maximum supervision from Assistant with Job Placement
- Ability Level 2 require minimal supervision from Assistant with Job Placement
- Ability Levels 3 & 4 Totally Independent with Job Placement
- With assistance and/or independently create Job Resume
- With assistance and/or independently complete paper or online applications for job of choice

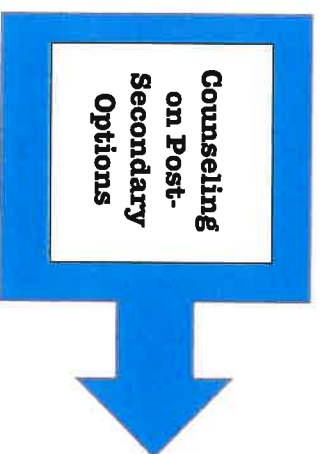
- With assistance and/or independently submit applications for job of choice
- With assistance and/or independently attend real-life interviews



**Overall Goal:** Students will experience in-house practice to on-site job shadowing to learn full circle by implementing the skills already taught.

## Ability Levels 1, 2, 3, 4

- In-house Practice
  - o Focus on Community Connections - Community Helpers
  - o Practice skills for this job
  - o Community Connection – Community Helper invited to share their job by explaining what the job details are, skills needed to master job, how much post-secondary training is needed for this particular job, how to apply if job is available, points for resume
- On-site Experience
  - o Field Trip to Community Collaborators in connection with the Community Connections
  - o Establishing job shadowing or an internship if appropriate



**Overall Goal:** Students will establish what further school, training or work experience is needed in preparation for their post-school job.

## Ability Levels 1, 2, 3, 4

- Decide on college, trade school, or workforce sector after graduation
- Design a plan of what my career path will resemble with the job choice I have made after graduation.
- What do I need to do now to prepare for after graduation?
- How do I apply for college or trade school?
- How do I fill out an application for college or trade school?
- How do I apply for scholarships?
- How do I build a resume for college or trade school?
  - o Create a school resume



# Evaluation Procedures

# Pre-ETS Curriculum Assessment

Self-Advocacy Instruction	Skills:	Pre-Test:			Post-Test:		
		NM	P	M	NM	P	M
<b>Stage 1:</b>	<b>Self-Awareness</b> Character Traits What are my strengths? What are my challenges?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<b>Motivation</b> Circle of Concern Circle of Influence Circle of Control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Stage 2:</b>	<b>Character, Feelings, Desires with Goals</b> "Wh" Questions: Who am I? Who do I want to be? What are my goals? What do I want to do with my life? What happens after I graduate? What is my process?  "How" Questions How do I reach my goals? How do I plan right now for later? How do I want to be remembered?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Stage 3:</b>	<b>Self-determination Skills</b> What is my motivation? Why do I want to do this? What drives me to be better today than I was yesterday?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Stage 4:</b>	<b>Communicating Needs</b> Explaining their disability challenges to others.  Explaining their strengths.  Asking for help when needed.  Asking for clearer understanding of directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Name: \_\_\_\_\_

Date: (1)\_\_\_\_ (2)\_\_\_\_

*\*NM = Not Mastered; P = Progressing; M = Mastered*

# Pre-ETS Curriculum Assessment

<b>Stage 5:</b>	<b>Communication</b> Self-expression Listening Negotiation Compromise Need for Transportation <b>Knowledge Of:</b> Community Resources Rights: ADA & IDEA	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>Teacher Observation Documentation:</b>	<i>Continued Notes:</i>	<i>Continued Notes:</i>	<i>Continued Notes:</i>
<b>Job Exploration</b>		<b>NM</b> <b>P</b> <b>M</b>	<b>NM</b> <b>P</b> <b>M</b>
<b>Stage 1:</b>	Personal Assessment of Skills	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
<b>Stage 2:</b>	<b>Community Helpers</b> <b>What does each Community Helper do?</b> Job description. Vocabulary. What do they do? What tools do they use? What are the functions of these tools? What skills do they need for their job? How do they master these skills?  <b>Where do what I have learned connect in the real-world situations?</b>  <i>Detailed Outlook of Prior Knowledge Skills:</i> Computation skills	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

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# Pre-ETS Curriculum Assessment

	<p>Directions, comprehension, vocabulary.</p> <p>Conversation with basic job skills knowledge, what skills students have to offer.</p> <p>Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job.</p> <p>Follow one-step directions. Ask for help when needed. Why are rules important?</p>	<p>○ ○ ○</p>	<p>○ ○ ○</p>
	<p><b>Label Market Survey</b> <i>Choose 3 Community Helpers</i></p> <p>Explore in a more detailed way through job description, job expectations, and ways to manage the job successfully. This can be accomplished by student being as independent as possible.</p> <p>Review Vocabulary</p> <p>Follow multi-step directions with redirection.</p> <p>Accept help when offered.</p> <p>Follow rules with redirection.</p> <p>Ability Level 1 &amp; 2 could possibly require a full-time Assistant with Job Placement</p>	<p>○ ○ ○</p>	<p>○ ○ ○</p>

Name: \_\_\_\_\_

Date: (1)\_\_\_\_\_ (2)\_\_\_\_\_

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# Pre-ETS Curriculum Assessment

<b>Teacher Observation Documentation:</b>	<i>Continued Notes:</i>	<i>Continued Notes:</i>	<i>Continued Notes:</i>
<b>Workplace Readiness</b>		<b>NM    P    M</b>	<b>NM    P    M</b>
<b>Stage 1:</b>	<p><b>Where is my mindset towards having and holding a job?</b> Positive or Negative?</p> <p><b>Where do my academics connect in the real-world situations?</b> <i>Detailed Outlook Prior Knowledge Skills:</i> Computation skills Directions, Comprehension, Vocabulary Conversation with basic job skills knowledge, what skills students have to offer. Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job.</p> <p>Do the skills I need highlight my strengths or weaknesses? When focusing on my strengths, will I be able to complete my job skills while being as independent as possible?</p>	<div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div> <div style="display: flex; justify-content: space-around;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>	<div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 20px;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div> <div style="display: flex; justify-content: space-around;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

*\*NM = Not Mastered; P = Progressing; M = Mastered*

# Pre-ETS Curriculum Assessment

	Ability Levels 1 & 2 could possibly need an Assistant for redirection and prompting for appropriate skill mastery Ability Levels 3 & 4 complete tasks with total independence		
<b>Stage 2:</b>	<b>* Same as Job Exploration Stage 2 *</b>		
<b>Stage 3:</b>	<b>Developing and Mastering Social Skills</b> Etiquette How do I request a job application?  How do I greet employers appropriately? In-person On the phone  How do I sit appropriately during interviews? How do I continue conversation during interviews?  How do I appropriately answer questions asked interviews? Comprehension of questions asked Stay on-target answering according to questions  How do I talk and interact with my co-workers? No drama Respecting others perspective Agree to disagree and not argue Understand others might complete tasks differently from me  Express when tasks are difficult  Ability Levels 1 & 2 could possibly need an Assistant for redirection	<div>○ ○ ○</div> <div>○ ○ ○</div>	<div>○ ○ ○</div> <div>○ ○ ○</div>

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

*\*NM = Not Mastered; P = Progressing; M = Mastered*

# Pre-ETS Curriculum Assessment

	<p>and prompting for appropriate skill mastery</p> <p>Ability Levels 3 &amp; 4 complete tasks with total independence</p>		
<b>Stage 4:</b>	<p><b>Developing and Demonstrating Independent Living Skills</b></p> <p>Expressing when tasks are difficult.</p> <p><i>Appropriate Dress:</i> Interview - Business Professional Dress Everyday Job - Uniform or Free Dress</p> <p><i>Restroom Skills:</i> Restroom Needs Washing Hands/Drying Hands Managing shoes, belt, buttons, zippers Clean up after a break and/or lunch Transportation</p> <p>Ability Levels 1 &amp; 2 could possibly need an Assistant for redirection and prompting for appropriate skill mastery.</p> <p>Ability Levels 3 &amp; 4 complete tasks with total independence.</p>	<p>○ ○ ○</p> <p>○ ○ ○</p>	<p>○ ○ ○</p> <p>○ ○ ○</p>
<b>Stage 5:</b>	<p><b>Choose a job to apply for when turning age 16</b></p> <p>Practice paper applications Practice online applications Mock interviews</p> <p>Where do my academics connect in real-world situations? <i>Detailed Outlook Prior Knowledge Skills:</i> Computation skills</p>	<p>○ ○ ○</p>	<p>○ ○ ○</p>

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

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# Pre-ETS Curriculum Assessment

	<p>Directions, comprehension, vocabulary Conversation with basic job skills knowledge, what skills students have to offer Knowledge of how this job was founded, how this job has evolved over the years, and who meets the criteria for this job</p> <p><i>Ability Levels 3 &amp; 4</i> Practice following multi-step directions without redirection or repeating.</p> <p><i>Ability Levels 3 &amp; 4</i> Practice asking for and accepting help without being prompted.</p> <p><i>Ability Level 1</i> require maximum supervision from Assistant with Job Placement.</p> <p><i>Ability Level 2</i> require minimal supervision from Assistant with Job Placement.</p> <p><i>Ability Levels 3 &amp; 4</i> Totally Independent with Job Placement. With assistance and/or independently create Job Resume. With assistance and/or independently complete paper or online applications for job of choice</p> <p>With assistance and/or independently submit applications for job of choice</p> <p>With assistance and/or independently attend real-life interviews</p>	<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>	<p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p> <p>○ ○ ○</p>
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Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

*\*NM = Not Mastered; P = Progressing; M = Mastered*



# Pre-ETS Curriculum Assessment

<b>Teacher Observation Documentation:</b>	<i>Continued Notes:</i>	<i>Continued Notes:</i>	<i>Continued Notes:</i>
<b>Work-based Learning Experiences</b>			
<b>Stage 1:</b>	<p><i>In-house Practice</i> Focus on Community Connections - Community Helpers.</p> <p>Practice skills for this job Community Connection - Community Helper invited to share their job by explaining what the job details are, skills needed to master job, how much post-secondary training is needed for this particular job, how to apply if job is available, points for resume</p> <p><i>On-site Experience</i> Field Trip to Community Collaborators in connection with the Community Connections</p> <p>Establishing job shadowing or an internship if appropriate</p>	<p><b>NM   P   M</b></p> <p>○   ○   ○</p> <p>○   ○   ○</p>	<p><b>NM   P   M</b></p> <p>○   ○   ○</p> <p>○   ○   ○</p>

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

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# Pre-ETS Curriculum Assessment

<b>Teacher Observation Documentation:</b>	<i>Continued Notes:</i>	<i>Continued Notes:</i>	<i>Continued Notes:</i>
<b>Counseling on Post-Secondary Options</b>			
<b>Stage 1:</b>	<p>Decide on college, trade school, or workforce sector after graduation</p> <p>Design a plan of what my career path will resemble with the job choice I have made after graduation.</p> <p>What do I need to do now to prepare for after graduation?</p> <p>How do I apply for college or trade school?</p> <p>How do I fill out an application for college or trade school?</p> <p>How do I apply for scholarships?</p> <p>How do I build a resume for college or trade school?</p> <p>*Create a school resume</p>	<p><b>NM   P   M</b></p> <p><input type="radio"/>   <input type="radio"/>   <input type="radio"/></p>	<p><b>NM   P   M</b></p> <p><input type="radio"/>   <input type="radio"/>   <input type="radio"/></p>

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

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# Pre-ETS Curriculum Assessment

<b>Teacher Observation Documentation:</b>	<i>Continued Notes:</i>	<i>Continued Notes:</i>	<i>Continued Notes:</i>
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## Personal Assessment of Skills : Teacher Observation Assessment

- End Semester 1     **DATE:** \_\_\_\_\_ NM% \_\_\_\_\_ P% \_\_\_\_\_ M% \_\_\_\_\_
- Mid Semester 2     **DATE:** \_\_\_\_\_ NM% \_\_\_\_\_ P% \_\_\_\_\_ M% \_\_\_\_\_

Additional Documentation Notes:

Name: \_\_\_\_\_

Date: (1) \_\_\_\_\_ (2) \_\_\_\_\_

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# Written Statement of Qualifications

## **Statement of Qualifications: Management Factors**

### **Personnel**

All personnel credentials are detailed within the "Statement of Qualifications" section of this RFP. Staffing will be determined based on the number of participating students, ensuring an appropriate student-to-teacher ratio in collaboration with building and curriculum administration.

### **Facility & Equipment**

Our classrooms and kitchen are fully equipped with the supplies and technology necessary to facilitate visual, auditory, and kinesthetic learning. The existing contract with the Vicksburg Warren School District ensures access to all on-site resources required to provide services as specified.

### **Record of Past Performance**

For the past four years, our curriculum has been implemented within an educational mission, with adaptations to meet evolving needs. The success of this program is evidenced by concrete outcomes for our students. These successes include:

- Acceptance into post-secondary education at local community colleges and trade schools, such as the Cosmetology, Electrical Technician, and Welding Departments.
- Achieving an Associate of Arts (AA) degree and pursuing further education at four-year
- Sustained employment from high school through post-graduation.
- Career advancement into higher professional positions for some recent graduates.

### **Pre-ETS Number of Units**

The number of Pre-ETS units is determined by the overall program design and specific delivery site. The program schedule is also customized to meet the individual needs of each student. A broad and flexible scheduling approach is maintained to ensure that adjustments can be made to accommodate the unique requirements of every participant, recognizing that no single student's needs are identical.

# Statement of Qualifications Description

Within this curriculum guide, there are daily scheduled tasks that are taught depending on the Ability Level that has been established based on individual Intellectual Quotient. Each Ability Level has the opportunity on their functional level to experience all stages of this curriculum. Each set of Ability Levels has their own group and designated block of class time to learn where they individually need.

<b>Ability Level 1</b>	<b>Ability Level</b>	<b>Ability Level 3</b>	<b>Ability Level 4</b>
IQ Below - 69	IQ 70 - 85	IQ 86 - 115	IQ 116 - Above

This curriculum guide has an overall goal expectation. Each stage begins with the most fundamental tasks that are needed in order to progress towards post-school employment. Teachers and other staff personnel are able to make connections with the student prior knowledge within this curriculum guide in order to demonstrate the need for repetition of these pre-job skills.

Teachers and other staff personnel have a ready-made set of goals, tasks, questions, and ideas to be implemented when students are prepared to begin learning. These tasks allow for students to continue to grow, no matter their disability. Students are able to increase their confidence, strengthen their weaknesses, and sharpen their strengths. Learning full circle while providing consistency and repetition allows for more sustainability of the skills taught and learned.



# Cindy McCarley

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cindy.mccarley@goodshepherdvicksburg.org

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Passionate, positive, energetic, enthusiastic, dedicated, and hard-working visionary with extensive experience working with children and families. Possesses in-depth knowledge covering but not limited to grant writing, marketing/fundraising, program development, leadership, and positive community engagement.

## PROFESSIONAL CREDENTIALS, CERTIFICATIONS and TRAINING

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- ❖ National Board of Certified Counselors
- ❖ Licensed Professional Counselor
- ❖ Therapist in Beyond Consequences Certified/Trained
- ❖ Ansell Casey Life Skills Assessment Certified/Trained
- ❖ Behavior Crisis Intervention Certified/Trained
- ❖ Managing Aggressive Behavior Certified/Trained
- ❖ Restorative Approach Trained (Helping Youth who have been traumatized)
- ❖ Risking Connection Trained (Helping survivors of traumatic Experiences)
- ❖ Trauma Informed Care Trained (Helping others recover from trauma)
- ❖ Motivational Interviewing Certified/Trained
- ❖ First Aid and CPR Certified/Trained

## SKILLS

---

- |                              |  |
|------------------------------|--|
| ♦ Supervising                | ♦ Mentoring/supervising                |
| ♦ Grant Writing and Research | ♦ Therapy                              |
| ♦ Public Speaking            | ♦ Documentation                        |
| ♦ Leadership                 | ♦ Training/teaching                    |
| ♦ Marketing and development  | ♦ Financial literacy/Budget management |
| ♦ Fundraising                |  |

## GIFTS

---

- |                      |               |
|----------------------|---------------|
| ♦ Compassion         | ♦ Mercy       |
| ♦ Passion            | ♦ Dedication  |
| ♦ Positive           | ♦ Loyalty     |
| ♦ Charismatic Leader | ♦ Resourceful |
| ♦ Enthusiastic       | ♦ Hard worker |
| ♦ Self-Motivated     | ♦ Realist     |

## PROFESSIONAL EXPERIENCE

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### **Executive Director, Good Shepherd Community Center, d/b/a Good Shepherd**

- ♦ Vision casting
- ♦ Fiscal Management
- ♦ Hiring, supervising, and terminating staff
- ♦ Finding, writing, and managing grants
- ♦ Program monitoring and compliance
- ♦ Creating and managing fundraising events
- ♦ Continual program development and advancement
- ♦ Public Speaking/Community Awareness
- ♦ Collaborating with other agencies and businesses for community awareness and impact
- ♦ Shelter oversight
- ♦ Staff training
- ♦ Creating and maintaining a trauma informed environment
- ♦ Clinical supervision and staffing
- ♦ Development and implementation of Policy and Procedure
- ♦ Create program initiatives and engage staff for success

### **Program Director, Warren County Children's Shelter 2009 to July 2019**

- ♦ Vision casting
- ♦ Fiscal Management
- ♦ Hiring, supervising, and terminating staff
- ♦ Finding, writing, and managing grants
- ♦ Program monitoring and compliance
- ♦ Creating and managing fundraising events
- ♦ Continual program development and advancement
- ♦ Public Speaking/Community Awareness
- ♦ Collaborating with other agencies and businesses for community awareness and impact
- ♦ Shelter oversight
- ♦ Staff training
- ♦ Creating and maintaining a trauma informed environment
- ♦ Clinical supervision and staffing
- ♦ Development and implementation of Policy and Procedure
- ♦ Create program initiatives and engage staff for success
- ♦ Rally, organize and engage staff and clients for success

### **Children's and Family Therapist, Warren County Children's Shelter 1991 to 2009**

- ♦ Clinical assessment and treatment of clients
- ♦ Collaboration with Youth Court, Child Protection Services (CPS), schools, and other agencies for client improvement
- ♦ Individual and group therapy with CPS clients and Runaway and Homeless Youth (RHY)
- ♦ Family therapy with CPS clients and RHY

### **Qualified Mental Health Professional (QMRP), Denton State School 1990 to 1991**

- ♦ Responsible for the well-being, money management, and services of 17 clients who were diagnosed as intellectually deficit
- ♦ Coordinated and lead family team meetings of each client
- ♦ Coordinated work/study program of clients
- ♦ Coordinated family visits
- ♦ Supervised 21 direct care staff



**Children's Therapist, Weems Mental Health Center 1989 to 1990**

- Completed assessments to diagnosis and treat of clients ages 10-17
- Developed and implemented treatment plans of clients 10-17 years of age
- Conducted individual and group counseling
- Completed monthly chart reviews

**Children's Therapist, Family Clinic in Quitman, MS and Butler, AL**

**1987-1989**

- Administrator and Director of Quitman Office
- Summer Camps (tutoring and counseling)
- Testing and report writing for attention deficit disorder
- Individual counseling
- Conducted Play Therapy

**EDUCATION**

---

**Baylor University**

- Bachelor of Education (Special Education and Sociology)
- 1987

**Mississippi State University**

- Master of Education (Community Counseling)
- 1990

Licensed Professional Counselor since 1993

**NOTABLE ACTIVITIES and HONORS**

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- National Board of Directors to the Youth and Family Services Network
- Southeastern Network of Runaway and Homeless Youth Advisory Board
- National Runaway and Homeless Youth Advisory Board
- MDHS Child Care Payment Program (CCPP) Advisory Council
- Mississippi Council for Developmental Disabilities
- Awarded National Safe Place Coordinator of the Year
- Awarded United Way Director of the Year 2012
- Awarded United Way Director of the Year 2023
- Mississippi Counsel on Development Disabilities
- Mississippi Advisory Council for the Division of Early Childhood Care and Development

**VOLUNTEER WORK**

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- Crossway (Bowmar) Church: Youth Group Worker (22 years); Section Leader (3 years); Volunteer Staff counselor and consultant
- Bluz Cruz Kayak and Canoe Race that raise funds for charity.
- Service Over Self (SOS)

## REFERENCES

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Susie Chatham  
(Retired) Director Warren County Children's  
Shelter  
400 Pinehurst Drive  
Vicksburg, MS 39180  
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Dr. David Foster  
1655 Cresthill Drive  
Rockwall, TX 75087  
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Pearl, MS 39208  
601-201-0444 Cell  
[beth.mcnamee@mycanopy.org](mailto:beth.mcnamee@mycanopy.org)

# Professional Counselor Commission

The State of



Mississippi

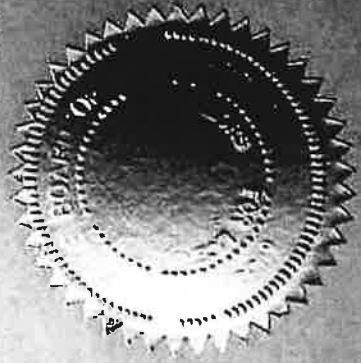
Certifies that

CINDY MCCARLEY

has complied with the official Code of Mississippi and all of the amendatory acts thereto to practice PROFESSIONAL COUNSELING in this State.

Therefore, by authority granted under Section 73-30-1 through Section 73-30-29, Mississippi Code of 1972, the aforesaid CINDY MCCARLEY is licensed to practice as a PROFESSIONAL COUNSELOR in the state of Mississippi.

This the 18TH day of NOVEMBER 19 94



BOARD OF EXAMINERS FOR LICENSED PROFESSIONAL COUNSELORS

*[Signature]*

CHAIRPERSON

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

*[Signature]*

LICENSE NUMBER 0433

# Official Academic Record

NAME: MCCABEY, CINDY N. LESCALLETTE  
 ID Number: 426-04-3981 SEX: F

## MISSISSIPPI STATE UNIVERSITY

MISSISSIPPI STATE, MISSISSIPPI 39762

HOME ADDRESS AT  
 TIME OF ADMISSION: 960 BINGMAN DR  
 CITY OR TOWN: BEAUMONT  
 DATE OF BIRTH: 11/22/65  
 STATE: TX ZIP: 77705

DEGREE(S) Master of Education Degree, The Graduate School - Counselor Education, December 19, 1989 (School Counseling)

SEE BACK OF RECORD FOR KEYS AND OTHER INFORMATION.

COURSE	DESCRIPTION	HOURS ATT.	HOURS PASSED	GRADE	QUALITY POINTS
B.S. DEGREE, 8/87, BAYLOR UNIVERSITY, WACO, TEXAS					
GR COE 426-04-3981	MERIDIAN CENTER FALL SEMESTER 1987	3	3	A	12
COE 6153	LISCALLETTE CINDY M	3	3	A	12
COE 7003	FAC SKILLS DEV	3	3	A	12
COE 8123	SPEC PROB/GRAD* COUNSELING THEORY	9	9	A	36
SEM. AVE.	4.00 SEMESTER TOTALS				
*A STUDY OF COUNSELING TECHNIQUES FOR CHILDREN WITH LEARNING AND/OR EMOTIONAL PROBLEMS					
GR COE 426-04-3981	MERIDIAN CENTER SPRING SEMESTER 1988	3	3	A	12
COE 8153	LISCALLETTE CINDY M	3	3	A	12
COE 8343	PRAC IN COUNSELING	3	3	A	12
COE 8863	COUN CULTURALLY DIFF ADV COUNSEL THEORY	9	9	A	36
SEM. AVE.	4.00 SEMESTER TOTALS				
GR COE 426-04-3981	MERIDIAN CENTER SUMMER TERM 1989	3	3	A	12
COE 6113	LISCALLETTE CINDY M	3	3	A	12
COE 6873	DEV COUN/NEH HEALTH	3	3	A	12
SW 6223	COUNS CHEMICAL DEPEN CHILD WELF SERVICES	9	9	A	36
SEM. AVE.	4.00 SEMESTER TOTALS				
GR COE 426-04-3981	MERIDIAN CENTER FALL SEMESTER 1989	3	3	A	12
COE 8133	LISCALLETTE CINDY M	3	3	A	12
COE 8713	CAREER DEV COUNSELING SUPERVISED PROJECT	6	6	A	24
SEM. AVE.	4.00 SEMESTER TOTALS				
SATISFACTORILY COMPLETED AN N.C.A.T.E. APPROVED PROGRAM.					
MAJOR: COUNSELOR EDUCATION					
GR COE 426-04-3981	November 6, 1989 Comprehensive Examination for Master's Degree (MED.)	7	3	YB	9
EDF 8361		0	0		0
SEM. AVE.	3.00 TO RNVE INCOMPLETE	3	3		9

AN OFFICIAL SIGNATURE IS WHITE WITH A MAROON BACKGROUND

DO NOT ACCEPT IF SIGNATURE BELOW IS DISTORTED



The Family Educational Rights and Privacy Act - 1974  
 This document is being released to you on the condition that you will not release the data in personally identifiable form to any other party without obtaining written consent of the person named herein.

This officially sealed and signed transcript is printed in maroon on white security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied, a security statement containing the word "COPY" will appear. A BLACK ON WHITE OR COLOR COPY SHOULD NOT BE ACCEPTED!

John R. Dickerson  
 University Registrar

Office of the Registrar

One Bear Place #97068

Waco, Texas 76798-7068

Phone: 254-710-1181

Email: [registrar@baylor.edu](mailto:registrar@baylor.edu)[www.baylor.edu/registrar](http://www.baylor.edu/registrar)

In accordance with 20 U.S.C. §1232g; 34 CFR Part 99 (The Family Educational Rights and Privacy Act of 1974), you are hereby notified that this information is provided upon the condition that you, your agents, or employees will not permit any other party access to this record without consent of the student. Alteration of this transcript may be a criminal offense.

**ACCREDITATION**

Baylor University is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Individual colleges and programs are accredited by appropriate professional organizations. Information about accreditation is listed in the University catalogs.

**CREDIT HOURS**

The University's coursework, including any that appears on the transcript under a term heading that refers to a quarter term, is measured in semester credit hours, except for the Law School, which measures coursework in quarter credit hours.

**REPEATED COURSES**

When a course is repeated, all courses and grades appear on the transcript. Grades for repeated courses taken by undergraduate, seminary, and law students will be marked in the Repeat Column (labeled RPT on the transcript) with either the letter E, indicating that the grade is Excluded from the calculation of the GPA, or the letter I, indicating that the grade is Included in the calculation of the GPA. Courses that do not contribute grade points to the GPA (such as courses with zero credit hours, credit/noncredit courses, and courses taken pass/fail) may also be marked with the letter I, indicating that the course was included for credit in each marked instance.

In the case of law students, the second occurrence of a course can earn a maximum of 2.00 grade points for the calculation of the GPA. In such cases, any grade earned above a C will be marked with an asterisk next to the grade to indicate that only 2.00 grade points were awarded. For graduate students, all grades are automatically included in the calculation of the GPA unless otherwise noted. More information on current and past course repeat policies may be found in the appropriate catalogs.

**ACADEMIC ELIGIBILITY TO REENROLL**

The student is considered to be in good academic standing and eligible to reenroll unless otherwise noted.

**NON-ACADEMIC/NON-FINANCIAL ELIGIBILITY TO REENROLL**

Pursuant to Texas Education Code Section 51.9364, the notation "Ineligible to Reenroll" is placed on the record of those students ineligible to reenroll at Baylor University for a reason other than academic or financial. All inquiries regarding this notation should be directed to Baylor University Student Conduct Administration (254-710-1715).

**GRADES, GRADE POINTS, AND GPA CALCULATION**

The grade point average (GPA) is calculated by totaling the number of grade points earned and dividing by the number of credits applied toward the GPA. The resulting GPA is truncated following the second decimal place (e.g., 1.99672=1.99). The University does not round the GPA. This method of calculation is used for all academic purposes, such as academic standing, graduation, and scholarship eligibility.

Grade	Description	Grade Points	Included in GPA?	Credits Earned?
A		4.00	Y	Y
A-	Undergraduate, Graduate, and Seminary, eff. Summer 2014	3.67	Y	Y
A-	Graduate and Seminary through Spring 2014	3.75	Y	Y
A-	Law, eff. Winter 2006	3.67	Y	Y
A-	Law through Fall 2006	3.50	Y	Y
B+	Undergraduate, Graduate, and Seminary, eff. Summer 2014	3.33	Y	Y
B+	Undergraduate and Graduate through Spring 2014	3.50	Y	Y
B+	Seminary through Spring 2014	3.25	Y	Y
B+	Law, eff. Winter 2006	3.33	Y	Y
B+	Law through Fall 2006	3.50	Y	Y
B		3.00	Y	Y
B-	Undergraduate, Graduate, and Seminary, eff. Summer 2014	2.67	Y	Y
B-	Graduate and Seminary through Spring 2014	2.75	Y	Y
B-	Law, eff. Winter 2006	2.67	Y	Y
B-	Law through Fall 2006	2.50	Y	Y
C+	Undergraduate, Graduate, and Seminary, eff. Summer 2014	2.33	Y	Y
C+	Undergraduate and Graduate through Spring 2014	2.50	Y	Y
C+	Seminary through Spring 2014	2.25	Y	Y
C+	Law, eff. Winter 2006	2.33	Y	Y
C+	Law through Fall 2006	2.50	Y	Y
C		2.00	Y	Y
C-	Undergraduate, Graduate, and Seminary, eff. Summer 2014	1.67	Y	Y
C-	Graduate and Seminary through Spring 2014	1.75	Y	Y
C-	Law through Fall 2006	2.00	Y	Y
D+	Undergraduate, Graduate, and Seminary, eff. Summer 2014	1.33	Y	Y
D+	Seminary through Fall 2009	1.25	Y	Y
D		1.00	Y	Y
D-	Undergraduate, Graduate, and Seminary, eff. Summer 2014	0.67	Y	Y
D-	Seminary through Spring 2014	0.75	Y	Y
F		0.00	Y	Y

**OTHER GRADES / SYMBOLS**

I	Incomplete	N/A	N	N
IP	Incomplete Extension (In Progress)	N/A	N	N
W	Withdrawal	N/A	N	N
WP	Withdraw Passing	N/A	N	N
WF	Withdraw Failing	0.00	Y	N
P	Pass	N/A	N	Y
FA	Fail (Pass/Fail)	N/A	N	N
DP	Drop Passing	N/A	N	N
DF	Drop Failing	0.00	Y	N
CR	Credit-Satisfactory Completion	N/A	N	Y
NC	No Credit-Unsatisfactory Completion	N/A	N	N
AU	Audit	N/A	N	N
NR	Not Recorded	N/A	N	N
MG	Missing Grade	N/A	N	N

Any grade that is preceded by the letter "T" represents a transfer course grade. Transfer grades are NOT included in the calculation of the GPA.

**COURSE NUMBERING SYSTEM**

UNDERGRADUATE	1000-Freshman 2000-Sophomore 3000-Junior 4000-Senior or Graduate
GRADUATE	5000-Masters or Doctoral 6000-Doctoral
SEMINARY	7000-Seminary
LAW	9000-Law

Record of: Lescallette, Cindy Marie

Issued To: Cindy Lescallette

Parchment: TWC2TGDK

Official PDF Transcript

Date Issued: 19-APR-2023

Date of Birth: 22-NOV

SSN: \*\*\*-\*\*-3981

Level: Undergraduate

Course Level: Undergraduate

## Academic Program:

Degree : BS in Education  
 College : School of Education  
 Major : Secondary Education

## Comments:

TEACHING FIELDS: SOCIOLOGY; SPECIAL ED

Degree Awarded : BS in Education 15-AUG-1987  
 Major : Secondary Education

SUBJ NO.	COURSE TITLE	CRED	GRD	RPT
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TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Fall 1983 LAMAR UNIVERSITY BEAUMONT

EDP 3325	INTRO EDUCATIONAL PSYCHO	3.00	TA
ENG 2300	ENGLISH LIT BEFORE BURNS	3.00	TC
ENG 2304	AMERICAN LIT: MASTERPIECES	3.00	TB
SOC 3000	UPPER LEVEL CREDIT	3.00	TC
	AHRS EHRS GPAHRS GPA		
Current:	12.00 12.00 0.00 0.00		
Cumulative:	12.00 12.00 0.00 0.00		

INSTITUTION CREDIT:

Fall 1983

## School of Education

EDP 1101	PERS EFFECTIVENESS SKILL	1.00	WP
ENG 1302	THINKING & WRITING	3.00	B
HIS 1365	AMERICAN HISTORY TO 1877	3.00	C
JOU 1301	INTRO/MASS COMMUNICATION	3.00	A
MUS 0173	MARCHING BAND	1.00	A
SOC 1305	INTRO TO SOCIOLOGY	3.00	B+
	AHRS EHRS GPAHRS GPA		
Current:	14.00 13.00 13.00 3.19		
Cumulative:	26.00 25.00 13.00 3.19		

Spring 1984

## School of Education

BIO 1401	GENERAL BIOLOGY	4.00	B
ENG 1304	THINKING WRITING & RESCH	3.00	C
HIS 1366	AMERICAN HIS SINCE 1877	3.00	C
HPE 1142	ROLLER SKATING	1.00	A
REL 1301	OLD TESTAMENT HISTORY	3.00	C+
	AHRS EHRS GPAHRS GPA		
Current:	14.00 14.00 14.00 2.53		
Cumulative:	40.00 39.00 27.00 2.85		

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

SUBJ NO.	COURSE TITLE	CRED	GRD	RPT
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Institution Information continued:

Fall 1984

## School of Education

ATA 1206	THEATER APPRECIATION	2.00	B+
CFOR 1088	UNIVERSITY FORUM	0.00	CR
HPE 1114	CANOEING & SAILING	1.00	P
LAT 1301	ELEMENTARY LATIN	3.00	D
MTH 1306	FINITE MATHEMATICS	3.00	D
MUS 0173	MARCHING BAND	1.00	A
PSY 1305	INTRODUCTORY PSYCHOLOGY	3.00	D
REL 1311	NEW TESTAMENT INTROD	3.00	B
	AHRS EHRS GPAHRS GPA		
Current:	16.00 16.00 15.00 1.93		
Cumulative:	56.00 55.00 42.00 2.52		

Spring 1985

## School of Education

CFOR 1088	UNIVERSITY FORUM	0.00	CR
EDP 3329	HUMAN BEHAVIOR & DEVELOP	3.00	B
EDP 3366	INTRO TO SPECIAL EDUCA	3.00	B+
PSC 1306	AMER STATE-LOCAL GOVT	3.00	C
SOC 2301	INTRO TO RESEARCH METHOD	3.00	B
	AHRS EHRS GPAHRS GPA		
Current:	12.00 12.00 12.00 2.87		
Cumulative:	68.00 67.00 54.00 2.60		

Fall 1985

## School of Education

EDA 3344	FOUNDATIONS OF EDUCATION	3.00	C
EDP 1101	PERS EFFECTIVENESS SKILL	1.00	A
MUS 0102	MARCHING BAND	1.00	B
PSC 2302	AMER CONSTITUTIONAL DEV	3.00	C
SOC 3311	RACE & ETHNIC RELATIONS	3.00	C+
SOC 3354	MARRIAGE & THE FAMILY	3.00	C
	AHRS EHRS GPAHRS GPA		
Current:	14.00 14.00 14.00 2.32		
Cumulative:	82.00 81.00 68.00 2.54		

Spring 1986

## School of Education

EDP 3371	PSY ASSMT-EXCEPT CHILD	3.00	B
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\*\*\*\*\* CONTINUED ON PAGE 2 \*\*\*\*\*

AN OFFICIAL SIGNATURE IS BLACK WITH A YELLOW BACKGROUND

This officially sealed and signed transcript is printed on green security paper with the name of the university printed in small type across the face of the entire document. A raised seal is not required.

*Michelle Johnson*  
 Michelle Johnson, Registrar

Record of: Lescallete, Cindy Marie

Date Issued: 19-APR-2023

Date of Birth: 22-NOV

SSN: \*\*\*-\*\*-3981

Level: Undergraduate

SUBJ NO. COURSE TITLE CRED GRD RPT

## Institution Information continued:

EDP 4377	PRACTIUM-EXCEPT CHILDREN	3.00 A
EDP 4378	DIAGNOSTIC-METHOD	3.00 A
SOC 4310	DEATH AND DYING	3.00 B
SOC 4391	SOCIAL THEORY	3.00 C

	AHRS	EHRS	GPAHRS	GPA
Current:	15.00	15.00	15.00	3.20
Cumulative:	97.00	96.00	83.00	2.66

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Attempt Hrs	Earned Hrs	GPA Hrs	GPA
TOTAL INSTITUTION	122.00	121.00	120.00	2.83
TOTAL TRANSFER	12.00	12.00	0.00	0.00

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*

## Fall 1986

## School of Education

EDC 4316	CURRICULUM OF SEC SCH	3.00 B
EDC 4317	SECONDARY SCHOOL METHODS	3.00 B
EDC 4335	INSTR TECH-READ DISABLED	3.00 A
EDP 3376	LEARNING THEORY	3.00 C
SOC 4315	SOCIOLOGY OF EDUCATION	3.00 B+

	AHRS	EHRS	GPAHRS	GPA
Current:	15.00	15.00	15.00	3.10
Cumulative:	112.00	111.00	98.00	2.72

## Spring 1987

## School of Education

EDC 3307	DEV RDG IN CONTENT AREAS	3.00 B
EDF 4391	STU TEACH IN HIGH SCHOOL	3.00 A
EDF 4392	STU TEACH EXCEPT CHILD	3.00 A
EDP 3370	PHY ED OF ATYPICAL CHILD	3.00 C
EDP 4323	PSY/CLASSRM MGT/SCH DISC	3.00 A

	AHRS	EHRS	GPAHRS	GPA
Current:	15.00	15.00	15.00	3.40
Cumulative:	127.00	126.00	113.00	2.81

## Summer 1987

## School of Education


GEO 1405	PHYSICAL GEOLOGY	4.00 A
SOC 4309	SOCIAL PSYCHOLOGY	3.00 C

	AHRS	EHRS	GPAHRS	GPA
Current:	7.00	7.00	7.00	3.14
Cumulative:	134.00	133.00	120.00	2.83

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

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Michelle Johnson, Registrar

Curriculum Vitae

Emily Harber Williams, PhD, M.Ed.

10947 Oak Ridge Road  
Vicksburg, MS. 39183

601-218-8245  
ehwilliams11@gmail.com

---

**PROFESSIONAL PROFILE/ACHIEVEMENTS**

- *Founded Micah's Mission School, Inc.*
- *Developed the full-time Special Education Department within Bowmar Avenue School*
- *Model Teacher*

**PROFESSIONAL EXPERIENCE**

Micah's Mission School, Inc., Vicksburg, MS 39180

2017-Present

**Founder, President & Executive Director**

- *Founded Micah's Mission in Spring of 2017*
- *President*
- *Executive Director*
- *Teacher*

Bradley's Chapel United Methodist Church

2021-Present

- *Supply Lay Pastor*

Crawford Street Play School, Vicksburg, MS 39180

2018-2021

- *Director and CSUMC Staff Member*

Vicksburg Warren School District, Vicksburg, MS 39180

2011-2017

**K-6 Lead Special Education Teacher**

- *Developed the full-time department in 2011*
- *Inclusion Teacher*
- *Resource Teacher*
- *Self-Contained Teacher*

Yazoo County Schools, Yazoo City, MS

2009-2010

**K-6 Special Education Teacher (Part-Time)**

- *Inclusion Teacher*



Oasis Rehabilitation, Yazoo City, MS 2009-2010  
**Recreational Therapist, Head of the Activities Department (Part-Time)**  

- *Managed the activities for the nursing home*
- *Worked with a staff of four within our department*
- *Collaborated with administration, nurses, nurse assistants, therapists and activities staff*

Oasis Rehabilitation, Yazoo City, MS 2008-2009  
**Recreational Therapist, Head of the Activities Department (Full-Time)**  

- *Managed the activities for the nursing home*
- *Worked with a staff of four within our department*
- *Collaborated with administration, nurses, nurse assistants, therapists and activities staff*

Yazoo County Schools, Yazoo City, MS 2007-2008  
**K-6 Special Education Teacher (Part-Time)**  

- *Inclusion Teacher*
- *Self-Contained Teacher*

Perry County Schools, New Augusta, MS 2006-2007  
**High School Special Education Teacher**  

- *GED Science and Social Studies Teacher*

Yazoo County Schools, Yazoo City, MS 2004-2006  
**K-6 Special Education Teacher**  

- *Inclusion Teacher*
- *Self-Contained Teacher*

Lee Academy, Clarksdale, MS 2001-2004  

- *P-6 Physical Education Teacher*
- *5th & 6th Basketball Coach*
- *7th -12th Tennis Coach, Fast Pitch Softball, Assistant Basketball Coach*

#### **SOCIETIES/MEMBERSHIPS**

- |   |                |
|---|----------------|
| • Delta Delta Delta   | Current Alumni |
| • Council for Exceptional Children  | Present        |
| • Golden Key International Honor Society                                    | Present        |
| • Mississippi Alliance for Health, Physical Education, Recreation and Dance | 1999-2001      |

## **COMMITTEES**

Crawford Street United Methodist Church, Vicksburg, MS October 2017 - Present

- *Staff member – currently Support Staff*

Vicksburg Warren School District, Bowmar Avenue School, Vicksburg, MS Fall 2016-May 2017

- *Leadership Team to meet the requirements for Tier and Special Education involving the Intervention Reading Plans.*

Vicksburg Warren School District, Vicksburg, MS 2012-2014

- *Model Teacher Committee to guide teachers throughout the district.*

## **PUBLICATIONS**

- Dissertation: Principal and Teacher Perceptions of How Principal Motivational Leadership Practices Influence School Climate, ProQuest, LLC.

## **PROFESSIONAL DEVELOPMENT**

- Completed Master of Philosophy February 2020
- Completed Doctor of Philosophy in Education August 2020

## **POST GRADUATE RESEARCH WORK**

- Deciding appropriate journal to publish my dissertation research in.
- Writing a book Step Out of the Boat

## **POST GRADUATE TRAINING**

Not Applicable

## **LICENCES/CERTIFICATIONS**

Mississippi, Mississippi Department of Education

License # 185435 Class AAAA Current

- Physical Education K-12 Endorsement # 144
- Mild/Moderate K-12 Endorsement # 221
- SPED Fundamental Subjects (Highly Qualified) K-12 # 910
- Master of Education: Emotional Behaviors K-12 # 206

## **EDUCATION**

Holmes Community College, Goodman, MS

1996-1998

**Associates of Arts Degree (AA)**

Delta State University, Cleveland, MS 1998-2001  
**Undergraduate Degree (Bachelor)**

University of Southern Mississippi, Hattiesburg, MS 2013-2015  
**Post Graduate Degree (Master)**

Walden University, Minneapolis, MI 2015-2020  
**Post Graduate Degree (Master)**

Walden University, Minneapolis, MI 2015-2020  
**Post Graduate Degree (Ph. D)**

**PERSONAL DATA**

**DATE OF BIRTH:**

- June 23, 1978

**PLACE OF BIRTH**

- Born in Clarksdale, MS

**LANGUAGES**

- English

**MARITAL STATUS**

- Married - Matt Williams

**CHILDREN**

- Two Boys - Harber (16) and Mattox (12)

# State of Mississippi

By virtue of the Authority Vested in the State Board of Education of Mississippi by Section 37-3-2 and Section 37-31-205(1)(e) of the Mississippi Code of 1972, as amended, we hereby issue this Educator License to

Emily Harber Williams

This is to certify that the person named hereon is licensed under the laws of Mississippi to teach or serve in the public schools in the capacity indicated.

#### Endorsement

144 PHYSICAL EDUCATION (K-12)  
206 EMOTIONAL DISABILITY (K-12)  
221 MILD/MOD DISABILITIES (K-12)  
910 SPED FUNDAMENTAL SUBJ (K-12)

#### Issue Date

04/21/2021  
04/21/2021  
04/21/2021  
04/21/2021

#### Validity Period

11/09/2009 - 06/30/2027  
08/25/2015 - 06/30/2027  
11/09/2009 - 06/30/2027  
11/09/2009 - 06/30/2027

License No. 185435  
Class AAAA - 06/14/2021

Your Renewal Cycle is 07/01/2022 to 06/30/2027  
Begin Earning Renewal Credits On 07/01/2022

By order of the State Board of Education

*Carey Smith*

SUPERINTENDENT OF EDUCATION

# Walden University

Having completed the studies and satisfied the requirements prescribed  
by the Board of Directors of Walden University,

Emily Harber Williams

Is conferred the degree of

Doctor of Philosophy

in

Education

and to all rights, privileges, and honors pertaining thereto.  
In testimony whereof, this diploma is conferred at Minneapolis, Minnesota,  
on this sixteenth day of August, two thousand and ninety.



Paula J. Jorgensen  
Chancellor

Walden University



# Walden University

Having completed the studies and satisfied the requirements prescribed  
by the Board of Directors of Walden University,

Emily Harber Williams

is conferred the degree of

Master of Philosophy

in

Education

and to all rights, privileges, and honors pertaining thereto.

In testimony whereof, this diploma is conferred at Minneapolis, Minnesota,  
on this ninth day of February, two thousand and twenty.

Paula Singer  
Chair of the Board of Directors



Ward Ulmer  
President

# The University of Southern Mississippi

By the authority of the Board of Trustees of the  
State of Mississippi and upon the recommendation of the Faculty of the  
College of Education and Psychology

has conferred upon

**Emily Harber Williams**

the degree of  
**Master of Education**

With all its rights, privileges, and responsibilities appertaining to that degree  
Given under the seal of The University of Southern Mississippi  
Awarded this eighth day of May, two thousand and fifteen.

*Alan W. Perry*  
President of the Board of Trustees

*D. G. R.*  
University Registrar



*Levy S. Ruff*  
President of the University

*David Wil*  
President of the University

# Delta State University

Cleveland, Mississippi

To all to whom these presents may come, Greeting  
Be it known that

**Emily Grace Harber**


having successfuly completed the prescribed course of study and having  
satisfied all other requirements for the Degree of

**Bachelor of Science in General Studies**

is entitled to all the rights and privileges pertaining to that degree.

In testimony whereof, the Board of Trustees, upon  
recommendation of the Faculty, has granted this  
Diploma bearing the Seal of the University, this

twelfth day of May, two thousand one

  
Chairman, Board of Trustees



  
President, Delta State University



Curriculum Vitae  
Emily Harber Williams, Ph.D

**106 Laura Lake Road 601-218-8245 Vicksburg, MS. 39180**

**ehwilliams11@gmail.com**

**PROFESSIONAL PROFILE/ACHIEVEMENTS**

- *Founded Micah's Mission School, Inc.*
- *Developed the full-time Special Education Department within Bowmar Avenue School*
- *Model Teacher*

**PROFESSIONAL EXPERIENCE**

Micah's Mission School, Inc., Vicksburg, MS. 39180 2017-Present **Founder, President & Executive Director**

! *Founded Micah's Mission in Spring of 2017*

! *Executive Director*

! *Teacher*

Crawford Street Play School, Vicksburg, MS. 39180 2018-2021 ! **Director**

Vicksburg Warren School District, Vicksburg, MS. 39180 2011-2017 **K-6 Lead Special Education Teacher**

- *Developed the full-time department in 2011*
- *Inclusion Teacher*
- *Resource Teacher*
- *Self-Contained Teacher*

Yazoo County Schools, Yazoo City, MS 2009-2010 **K-6 Special Education Teacher (Part Time)**

- *Inclusion Teacher*

Oasis Rehabilitation, Yazoo City, MS 2009-2010 **Recreational Therapist, Head of the Activities Department (Part Time)** • *Managed the activities for the nursing home*

- *Worked with a staff of four within our department*

• *Collaborated with administration, nurses, nurse assistants, therapist and activities staff*  
Oasis Rehabilitation, Yazoo City, MS 2008-2009 **Recreational Therapist, Head of the Activities Department (FullTime)** • *Managed the activities for the nursing home*

- *Worked with a staff of four within our department*

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- *Inclusion Teacher*
- *Self-Contained Teacher*

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- *GED Science and Social Studies Teacher*

Yazoo County Schools, Yazoo City, MS 2004-2006 **K-6 Special Education Teacher**

**Inclusion Teacher**

- *Self-Contained Teacher*

Lee Academy, Clarksdale, MS 2001-2004 • **P-6 Physical Education Teacher**

- *5th & 6th Basketball Coach*
- *7th -12th Tennis Coach, Fast Pitch Softball, Assistant Basketball Coach*

### **SOCIETIES/MEMBERSHIPS**

- Delta Delta Delta Current Alumni • Council for Exceptional Children Present • Golden

Key International Honor Society Present • Mississippi Alliance for Health, Physical

Education, Recreation and Dance 1999-2001

### **COMMITTEES**

Crawford Street United Methodist Church, Vicksburg, MS October 2017 - Present ! ***Staff member***

Vicksburg Warren School District, Bowmar Avenue School, Vicksburg, MS September 2016-May 2017

- ***Leadership Team to meet the requirements for Tier and Special Education involving the Intervention Reading Plans.***

Vicksburg Warren School District, Vicksburg, MS 2012-2014 • ***Model Teacher Committee to guide teachers throughout the district.***

### **PUBLICATIONS**

! Dissertation: Principal and Teacher Perceptions of How Principal Motivational Leadership Practices Influence School Climate, ProQuest, LLC.

### **PROFESSIONAL DEVELOPMENT**

- Completed Master of Philosophy May 2020 • Doctorate of Philosophy in Education August 2020

### **POST GRADUATE RESEARCH WORK**

- Deciding appropriate journal to publish my dissertation research in.

### **POST GRADUATE TRAINING**

**Not Applicable**

### **LICENCES/CERTIFICATIONS**

Mississippi, Mississippi Department of Education

**License # 185435** Current • Physical Education K-12 Endorsement # 144

- Mild/Moderate K-12 Endorsement # 221

- SPED Fundamental Subjects (Highly Qualified) K-12 # 910

- Master of Education: Emotional Behaviors K-12 # 206

Pending Review

- Master of Philosophy in Education: Educational Policy, Leadership & Management

- Doctor of Philosophy in Education: Educational Policy, Leadership & Management

## **EDUCATION**

Holmes Community College, Goodman, MS 1996-1998 **Associates of Arts Degree (AA)**

Delta State University, Cleveland, MS 1998-2001 **Undergraduate Degree (Bachelor)**

University of Southern Mississippi, Hattiesburg, MS 2013-2015 **Post Graduate Degree (Master)**

Walden University, Minneapolis, MI 2015-2020 **Post Graduate Degree (Master)**

Walden University, Minneapolis, MI 2015-2020 **Post Graduate Degree (Ph.D)**

## **PERSONAL DATA**

DATE OF BIRTH:

- June 23, 1978

PLACE OF BIRTH

- Born in Clarksdale, MS

LANGUAGES

- English

MARITAL STATUS

- Married - Matt Williams

CHILDREN

- Two Boys - Harber (13) and Mattox (10)

## **Professional References**

Rebecca Busby, 601-218-2764, [rabusby5@gmail.com](mailto:rabusby5@gmail.com), Teacher at Jacob's Ladder Learning Center, Colleague

Rev. Dr. Walter Frazier, 601-831-6788, [walter@walterfrazier.com](mailto:walter@walterfrazier.com), Executive Director of Grace Christian Counseling Center; Director of Academic Quality at Walden University; Ordained United Methodist Deacon, Colleague

Cindy McCarley, 601-831-2536, [cindymccarley1@gmail.com](mailto:cindymccarley1@gmail.com), Executive Director of Good Shepherd Community Center, Colleague

# Markeeta Barnes

108 Emily Dr.  
Vicksburg, Ms 39180  
601-400-3225  
barnes.markeeta@yahoo.com

## EXPERIENCE

### Waffle House, Vicksburg Ms — Server

July 2011- Present

- Greet and seat customers
- Take customer orders and relay to the grill operator
- Serve food and beverages to customer
- Prepare bills and process payments
- Refill glasses, remove dinnerware after meals, clean and reset tables
- Wash dishes
- Clean floors as needed

## SKILLS

- **Excellent customer service skills**
- Strong work ethic
- Teamwork
- Patience
- Ability to adapt
- Monitoring
- First Aid CPR

### Private Home Care, Vicksburg Ms — Caregiver

August 2013- January 2018

- Assist residents with daily living and provision of fun, safe and engaging activities to ensure that their days are happy and fulfilling
- Cared for children with mental and physical disabilities in the school district
- Prepared and submitted residents progress notes

### Micah's Mission, Vicksburg Ms — Teacher

January 2018- Present

- K-12 Cognitive Delayed Teacher
- Elementary ELA/Phonics Teacher
- Daily Living Skills Teacher
- Manages the Volunteers

## EDUCATION

### Raymond High School, Raymond Ms — High School Diploma

May 2010

### Hinds Community College, Vicksburg Ms- Associate Degree In Childhood Education

December 2020

# Hinds Community College



This Certifies That

**Markeeta Shantae Barnes**

has successfully completed the prescribed course of study and has  
satisfied all other requirements for the Degree of

**Technical Certificate**

**Early Childhood Education Technology**

with all the rights and privileges pertaining to that degree.

In witness whereof, we have affixed our signatures  
under the seal of the College, this

fourteenth day of May, two thousand twenty

For the Board of Trustees

*Paul V. Gayle*  
President

*Deborah Martin*  
Secretary

For the Faculty

*Clyde M. ...*  
President, Hinds Community College



# Hinds Community College



This Certifies That

**Markeeta Shantae Barnes**

has successfully completed the prescribed course of study and has  
satisfied all other requirements for the Degree of

**Associate of Applied Science**

**Early Childhood Education Technology**

with all the rights and privileges pertaining to that degree.

In witness whereof, we have affixed our signatures

under the seal of the College, this

seventeenth day of December, two thousand twenty

For the Board of Trustees

*Paul V. Gray Jr.*  
President

*Delmar M. ...*  
Secretary

For the Faculty

*Steph ...*

President, Hinds Community College



# DEE HARBER

116 Rialto St. Vicksburg, Ms, 39180  
dee.harber@micahsmissionschool.org

## Objective

Motivating students to strive to be the best version of themselves while modeling how to collaborate with peers in order to succeed in the workplace upon graduation.

## Education

### *Bachelor's of Science/ Physical Education*

Delta State University, May 2013

## Experience

### *Yazoo County Junior High School*

6<sup>th</sup> grade SPED teacher/ August 2014-May 2015

- Inclusion Teacher of all subjects

### *Micah's Mission School, Inc.*

#### **Hybrid Learning and Resource Center**

K-12 teacher/ August 2018-present

- Elementary Math
- Junior High Math
- High School Monitor
- High School Mentor
- Gym Teacher
- Tutorial – Math

## References

Wade Burns, Better Works Cutting, 662-571-0966

Randy McCormack, Guarantee Bank, 601-624-8604

Woo Woo Ruschewski, Benton Academy, 662-571-6615

# Delta State University

Cleveland, Mississippi

To all whom these presents may come, Greeting

Be it known that

Dee Randolph Barber


having successfully completed the prescribed course of study and having satisfied all other requirements for the Degree of

Bachelor of Science

is entitled to all the rights and privileges pertaining to that degree.

In testimony whereof, the Board of Trustees, upon recommendation of the Faculty, has granted this Diploma bearing the Seal of the University, this

tenth day of May, two thousand fourteen.

  
Aubrey Blatter  
Chairman, Board of Trustees



  
W. M. L. Barber  
President

# Background Checks/Fingerprints



**MISSISSIPPI STATE DEPARTMENT OF HEALTH**

May 12, 2023

CINDY MCCARLEY  
295 WILLOW CREEK DR  
VICKSBURG, MS 39183

**RE: FBI Fingerprint Check**

Dear Ms. MCCARLEY:

An FBI Fingerprint, Sex Offenders Registry and Central Child Abuse Registry check has found no violations which prevent you from working with children in a licensed Childcare Facility.

Please provide a copy of this letter to your employer and retain the original for your files.

This letter is an important document. If a replacement letter is necessary you will be required to pay a \$10.00 replacement fee.

The staff of the Child Care Facilities Licensure Division wish you the best of luck in your career of working with children in a licensed Childcare Facility.

Please contact this office at 601-364-1102 if there are any questions regarding this notification. The expiration date of this letter is May 12, 2028.

Sincerely,

Nicole Banes, Supervisor  
Criminal History Record Check Unit

CC: Good Shepherd Preschool



**MISSISSIPPI STATE DEPARTMENT OF HEALTH**

**May 12, 2023**

EMILY WILLIAMS  
10947 OAK RIDGE RD  
VICKSBURG, MS 39183

**RE: FBI Fingerprint Check**

Dear Ms. WILLIAMS:

An FBI Fingerprint, Sex Offenders Registry and Central Child Abuse Registry check has found no violations which prevent you from working with children in a licensed Childcare Facility.

Please provide a **copy** of this letter to your employer and retain the original for your files.

This letter is an important document. If a replacement letter is necessary you will be required to pay a \$10.00 replacement fee.

The staff of the Child Care Facilities Licensure Division wish you the best of luck in your career of working with children in a licensed Childcare Facility.

Please contact this office at 601-364-1102 if there are any questions regarding this notification. The expiration date of this letter is May 12, 2028.

Sincerely,

Nicole Banes, Supervisor  
Criminal History Record Check Unit

CC: Good Shepherd Preschool



**MISSISSIPPI STATE DEPARTMENT OF HEALTH**

**May 16, 2023**

MARKEETA BARNES  
108 EMILY DR  
VICKSBURG, MS 39180

**RE: FBI Fingerprint Check**

Dear Ms. BARNES:

An FBI Fingerprint, Sex Offenders Registry and Central Child Abuse Registry check has found no violations which prevent you from working with children in a licensed Childcare Facility.

Please provide a **copy** of this letter to your employer and retain the original for your files.

This letter is an important document. If a replacement letter is necessary you will be required to pay a \$10.00 replacement fee.

The staff of the Child Care Facilities Licensure Division wish you the best of luck in your career of working with children in a licensed Childcare Facility.

Please contact this office at 601-364-1102 if there are any questions regarding this notification. The expiration date of this letter is May 16, 2028.

Sincerely,

Nicole Banes, Supervisor  
Criminal History Record Check Unit

CC: Good Shepherd Preschool



**MISSISSIPPI STATE DEPARTMENT OF HEALTH**

**May 12, 2023**

DEE HARBER  
116 RIALTO ST  
VICKSBURG, MS 39180

**RE: FBI Fingerprint Check**

Dear Mr. HARBER:

An FBI Fingerprint, Sex Offenders Registry and Central Child Abuse Registry check has found no violations which prevent you from working with children in a licensed Childcare Facility.

Please provide a **copy** of this letter to your employer and retain the original for your files.

This letter is an important document. If a replacement letter is necessary you will be required to pay a \$10.00 replacement fee.

The staff of the Child Care Facilities Licensure Division wish you the best of luck in your career of working with children in a licensed Childcare Facility.

Please contact this office at 601-364-1102 if there are any questions regarding this notification. The expiration date of this letter is May 12, 2028.

Sincerely,

Nicole Banes, Supervisor  
Criminal History Record Check Unit

CC: Good Shepherd Preschool

# Attachment H

## Contract



## 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:**

\_\_\_\_\_ 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.

CM 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:** Good Shepherd Community Center, Inc.

**Signature and Date:** October 1, 2025

**Name and Title:** Cindy McCarley

# Proof of Insurance

# AMERICAN ALTERNATIVE INSURANCE CORPORATION

Administration Office: 555 College Road East, Princeton, NJ 08543-5241  
800.305.4954

Statutory Office: 2711 Centerville Road, Suite 400 - Wilmington, DE 19805  
(a stock insurance company)

## COMMON POLICY DECLARATIONS

**POLICY NUMBER:** G8A2CP0000041-02

**PRIOR POLICY NUMBER:** G8A2CP0000041-01

COMPANY NAME	PRODUCER NAME
American Alternative Insurance Corporation 555 College Road East Princeton, NJ 08543-5241 (800) 305-4954	Irwin Siegel Agency 25 Lake Louise Marie Road Rock Hill, NY 12775

**NAMED INSURED:** Good Shepherd Community Center, Inc.

**MAILING ADDRESS:** 629 Cherry Street  
PO Box 8115  
Vicksburg, MS 39181

**POLICY PERIOD: FROM** 01/01/2025 **TO** 01/01/2026

**AT 12:01 A.M. STANDARD TIME AT YOUR MAILING ADDRESS SHOWN ABOVE.**

<b>BUSINESS DESCRIPTION</b>	After School Programs
-----------------------------	-----------------------

**IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.**

**THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.**

	PREMIUM
COMMERCIAL GENERAL LIABILITY COVERAGE PART	\$5,144.00
COMMERCIAL PROPERTY COVERAGE PART	\$1,165.00
TERRORISM - CERTIFIED ACTS (GENERAL LIABILITY)	\$0.00
TERRORISM - CERTIFIED ACTS (PROPERTY)	\$0.00
<b>TOTAL:</b>	<b>\$6,309.00</b>
Broker Fee:	\$308.00



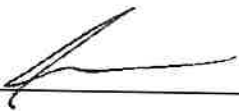
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POLICY NUMBER: G8A2CP0000041-02

**FORMS APPLICABLE TO ALL COVERAGE PARTS (SHOW NUMBERS):**

See Schedule of Forms and Endorsements.

<b>Countersigned</b>	<b>By:</b>
(Date)	(Authorized Representative)

  
\_\_\_\_\_  
**Secretary**

  
\_\_\_\_\_  
**President**

## SCHEDULE OF FORMS AND ENDORSEMENTS

**POLICY NUMBER:** G8A2CP0000041-02

The following forms apply only to the Coverage Part in which they are listed. Forms shown under Common apply to all Coverage Parts. If Interline Forms (e.g. forms with an IL or VL prefix) shown in the Common section list Coverage Parts to which they apply in the form, they apply only to those Coverage Parts indicated. If Policyholder Notices appear in this list, they were issued with this policy, but do NOT form a part of it.

### NUMBER

### TITLE

#### **COMMON**

CL 2000 (01-96)	Common Policy Declarations
VLWC01 (05-96)	Signature Endorsement
TERRNOTICE09 (12-20)	Policyholder Disclosure Notice of Terrorism Insurance Coverage
IL 00 17 (11-98)	Common Policy Conditions
IL 00 21 (09-08)	Nuclear Energy Liability Exclusion Endorsement (Broad Form)
IL 02 82 (09-08)	Mississippi Changes - Cancellation And Nonrenewal
IL 09 52 (01-15)	Cap on Losses from Certified Acts of Terrorism
IL 09 85 (12-20)	Disclosure Pursuant To Terrorism Risk Insurance Act

#### **PROPERTY**

VLMS01 (05-99)	Notice to Policyholder
CCP DS 00 (02-11)	Commercial Property Coverage Part Declarations Page
CCP DS 14 (02-11)	Commercial property Coverage Part Schedule of Named Insureds
CCP DS 20 (02-11)	Commercial Property Coverage Part Schedule of Forms Applicable
CCP DS 02 (08-13)	Building and Personal Property Coverage Form - Additional Coverages and Core Form Features - Supplemental Declarations
CCP 50 MS (02-11)	Mississippi Changes - Legal Action Against Us
CCP 00 01 (08-13)	Building and Personal Property Coverage Form
CCP 00 02 (08-13)	Causes of Loss Form
CCP 10 09 (02-11)	Exclusion of Certain Computer-Related Losses
CP 00 90 (07-88)	Commercial Property Conditions
CP 01 40 (07-06)	Exclusion Of Loss Due To Virus Or Bacteria
CP 03 20 (04-18)	Multiple Deductible Form

#### **GENERAL LIABILITY**

GL2000a (01-96)	Commercial General Liability Coverage Form Declarations
CG 00 01 (04-13)	Commercial General Liability Coverage Form
CG 00 69 (12-23)	Exclusion - Violation Of Law Addressing Data Privacy
CG 04 35 (12-07)	Employee Benefits Liability Coverage
CG 21 06 (12-23)	Exclusion - Access Or Disclosure Of Confidential Or Personal Material Or Information
CG 21 16 (04-13)	Exclusion - Designated Professional Services

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## SCHEDULE OF FORMS AND ENDORSEMENTS

**POLICY NUMBER:** G8A2CP0000041-02

The following forms apply only to the Coverage Part in which they are listed. Forms shown under Common apply to all Coverage Parts. If Interline Forms (e.g. forms with an IL or VL prefix) shown in the Common section list Coverage Parts to which they apply in the form, they apply only to those Coverage Parts indicated. If Policyholder Notices appear in this list, they were issued with this policy, but do NOT form a part of it.

### NUMBER

### TITLE

#### GENERAL LIABILITY

CG 21 32 (05-09)	Communicable Disease Exclusion
CG 21 46 (07-98)	Abuse or Molestation Exclusion
CG 21 53 (01-96)	Exclusion - Designated Ongoing Operations
CG 21 67 (12-04)	Fungi or Bacteria Exclusion
CG 21 70 (01-15)	Cap on Losses From Certified Acts of Terrorism
CG 21 71 (01-15)	Exclusion Of Other Acts Of Terrorism Committed Outside The United States; Cap on Losses From Certified Acts of Terrorism
CG 21 76 (01-15)	Exclusion of Punitive Damages Related to a Certified Act of Terrorism
CG 22 40 (01-96)	Exclusion - Medical Payments To Children - Day Care Centers
CG 22 44 (04-13)	Exclusion - Services Furnished By Health Care Providers
CG 22 58 (11-85)	Exclusion - Described Hazards (Carnivals, Circuses And Fairs)
CG 22 67 (10-93)	Corporal Punishment
CG 40 35 (12-23)	Exclusion - Cyber Incident
CGL 0005 (01-18)	Social Service Commercial General Liability Enhancement Endorsement
GL 04 26 (07-17)	Child Care Services Liability Coverage
GL2004 (05-97)	Asbestos Exclusion
GL2005 (05-97)	Lead Contamination Exclusion

## COMMERCIAL GENERAL LIABILITY COVERAGE FORM DECLARATIONS

**POLICY NO.** G8A2CP0000041-02

**PRIOR NO:** G8A2CP0000041-01

American Alternative Insurance Corporation  
555 College Road East  
Princeton, NJ 08543-5241  
(800) 305-4954

**NAMED INSURED:** Good Shepherd Community Center, Inc.

629 Cherry Street  
PO Box 8115  
Vicksburg, MS 39181

### FORM OF BUSINESS:

☐ Individual

☐ Partnership

☐ Joint Venture

☒ Organization (Other than  
Partnership or Joint Venture)

### LIMITS OF INSURANCE:

GENERAL AGGREGATE LIMIT (OTHER THAN PRODUCTS-COMPLETED OPERATIONS)	\$3,000,000
PRODUCTS-COMPLETED OPERATIONS AGGREGATE LIMIT	\$3,000,000
PERSONAL & ADVERTISING INJURY LIMIT	\$1,000,000
EACH OCCURRENCE LIMIT	\$1,000,000
FIRE DAMAGE LIMIT	\$100,000
MEDICAL EXPENSE LIMIT	\$5,000

Any One Fire  
Any One Person

### LOCATION OF ALL PREMISES YOU OWN, RENT OR OCCUPY:

See Location Schedule

### PREMIUM:

Classification	Code No.	Premium Basis	Rate Pr/Co	All Other	Advance Premium Pr/Co	All Other
See Premium Schedule						

Add To Equal Minimum  
State Tax or Other (if applicable)  
Total Advance Premium \$5,144

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**FORMS AND ENDORSEMENTS APPLYING TO THIS COVERAGE FORM:**

See Schedule of Forms and Endorsements

COUNTERSIGNED \_\_\_\_\_ BY \_\_\_\_\_  
(Date) (Authorized Representative)

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Copyright, Insurance Services Office, Inc., 1993



LOCATION OF ALL PREMISES YOU OWN, RENT OR OCCUPY	
LOC NO.	ADDRESS OF ALL PREMISES YOU OWN, RENT OR OCCUPY
001-001	629 Cherry Street PO Box 8115 Warren Vicksburg, MS 39181

PREMIUM						
CLASSIFICATION	CODE NO.	PREMIUM BASIS	RATE		ADVANCE PREMIUM	
			Pr/Co	All Other	Pr/Co	All Other
Parks or Playgrounds Products-completed operations are subject to the General Aggregate Limit TERRITORY: 001	46671	1.00 Each	Incl.	763.199	Incl.	\$763
Day Care Centers - Not-For-Profit Only Products-completed operations are subject to the General Aggregate Limit TERRITORY: 001	41716	78.00 Each	Incl.	20.214	Incl.	\$1,577
Schools-Faculty Liability for Corporal Punishment of Students Products-completed operations are subject to the General Aggregate Limit TERRITORY: 001	47469	16.00 Each	Incl.	16.485	Incl.	\$264
Halls Not-For-Profit Only Products-completed operations are subject to the General Aggregate Limit TERRITORY: 001	44277	10,940.00 Area	Incl.	153.266	Incl.	\$1,677
Schools-Trade or Vocational Products-completed operations are subject to the General Aggregate Limit TERRITORY: 001	47474	15.00 Each	Incl.	20.894	Incl.	\$313



## SCHEDULE OF FORMS AND ENDORSEMENTS

**POLICY NUMBER:** G8A2FF0000036-00

**EFFECTIVE DATE:** 01/01/2025

**Form ID Number:**

**Edition Date:**

**Form Name:**

CXE 02 60  
CXE 02 65  
IL 09 85  
TerrNotice09

02-10  
02-10  
12-20  
12-20

Sexual Abuse Or Molestation Exclusion  
Hired Auto Or Non-Owned Auto Exclusion  
Disclosure Pursuant To Terrorism Risk Insurance Act  
Policyholder Disclosure Notice of Terrorism Insurance  
Coverage

# AMERICAN ALTERNATIVE INSURANCE CORPORATION

Administration Office: 555 College Road East, Princeton, NJ 08543-5241  
800.305.4954

Statutory Office: 2711 Centerville Road, Suite 400 - Wilmington, DE 19805  
(a stock insurance company)

**IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL OF THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE STATED IN THIS POLICY.**

## Commercial Excess Liability DECLARATIONS

Policy No. G8A2FF0000036-00

Renewal of Number: G8A2UB0000003-01

Policy Issue Date: 01/01/25

Item 1. Named Insured and Mailing Address:  
(No. Street, Town or City, State, Zip Code)

Good Shepherd Community Center, Inc.

629 Cherry Street  
PO Box 8115  
Vicksburg, MS 39181

Program Administrator's Name and Mailing Address:

Irwin Siegel Agency

25 Lake Louise Marie Road  
Rock Hill, NY 12775

Named Insured is: ☐ Individual, ☐ Partnership, ☒ Corporation, ☐ Joint Venture, ☐ Other

Business of the Named Insured is: After School Programs

Item 2. Policy Period:

From: 01/01/25 to 01/01/26 12:01 A.M. Standard Time at your mailing address shown above.

Item 3. Premium:

State Taxes or Surcharges:

Terrorism Premium (Certified Acts):

Total Premium:

First Installment

Subsequent Installment(s)

\$2,717.00

Included

\$2,717.00

☒ Flat ☐ Adjustable

Rate:

Per:

Deposit

Premium: \$2,717.00

Minimum

Premium:

\$218.00 Broker Fee

Item 4. Limits of Insurance:

a. Each Occurrence Limit

b. Aggregate Limit

c. Other Limit:

\$1,000,000

\$1,000,000

Item 5. Retroactive Date:  
(Claims Made Coverage)

See: Underlying Claims-Made Coverage Endorsement (if applicable)

Item 6. Controlling Underlying Insurance:


See: Schedule of Controlling Underlying Insurance


Item 7. Forms and Endorsements:

See: Schedule of Forms and Endorsements

**Authorization:**

In Witness Whereof, the Company issuing this policy has caused this policy to be signed by its authorized officers, but this policy shall not be valid unless also signed by a duly authorized representative of the Company.

  
Secretary

  
President

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



Authorized Representative

THESE DECLARATIONS, THE ATTACHED SCHEDULE OF UNDERLYING INSURANCE, TOGETHER WITH THE ATTACHED SCHEDULE OF FORMS AND ENDORSEMENTS, AND ANY FORMS AND ENDORSEMENTS WE MAY LATER ATTACH TO REFLECT CHANGES, MAKE UP AND COMPLETE THE ABOVE NUMBERED POLICY.

### Schedule of Forms and Endorsements COMMERCIAL EXCESS LIABILITY

Effective date of  
this Schedule: 01/01/2025

Issue date: 01/01/2025

Attached to and forming part of  
Policy No.: G9A2FF0000036-00

Issued To: Good Shepherd Community Center, Inc.

The following is a schedule of Forms and Endorsements issued with the policy at inception:

Form ID Number:	Edition Date:	Form Name:
CXD 01	12-13	Commercial Excess Liability Declarations
CXS 01	02-10	Schedule of Controlling Underlying Insurance
CUE 03 12	12-13	Exclusion - Designated Operations (Ongoing And Completed)
CX 00 01	04-13	Commercial Excess Liability Coverage Form
CX 02 18	09-08	Mississippi Changes - Cancellation And Nonrenewal
CX 21 01	09-08	Nuclear Energy Liability Exclusion Endorsement
CX 21 02	04-13	Total Pollution Exclusion
CX 21 13	04-13	Exclusion - Fungi Or Bacteria
CX 21 17	04-13	Exclusion - Communicable Disease
CX 21 30	01-15	Cap On Losses From Certified Acts Of Terrorism
CX 21 31	01-15	Exclusion Of Other Acts Of Terrorism Committed Outside The United States; Cap On Losses From Certified Acts Of Terrorism
CX 21 36	01-15	Exclusion Of Punitive Damages Related To A Certified Act Of Terrorism
CX 21 56	09-08	Auto Coverage - Exclusion Of Terrorism
CX 27 00	12-19	Underlying Claims-Made Coverage
CXE 01 03	12-19	Total Aircraft Liability Exclusion
CXE 01 04	02-10	Exclusion - Described Hazards (Carnivals, Circuses And Fairs)
CXE 01 06	02-10	Asbestos Exclusion
CXE 01 09	02-10	Automobile Liability Exclusion
CXE 01 38	02-10	Directors And Officers Exclusion
CXE 01 49	12-19	Employee Benefits Excess Liability Coverage
CXE 01 61	12-13	Distribution Of Material In Violation Of Statutes Exclusion
CXE 02 18	12-12	Damage To Real And Personal Property - Total Exclusion
CXE 02 40	02-10	Trampoline And Rebounding Equipment Exclusion
CXE 02 45	02-10	War Exclusion

# Signed Questions and Answers

**AMENDMENT #1  
TO THE REQUEST FOR QUALIFICATIONS  
FOR PRE-EMPLOYMENT TRANSITION SERVICES  
RFQ #3120003211**

- Q1: Do I put the counties I was approved for when I first applied, or the counties I'll be working this school year? Also, with the increased school, will my budget change?
- A1: In your proposal, you must complete Attachment F – Areas of Coverage, which specifically requires you to list the counties where you can perform Pre-ETS services. The RFQ also states that providers must "specify the geographic area(s) in which services can be provided, as well as how the services will be delivered." This means you should report the counties you will actually cover during the upcoming school year—not just those from your original approval. The coverage section is about current capacity and service delivery, not historical approval. Budgets will be based on coverages areas and the staff's review of the proposals.
- Q2: Page 13, Section 4.3 discusses Marked and Unmarked documents. Page 15, Section 5.1 in bold states Unmarked documents are no longer required. Could you please clarify this information on what is needed for submittal?
- A2: Please disregard Section 4.3. Proposals are no longer required to be submitted as "unmarked". You are only required to submit a REDACTED version if you include proprietary information in your proposal that you do not wish to be posted to the public. Further details on redactions can be found in Attachment H "Redaction Notice", on page 31 of the RFQ.
- Q3: I am a Louisiana-based sole proprietor. The RFQ notes that "sole proprietors are not required to register with the Mississippi Secretary of State." Can you confirm if any additional steps (e.g., business license or local registration) are required for a Louisiana sole proprietor to qualify prior to contract award?
- A3: MDRS only requires that the business be registered with the Mississippi Secretary of State if necessary, and have any license or certification required to do business in the State. For more information on what is required for your specific business to operate in the state, you may contact the Business Services & Regulation department of the Mississippi Secretary of State's office at 601-359-1633.



Q4: Since the rate sheet is provided in the RFQ, should I simply confirm acceptance of the published group/individual rates, or do I need to calculate an estimated number of students and present a total cost based on that estimate?

A4: MDRS will set the totals for these contracts. You are not required to submit a total cost estimate.

Q5: The RFQ requests an insurance certificate. Should proof of insurance be submitted with the proposal or only upon award? As a sole proprietor, is there a waiver process or flexibility until staff or subcontractors are added?

A5: If available, you should submit the insurance certificate with your proposal. DFA may withhold the final approval of your contract if it's not submitted.

Please note that businesses that have less than 5 full-time employees are not required to carry workers compensation insurance per Mississippi law. If you are not required to have workers compensation insurance, please make a note of this in Attachment G "Additional Data" of your proposal.

Q6: Section 5.2 states:

"The original and 1 copy of the proposal, 2 copies total with an electronic version, shall be signed, placed in a sealed envelope or package, and submitted..."

Could you confirm if this means:

- I should submit one signed paper original, one signed paper copy, and a USB flash drive with the electronic version (PDF)?
- Or is a single printed version plus the electronic copy sufficient?

A6: You may submit a single printed version plus the electronic copy.

Q7: Is there a specific type or size of envelope/package required for submission (e.g., manila envelope, sealed box), or simply any sealed envelope clearly labeled with the RFQ number and opening date?

A7: There is no specific type of box or envelope that is required.

Q8: Are payments issued on net 45 terms from receipt of invoice, or is there a different payment schedule that MDRS follows for Pre-ETS providers?

A8: All MDRS invoices use the net 45 payment terms per state law.

Q9: Section 1.11 references an “Unmarked Proposal” with no self-identifying information, while Section 5.1 notes that unmarked proposals are no longer required and instead all sections should be marked. Could you clarify what is currently required:

Do I need to prepare a separate “unmarked” version of my proposal with no logos or identifiers?

Should I simply submit one version with all sections “marked” as indicated (Attachments A–H and proposal narrative), plus a redacted copy if I have trade secrets?

A9: Section 5.1 is correct. You are no longer required to submit an “unmarked” proposal. Your proposal may have identifying information (logos, staff names, etc..). However, you do have the option of submitting a “Redacted” version if there is proprietary information in your submission that you do not wish to be made public knowledge. (see attachment H of the RFQ for more information).

Q10: Does this RFQ include post secondary institutions?

A10: Pre-Employment Transition Services can be provided to students enrolled in post-secondary institutions. Also, if a Post-Secondary Institution provides Pre-Employment Transition Services, they can submit a RFQ.

Q11: Will Entrepreneurship classes be considered a Pre Employment Transition service?

A11: Self-employment/entrepreneurship would fall under Job Exploration Counseling.

Q12: The RFQ states that services must be delivered in an integrated setting? What is the definition of an integrated setting? Can Pre Employment Transition services be delivered in a virtual setting?

A12: The RFQ specifies that “all pre-employment services under this procurement must be provided in an integrated setting” In this context, an integrated setting means students with disabilities participate in services alongside peers without disabilities to the maximum extent possible, consistent with WIOA’s definition of integrated employment and training environments. It emphasizes inclusion in typical school, workplace, or community environments—not segregated or disability-only settings.

The RFQ also requires providers to specify both the geographic area(s) in which services will be provided and how services will be delivered. This language allows for flexibility in delivery methods, including virtual instruction, as long as:

- The service is pre-approved by MDRS,

- It aligns with one of the five required Pre-ETS categories, and
- It is designed to maintain the integrated setting requirement.

Therefore, Pre-ETS may be delivered virtually if MDRS authorizes ( it and if the virtual format still supports interaction consistent with an integrated learning environment.

An integrated setting means providing Pre-ETS in environments where students with disabilities are included alongside peers without disabilities, not in segregated programs. Virtual services are permissible under the RFQ, provided they are authorized by MDRS and delivered in a way that supports inclusion and meets the five Pre-ETS service categories.

Q13: This RFQ states that providers must have a bachelor's degree and one year of relevant program experience. In the Job Extravaganza RFQ, providers were allowed to have an associates degree or a high school diploma with Work Keys which basically meet the Mississippi Department of Education requirements for an assistant teacher. Does this still apply for this RFQ

A13: Yes. While this RFQ outlines the standard minimum qualification of a bachelor's degree with one year of relevant program experience, the same flexibility that was applied in the Job Extravaganza RFQ continues here. That means providers may also qualify with an associate's degree or a high school diploma with WorkKeys, which aligns with the Mississippi Department of Education's requirements for an assistant teacher.

In short, both the bachelor's degree track and the alternative associate's degree/high school diploma with WorkKeys track are acceptable for this RFQ.

Q14: On page 11, the RFQ states: "the pre-service survey must accompany the initial monthly report and invoice while the post-service survey must be submitted with the final monthly report and invoice."

Could you clarify whether this requirement refers to the pre- and post-tests administered by instructors for each individual class, or whether it is intended as a program-wide pre-survey at the beginning of services and a program-wide post-survey at the conclusion of services?

Currently, we have been submitting pre- and post-tests each month with our billing paperwork. We want to confirm whether this is the correct process, or if MDRS expects a single pre-survey submitted with the first month's report/invoice and a single post-survey submitted with the final report/invoice for the year.

A14: The language on page 11 of the RFQ refers to the program-wide requirement rather than to every individual class. Specifically, the pre-service survey must be administered

to participants at the start of services and submitted with the initial monthly report and invoice, and the post-service survey must be administered at the end of services and submitted with the final monthly report and invoice

This means MDRS does not expect providers to submit pre- and post-tests for each class every month with billing paperwork. Instead, it is intended as a beginning-of-services pre-survey and an end-of-services post-survey tied to the overall service period for each student.

Q15: Page 32 says the period of performance dates are Sept 12, 2025, ending Sept 11, 2026. Page 6 says the dates are Dec 10, 2025, ending Dec 9, 2026.

A15: The correct period of performance dates are December 10, 2025 to December 9, 2026.

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: Good Shepherd Community Center, Inc.

Signature and Date: Cindy McCarley

Name and Title: Cindy McCarley, LPC, Executive Director