+REQUEST FOR QUALIFICATIONS

RFx Number: RFQ 3120003211

To Provide: Pre-Employment Transition Services

Program – Workforce Innovation & Opportunity Act

Issue Date: September 4, 2025

CLOSING LOCATION

Mississippi Department of Rehabilitation Services Office of Vocational Rehabilitation 1281 Highway 51 North Madison, Mississippi 39110

REQUEST FOR QUALIFICATIONS COORDINATOR

Lee Shirley, Director of Contracts

Telephone: (601) 853-5217

Email: lshirley@mdrs.ms.gov

CLOSING DATE AND TIME

Qualifications must be received by October 17, 2025, 10:30 AM CST.

SECTION 1. REQUEST FOR QUALIFICATIONS OVERVIEW

1.1 **Proposal Acceptance Period**

The original unredacted version of the proposal, as well as a version **REDACTED** for confidential commercial or financial information and/or trade secrets, 2 copies total, shall be signed and submitted in a sealed envelope or package to 1281 Highway 51 North, Madison, Mississippi 39110 no later than the time and date specified for receipt of qualifications. Please note that redacted bids are considered a public record. The envelope should also include 1 electronic copy of the original proposal and 1 copy of the redacted proposal on a USB Flash Drive in a searchable Adobe Acrobat (PDF) format. Timely submission is the responsibility of the respondent. Qualifications received after the specified time shall be rejected and shall remain unopened in the procurement file. The envelope or package shall be marked with the Request for Qualifications opening date and time, and the number of the Request for Qualifications. The time and date of receipt shall be indicated on the envelope or package by the Director of Policy and Contracts. Modifications or additions to any portion of the procurement document may be cause for rejection of the proposal. The Mississippi Department of Rehabilitation Services (MDRS) reserves the right to decide, on a case-by-case basis, whether to reject a proposal with modifications or additions as non-responsive. As a precondition to proposal acceptance, MDRS may request the respondent to withdraw or modify those portions of the proposal deemed non-responsive that do not affect quality, quantity, price, or delivery of the service. MDRS reserves the right to cancel this solicitation prior to the award of contracts.

1.1.1 Timeline

• Request for Qualifications (RFQ) Issue Date: September 4, 2025

• Deadline for Vendor Questions to MDRS: September 19, 2025, 5:00 PM CST

• Anticipated Posting of Answers to Questions: October 3, 2025

• Proposal Submission Deadline:

• Selection Completed:

October 17, 2025, 10:30 AM CST

Prior to October 31, 2025

1.1.2 Rejection of Qualifications

Qualifications which do not conform to the requirements set forth in this Request for Qualifications may be rejected by MDRS. Qualifications may be rejected for reasons which include, but are not limited to, the following:

- 1) The statement of qualifications contains unauthorized amendments to the requirements of the Request for Qualifications.
- 2) The statement of qualifications is conditional.
- 3) The statement of qualifications is incomplete or contains irregularities which make the proposal indefinite or ambiguous.
- 4) The statement of qualifications is received late.
- 5) The statement of qualifications is not signed by an authorized representative of the party.
- 6) The statement of qualifications contains false or misleading statements or references.
- 7) The statement of qualifications does not offer to provide all services required by the Request for Qualifications.

1.2 Expenses Incurred in Qualifications

MDRS accepts no responsibility for any expense incurred by the respondent in the preparation and presentation of a statement of qualifications. Such expenses shall be borne exclusively by the respondent.

1.3 Proprietary Information

The respondent should mark any and all pages of the proposal considered to be proprietary information which may remain confidential in accordance with Mississippi Code Annotated §§ 25- 61-9 and 79-23-1 (1972, as amended). Any pages not marked accordingly will be subject to review by the general public after award of the contract. Requests to review the proprietary information will be handled in accordance with applicable legal procedures.

1.4 Registration with Mississippi Secretary of State

By submitting a proposal, the respondent certifies that it is registered to do business in the State of Mississippi as prescribed by the Mississippi Secretary of State or, if not already registered, that it will do so within seven (7) business days of being offered an award. Sole proprietors are not required to register with the Mississippi Secretary of State.

1.5 Debarment

By submitting a proposal, the respondent certifies that it is not currently debarred from submitting qualifications for contracts issued by any political subdivision or agency of the State of Mississippi or Federal government, and that it is not an agent of a person or entity that is currently debarred from submitting qualifications for contracts issued by any political subdivision or agency of the State of Mississippi.

1.6 Competitive Qualifications

Discussions may be conducted with respondents who submit qualifications determined to be reasonably susceptible of being selected for award. Likewise, MDRS also reserves the right to accept any qualifications as submitted for contract award, without substantive negotiation of proposed terms, services, or prices. For these reasons, all parties are advised to propose their most favorable terms initially.

1.7 Additional Information

Questions about the award agreement or technical portions of the procurement document must be submitted in writing to Lee Shirley, Director of Contracts, at Post Office Box 1698, Jackson, Mississippi 39215-1698 or lshirley@mdrs.ms.gov. Respondents are cautioned that any statements made by contact persons that cause a material change to any portion of the procurement document shall not be relied upon unless subsequently ratified by a formal written amendment to the procurement document. All questions and requests for clarification must be submitted by the deadline specified in Section 1.1.1 and made in writing. The person submitting the question or request for clarification is responsible for its timely delivery. All questions, request for clarifications, and answers received by the deadline shall be published as an amendment on the agency website and onto the Mississippi Contract/Procurement Opportunity Search Portal in a manner that all will be able to view by the deadline specified in Section 1.1.1.

1.8 Acknowledgement of Amendment

Should an amendment to the RFQ be issued, it will be posted on the MDRS website (http://www.mdrs.ms.gov) in a manner that all respondents will be able to view. Further, respondents must acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the bid package, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. The acknowledgment should be received by MDRS by the time and at the place specified for receipt of bids as reflected in Section 1.1.1 and Attachment A. It is the respondent's sole responsibility to monitor the website for amendments to the RFQ.

1.9 Type of Contract

Compensation for services will be in the form of a firm fixed-price agreement.

1.10 Written Qualifications

All Qualifications shall be in writing.

1.11 Self-Identifying Information

The respondent is responsible for ensuring that the **Unmarked** Proposal and Management Summary, found in Section 5.1 Proposal Requirements, shall have no identifying information, logos, watermarks, etc. If this is not followed, then that respondent may be rejected as non-responsive. The term "**Unmarked**" as used herein shall mean the listed documents shall have no self-identifying information about the respondent.

SECTION 2. DESCRIPTION AND PURPOSE OF PROCUREMENT

2.1 Compensation for Services (Rate is all inclusive):

Pre-Employment Transition Services	Group Rate	Individual Rate
Workplace Readiness Training	\$75.00 per unit/per student	\$85.00 per unit/per student
Work Based Learning Experience	\$100.00 per unit/per student	\$110.00 per unit/per student
Job Exploration Counseling	\$75.00 per unit/per student	\$85.00 per unit/per student
Counseling on Post Secondary Education and Training Opportunities	\$75.00 per unit/per student	\$85.00 per unit/per student

Instruction in Self-	\$75.00 per	\$85.00 per
Advocacy Training	unit/per	unit/per student
	student	

^{*}For the purposes of this event, a group is defined as three or more students, while an individual refers to one or two students.

2.2 Agency Introduction The Mississippi Department of Rehabilitation Services (hereinafter "MDRS," "Agency" or "State") is a state agency that provides resources to help Mississippians with disabilities find new careers, live more independently, overcome obstacles, and face new challenges. It is the mission of the Mississippi Department of Rehabilitation Services (MDRS), to provide appropriate and comprehensive services to Mississippians with disabilities in a timely and effective manner. Programs and services assist individuals with disabilities to gain competitive integrated employment, advance in and retain employment, and to live more independently.

Within MDRS, the Office of Vocational Rehabilitation (OVR) and the Office of Vocational Rehabilitation for the Blind (OVRB) are committed to helping people with disabilities achieve independence through employment. Services may include vocational evaluation, counseling and guidance, educational assistance, job training, job placement, and assistive technology. OVRB has rehabilitation counselors who specialize in providing services to individuals who are blind or visually impaired.

The Transition Services Program works with eligible and potentially eligible secondary and post-secondary students with disabilities to enable them to transition from school to subsequent work environments. OVR and OVRB work cooperatively with the Mississippi Department of Education and local school districts in planning and implementing a variety of programs designed to provide training and assistance for students with disabilities to support them in making the difficult transition from school to work.

The Mississippi Department of Rehabilitation Services is an equal opportunity employer. As such, MDRS will select contractors pursuant to this Request for Qualifications without regard to political affiliation, race, color, handicap, genetic information, religion, national origin, sex, religious creed, age, or disability.

2.3 Purpose of Procurement

The Mississippi Department of Rehabilitation Services is seeking statements of qualifications from qualified contractors to provide individualized pre-employment transition services throughout the State of Mississippi for students with disabilities who are served by MDRS.

This procurement is designed to meet the demands of the Workforce Innovation and Opportunities Act (WIOA), which requires that each state's public Vocational Rehabilitation (VR) system play a much larger role in addressing the transition from school to adult life. Under WIOA, MDRS, through its Office of Vocational Rehabilitation (OVR) and Office of Vocational Rehabilitation for the Blind (OVRB), is required to provide extensive Pre-Employment Transition Services (Pre-ETS) for students with disabilities. In order to meet these requirements, MDRS will be committing additional resources towards serving students with disabilities.

The purpose of this procurement is to provide MDRS with an additional mechanism to provide comprehensive and coordinated pre-employment transition services to assist students with disabilities with successful transitions from high school to post-secondary education and competitive integrated employment. MDRS is seeking

contractors with experience providing transition services to students with disabilities to provide pre-employment transition services to consumers who are students within the guidelines of this procurement.

The proposed services must consist of five separate categories. Descriptions of these services are listed below. All pre-employment services under this procurement must be provided in an integrated setting.

MDRS anticipates making multiple awards under this procurement. The initial contract will be renewable annually through December 9, 2030, pending need. All awards are subject to the availability of federal funding. Applicants will be qualified based on the scoring process and criteria described in this RFQ. Awards will be made on the basis of qualifications scores, priorities identified in submitted statements of qualifications relating to the RFQ priorities and requirements, and consumer needs and availability of funds as determined by MDRS.

The contractor must demonstrate the ability to provide these services in a specified geographical area in the State of Mississippi and to closely coordinate with MDRS staff throughout all phases of program administration and evaluation. The contractor must be able to provide a monthly statistical and narrative progress report and participate in quarterly site visit meetings with MDRS staff.

2.4 Term

The anticipated term of the contract is tentatively December 10, 2025, through December 9, 2026. Upon written agreement of both parties at least fifteen (15) days prior to each contract anniversary date, the contract may be renewed by MDRS for a period of four (4) successive one-year period(s) under the same prices, terms, and conditions as in the original contract subject to approval by the PPRB. The total number of renewal years permitted shall not exceed four (4).

2.5 Description of Services

In fulfillment of the purposes of this Agreement, services shall be provided in accordance with the terms set forth in this Contract Agreement and OVR/OVRB Business Practices.

The purpose of this Contract Agreement is to engage Providers to deliver Pre-Employment Transition Services (Pre-ETS) to students with disabilities on behalf of the Mississippi Department of Rehabilitation Services (MDRS). Pre-ETS are designed to help students begin exploring career interests and developing skills necessary for future employment and/or post-secondary education or training. These services serve as the foundation for a successful transition to competitive integrated employment.

Pre-ETS support the development of self-awareness, self-esteem, self-advocacy, and self-empowerment skills while promoting exploration of individual career pathways. All Pre-ETS must be delivered in integrated settings to students with disabilities who are either potentially eligible (PE) or have an active case with Vocational Rehabilitation (VR) or Vocational Rehabilitation for the Blind (VRB).

The Provider will work in coordination with MDRS VR/VRB Counselors and local school districts to conduct outreach regarding the availability of Pre-ETS. MDRS VR/VRB Counselors will furnish the Provider with the

MDRS-VR-100 Referral for Contracted Pre-ETS Services Form for each student determined eligible and in need of services. Only students for whom the Provider has received a completed MDRS-VR-100 may participate in Pre-ETS under this agreement.

A student with a disability is an individual who meets the following criteria:

- Not younger than 14 years of age and is not older than 21 years of age;
- Is in a secondary or post-secondary education program or other recognized education program and needs assistance to be successful in order to enter competitive employment;
- Has received special education services or related services under IDEA or is an individual with a
 disability for the purpose of section 504 of the Rehabilitation Act; and
- Is eligible for VR/VRB services or is enrolled as a potentially eligible student who meets the definition of a student with a disability, has not been determined eligible or ineligible for VR services, and is not required to apply for or be determined eligible for VR to receive Pre-ETS. They will, however, have an open PE case and will interact with a OVR/OVRB Counselor.

The five categories include: Job Exploration counseling, Workplace Readiness Training, Work-Based Learning Experiences, Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Educational Programs, and Instruction in Self-Advocacy.

Pre-Employment Transition Services (Pre-ETS) consist of five separate categories:

Job Exploration Counseling. Support students to learn about career pathways, in-demand industries and occupations, the labor market and explore their career interests that fit within the interests, skills and abilities and must include, but is not limited to, the following and at a minimum, services must include:

- Sharing and exploring labor market information and in-demand industries/occupations;
- Defining career pathways;
- Exploration of career pathways of interest;
- Exploration of student skills and support in identifying how these skills translate to careers;
- Exploration of work environment preferences; and
- Increasing awareness of nontraditional career opportunities.

Work-Based Learning Experiences. Support students to further explore the world of work and various occupations and career pathways and provide students with opportunities to practice and improve their workplace skills. Work-Based Learning Experiences may include opportunities that are after school or outside the traditional school setting. These experiences must be provided in an integrated setting to the maximum extent possible. At a minimum, services must include:

Meeting with an employer at their place of work to learn about the world of work and understand
work duties associated with a job/career of interest (this can be done through a workplace tour,
informational interview, volunteer/internship/paid/unpaid work experience, etc.);

- Learning about, and as appropriate, practicing following common workplace rules;
- Identifying an area for students to grow their work skills;
- Coordinating a school-based or community-based program of job training and informational interviews to research employers;
- Job shadowing;
- Mentoring opportunities in the community;
- Apprenticeships;
- Short-term employment;
- · On-the-Job trainings; and
- Evaluating and monitoring the students' performance on the job.

Counseling on Post Secondary Education and Training Opportunities. Support students to develop awareness of the range of postsecondary educational and occupational training opportunities and emphasize a career pathways approach. At a minimum, services must include:

- Understanding the difference between high school and postsecondary education/training;
- Exploring different types of postsecondary academic and occupational training options and how these will support high-quality careers;
- Student identification of at least one postsecondary academic or occupational training of interest;
- Providing information about the college application and admission process;
- Learning about Federal Financial Aid options and providing information on access and applications for grants /scholarships and assistance completing applications, if needed [i.e., Free Application for Federal Student Aid (FAFSA)];
- Learning the process for requesting and accessing accommodations for postsecondary education/training programs in addition to providing information on career options, course offerings, type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways; and
- Providing information on career options, course offerings, type of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways.

Workplace Readiness Training. Help students prepare for adult life and develop commonly expected skills employers seek from most employees. Develop independent living and work readiness skills in consideration of the unique needs of each student. Provider may provide training in using transportation as a stand-alone workplace readiness training service. All other workplace readiness training services must include at a minimum, but is not limited to, the following:

- Learning where and how to search for work (including the importance of networking);
- Learning and practicing how to effectively complete a job application;

- Learning what a behavioral interview question is and practicing how to effectively answer these questions;
- Learning and practicing how to professionally ask for help on the job;
- Financial literacy and financial empowerment;
- Resume writing;
- Understanding workplace expectations/relationships;
- Communication and interpersonal skills;
- Identifying transportation resources; and
- Provide connections and support to peer counseling and resources, to assist with self-sufficiency such as housing, personal finance, budgeting, etc.

Instruction in Self-Advocacy. Support students' development of effective communication and decision-making skills and emphasize self-determination. Provide self-advocacy instruction based on the unique needs of the student(s) and services must include at a minimum, but is not limited to, the following:

- Identify strengths;
- Identify support needs;
- Understand what it means to disclose one's disability and who is responsible for doing this;
- Understand how to effectively request and utilize accommodations;
- Identify ways to be a self-advocate;
- Identify/develop positive strategies to support effective problem solving;
- Understand what an informed decision is and how to engage in informed decision making;
- Use of assistive technology;
- Understanding Supplemental Security Income (SSI) and other Financial assistance; and
- Understanding the Individualized Education Plan (IEP) and Personal as well as Educational rights regarding the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA).

The OVR/OVRB Counselor is responsible for communicating the student's Pre-ETS needs, goals, and the intended purpose of participation by completing the Referral for Contracted Pre-ETS Services Form (MDRS-VR-100). If additional goals are identified as a result of service planning, the MDRS-VR-100 must be updated to reflect those changes prior to the initiation of services.

The Provider must specify the geographic area(s) in which services can be provided, as well as how the services will be delivered.

The Provider shall work in collaboration with the MDRS Office of Communications to coordinate all publicity efforts, including those on social media, print, television, and other media platforms. All promotional materials

must include co-branding that accurately represents both MDRS and the Provider. Furthermore, all media and promotional content must receive prior approval from the Director of the Office of Communications and the Director of the Office of Vocational Rehabilitation before distribution or publication.

The Provider shall be responsible for covering all travel-related expenses (e.g., lodging, mileage) incurred by providing the services.

The Provider is required to submit the participant's monthly Pre-ETS Provision Form (MDRS-VR-61) to the assigned OVR/OVRB Counselor no later than the seventh business day of the month following the delivery of services.

All services *must be authorized* by MDRS-OVR/OVRB prior to the start date, in accordance with the established Fee Schedule.

Report Requirements:

A separate Pre-ETS Provision Form (monthly report) must be submitted for each participant for every month in which the student receives Pre-Employment Transition Services. The Pre-ETS Provision Form shall include:

I. Provision of Services:

- a. Dates the student participated in the services.
- b. Number of hours or days the services was provided.
- c. Specific Pre-ETS category provided.
- d. Where the services were provided.
- e. How the services were provided.

II. Student-Specific Observations:

- a. Level of participation observed.
- b. Interest in activities and information presented.
- c. Progress demonstrated, including any skill improvements.
- d. Challenges or concerns noted during participation.

III. Accommodations & Support:

a. Any accommodations, compensatory techniques, or specialized training required.

IV. Provider Signatures & Approval:

- a. Signature of the provider and date.
- b. Signature of the director and date.
- c. Signature of the client and date.

Surveys:

Pre- and post-service surveys must be administered to all participants and submitted to OVR/OVRB. The preservice survey must accompany the initial monthly report and invoice, while the post-service survey must be submitted with the final monthly report and invoice.

All documentation must be accurate and submitted on time to ensure proper reporting and evaluation of the provision of services impact.

Invoice Requirements:

The Provider must submit a monthly Pre-ETS invoice to the participant's assigned OVR/OVRB Counselor for the authorized Pre-ETS services delivered. The invoice must include an itemized list of services and be signed by the Provider, certifying that the participant received the authorized services as billed. MDRS-OVR/OVRB reserves the right to withhold payment to the Provider if the services rendered fall outside the scope of Pre-Employment Transition Services (Pre-ETS), and specifically, outside the scope of the authorized services identified on the Pre-ETS Services Form (MDRS-VR-100).

I. Invoices must include:

- a. Provider's # and address
- **b.** Invoice number
- c. Participants' name;
- **d.** The amount of time/units billed for the participant's involvement in **each** Pre-ETS activity;
- e. Service date(s); and the
- f. Appropriate service fee.
- II. Services provided without a completed Referral for Contracted Pre-ETS Services Form (MDRS-VR-100) and authorization will not be paid by MDRS-OVR/OVRB. Payment may be delayed or denied if the invoice is not submitted correctly and/or the required reports are not submitted. Providers will not receive payment for claims submitted after 90 days from the date of the service.
- III. MDRS-OVR/OVRB will not reimburse Providers for travel-related expenses.
- IV. The Provider is required to participate in quarterly site visit meetings with MDRS-OVR/OVRB staff.

Evaluation Criteria:

Services provided under this section will be evaluated in accordance with the Roles and Responsibilities (Scope of Services) outlined in this document. Program reviews will focus on, but are not limited to, the following areas:

- 1. The degree to which the Provider effectively addresses students' Pre-ETS needs, as demonstrated through student progress reports and post-service survey results.
- 2. The submission of a comprehensive summary report upon completion of services, which includes: an overview of the student's participation and experience; observations regarding the student's progress in

making informed decisions related to careers and adult life; and recommendations for meaningful transition goals, additional Pre-ETS needs, and, where applicable, suggested educational, vocational rehabilitation, or community resources that may enhance transition planning and support the student's preparation for employment and independent adult living.

- 3. The Provider must submit to the OVR/OVRB Counselor a copy of all materials developed by the student or products resulting from the service (e.g., résumé, completed sample job application, disability disclosure script, personal budget, elevator pitch, etc.).
- **4.** The prompt and timely submission of all required invoices and reports.
- 5. Maintaining and adhering to the terms of a current and valid Provider Agreement.

SECTION 3. INSURANCE

3.1 Insurance

The successful vendor shall maintain workers' compensation insurance as required by the State of Mississippi which shall inure to the benefit of all the Contractor's personnel provided hereunder. The Mississippi Department of Rehabilitation Services reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance.

SECTION 4. PROCURMENT EVALUATION AND AWARD

4.1 Written Qualifications Shall Contain the Following Minimum Information

- 1) The name of the respondent, the location of the respondent's principal place of business and, if different, the place of performance of the proposed contract;
- 2) The age of the respondent's business and average number of employees over a previous period of time, as specified in the Request for Qualifications;
- 3) The qualifications, including licenses, certifications, education, skills, and experience of all persons who would be assigned to provide the required services; and,
- 4) A listing of other contracts under which services similar in scope, size, or discipline to the required services were performed or undertaken within a previous period of time, as specified in the Request for Qualifications; and,
- 5) A plan giving as many details as is practical explaining how the services will be performed.

4.2 Minimum Qualifications

<u>Licensure and Credentials</u>: Providers doing business in the state of Mississippi must have a registered business with the Mississippi Secretary of State's Office. The State of Mississippi will not utilize the services of any provider that does not have the applicable and current licensure, registration, or certification to do business and render services. Providers will not be added to the approved provider list without a fully executed Provider Agreement. All providers, whether independent contractors, subcontractors, or employees of an independent contractor, are required to:

- A. Complete fingerprints and National Criminal background checks on every employee who will be working with the students, at the cost of the provider. These are to be kept on file and made available to school districts at their request.
- B. Adhere to the MDRS Client Services Policy and Procedures Manual.
- C. Providers are expected to become familiar with and follow the general ideas in the Commission on Rehabilitation Counselor Certification (CCRC) Code of Ethics as they relate to confidentiality, relationships with participants, and record keeping.

Providers must be qualified to provide the services. Providers must submit their resumes with the scope of work for MDRS' review and approval. Resumes must include detailed information with time frames regarding training and experience.

Providers of these services must meet the following training and experience:

Bachelor's Degree, and one year of relevant program experience which includes: working with individuals with disabilities, coordinating training and/or orientation activities, developing curriculums and providing outreach activities to businesses and/or schools, or working knowledge of assisting youth with workplace readiness training to develop social skills and independent living skills and/or instruction in self-advocacy, which may include peer mentoring.

4.3 Separation of Information

It is the responsibility of the respondent to separate the information marked as Marked and Unmarked for submission to MDRS. Non-separation or co-mingling of Marked and Unmarked information may subject the respondent's proposal to immediate rejection. The term "Unmarked" as used herein shall mean the requested documents shall have no self-identifying information about the respondent. See 1.11 Self-Identifying Information and 5.1 Proposal Requirements.

4.4 Nonconforming Terms and Conditions

A proposal that includes terms and conditions that do not conform to the terms and conditions in the Request for Qualifications is subject to rejection as non-responsive. The Mississippi Department of Rehabilitation Services reserves the right to permit the respondent to withdraw nonconforming terms and conditions from its proposal response prior to a determination by the Mississippi Department of Rehabilitation Services of non-responsiveness based on the submission of nonconforming terms and conditions.

4.5 Conditioning Qualifications Upon Other Awards

Any Proposal which is conditioned upon receiving award of both the particular contract being solicited and another Mississippi contract shall be deemed non-responsive and not acceptable.

4.6 Evaluation Procedure

4.6.1 Step One:

Qualifications will be reviewed to assure compliance with the minimum specifications. Qualifications that do not comply with the minimum specifications will be rejected immediately, receiving no further consideration.

(1) Responsive Respondent

Respondent must submit a proposal which conforms in all material respects to this Request for Qualifications, [RFQ 3120003211], as determined by MDRS.

(2) Responsible Respondent

Respondent must have capability in all respects to perform fully the contract requirements and the integrity and reliability which will assure good faith performance, as determined by MDRS.

4.6.2 Step Two:

Qualifications that satisfactorily complete Step One will be reviewed and analyzed to determine if the proposal adequately meets the needs of MDRS. Factors to be considered are as follows:

Price – 35 points (35%) * Each Vendor will receive a 35/35

<u>Technical factors</u> (Proposed methodology) – **30 points** (**30**%)

• Plan for performing the required services- 30 points (30%)

<u>Management factors</u> (Factors that will require the identity of the offeror to be revealed must be submitted separately from other factors) -35 points (35%)*

Ability to perform the services as reflected by technical training and education, general experience, specific experience in providing the required services, and the qualifications and abilities of personnel proposed to be assigned to perform the services 15 points (15%)

- Personnel, equipment, and facilities to perform the services currently available or demonstrated to be made available at the time of contracting **10 points** (**10**%)
- Record of past performance of similar work 10 points (10%)

Total Score = 100 points (100%)

4.6.3 Step Three:

The MDRS Executive Director or his/her designee will contact the respondent with the qualifications which best meets MDRS needs (based on factors evaluated in Step Two) and attempt to negotiate an agreement that is deemed acceptable to both parties.

4.7 Award

The contract will be awarded by written notice, within fifteen days, to the highest ranked respondent whose qualifications meets the requirements and criteria set forth in this Request for Qualifications.

4.7.1 Notification

All participating vendors will be notified of the Mississippi Department of Rehabilitation Services intent to award a contract. In addition, the Mississippi Department of Rehabilitation Services will identify the selected vendors. Notice of award is also made available to the public.

SECTION 5. PROPOSAL SPECIFICATIONS

5.1 Proposal Requirements

The following response format shall be used for all submitted proposals. Please note that Unmarked proposals are no longer required. You must still submit a version that has been redacted for any trade secrets or proprietary information, or allow the unredacted version of your proposal to be posted to the public (See Attachment H):

- 1) Proposal Cover Sheet (Attachment A) (Marked)
- 2) Authorization and Acknowledgements Form (Attachment B): Failure to complete and/or sign this form may result in the proposal being determined nonresponsive. (Marked)
- 3) Certifications and Assurances Form (Attachment C): Failure to complete and/or sign this form may result in the proposal being determined nonresponsive. (Marked)
- 4) Company Questionnaire (Attachment D) (Marked)
- 5) Areas of Coverage (Attachment F): List the areas you can provide these services and the estimated number of students that can be served. (Marked)
- 6) *Management Summary*: Provide a cover letter indicating the underlying philosophy of the firm in providing the service. (Marked)
- 7) *Proposal*: Describe in detail how the service will be provided; (Marked)
- 8) Acceptance of conditions: Indicate any exceptions to the general terms and conditions of the Request for Qualifications document and to insurance, bonding, and any other requirements listed. (Marked)

- 9) Additional data: Provide any additional information that will aid in evaluation of the response. Qualifier should disclose all funding from any Federal, State, and/or local governments entity, any public or private foundations or other organizations to provide these services. Disclosures should include all funds allocated under the Workforce Innovations and Opportunities Act (WIOA). See Attachment G. (Marked)
- 10) Redaction Notice (Attachment H) (Marked) Failure to complete and/or sign this form may result in the proposal being determined unresponsive or if redactions are made in bad faith.
- 11) *Insurance*: Attach a copy of applicable insurance certificate. (Marked)

5.2 Proposal Submission

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 as listed below, on or before 10:30 AM CST, Friday, October 17, 2025.

Mississippi Department of Rehabilitation Services

Attention: Lee Shirley, Director of Contracts

1281 Highway 51 North Madison, Mississippi 39110

Request for Qualifications for Comprehensive Training Events for MDRS Clients

RFQ No. 3120003211

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

SEALED STATEMENT OF QUALIFICATIONS PACKAGE - DO NOT OPEN

SECTION 6. POST-AWARD PROCEDURES AND INFORMATION

6.1 Request for Reconsideration

Any actual or prospective respondent or contractor who is aggrieved in connection with this solicitation or the outcome of the Request for Qualifications may file a request for reconsideration with the Request for Qualifications Coordinator, Lee Shirley, Director of Contracts. The request for reconsideration shall be submitted on or before November 12, 2025, 12:00 PM CST, in writing after such aggrieved person or entity knows or should have known of the facts giving rise thereto. All requests for reconsideration must be in writing, dated, signed by the respondent or an individual authorized to sign contracts on behalf of the respondent, and contain a statement of the reason(s) for the request, citing the law(s), rule(s) or regulation(s), and/or procedure(s) on which the request is based. The written request for reconsideration letter shall contain an explanation of the specific basis for the request. The requesting respondent must provide facts and evidence to support the request. A request for reconsideration is considered filed when received by the Request for Qualifications Coordinator, Lee Shirley, Director of Contracts, via either U.S. mail, postage prepaid, or personal delivery. Requests filed after November 12, 2025, 12:00 PM CST will not be considered.

6.2 Required Contract Terms and Conditions

Any contract entered into between a Contracting Agency and a vendor/respondent shall include the required clauses found in **Attachment E**, **Exhibit A**, and those required by the *Office of Personal Service Contract Review Rules and Regulations* as updated.

6.3 Optional Contract Terms and Conditions

Any contract entered into between a Contracting Agency and a vendor/respondent may have, at the discretion of the Contracting Agency, the optional clauses found within the *Office of Personal Service Contract Review Rules and Regulations* as updated.

6.4 Mississippi Contract/Procurement Opportunity Search Portal

This Request for Qualifications, and the questions and answers concerning this Request for Qualifications, are posted on the Contract/Procurement Opportunity Search Portal.

6.5 Attachments

The attachments to this Request for Qualifications are made a part of this Request for Qualifications as if copied herein in words and figures.

6.6 The Request for Qualifications, its amendments, and the offeror's statement of qualifications shall constitute the contract.

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: Mulvihill Enterprises
Address: 163 Crossover Drive
City/State/Zip: Brandon, MS 39042
Telephone: 601-937-0935
Fax Number: N/A
E-M ail Address:mulventerprises@gmail.com
Printed Name of Authorized Signer: Michael Mulvihill
Signature and Date: Manuel Manuel 10/16/2025

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) 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 me:	Mulvihill Enterprises	
Signature and	Date: Manual Manual	10/16/2025
Name and Tit	le: Michael Mulvihill, President	,

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 <u>circling</u> 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: .	Mulvihill Enterprises	
Signature and Date	e: Mull	10/16/2025
Name and Title:	Michael Mulvihill, President	

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

ATTACHMENT D

Company Questionnaire

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

1. Corporate Experience and Capacity

Provide the age of your business. Describe the experience of the firm in providing the service, give number of years that the service has been delivered, and provide a statement on the extent of any corporate expansion required to handle the service.
Mulvihill Enterprises has been in business since 2018 and has provided consulting services for over 15 school districts in Career and Technical Education. This gives us seven (7) years of service to local school districts in these areas. We provide mentoring for new CTE directors, professional development for CTE instructors, help find and write grants and prepare for state and federal audits. We research labor market trends for these districts and combine this research with analysis of the Career and Technical Education programs necessary to meet workforce demands. Our group helps create Career Academies (a school within a school with a career theme, such as Health, Construction, etc.). We work with these districts to create Programs of Study to assist students in enrolling in the proper courses for their areas of interest. We provide survey opportunities to determine student interest in career areas. This information is then combined with the current CTE programs and Labor Market information to provide the best outcomes for students. In addition, this information provides a starting point for career exploration for students.
Our team has over 50 combined years of experience in the areas of training, Career and Technical Education, Post Secondary Education, Labor Market data analysis, and working with students at the local district level. We currently have the capacity to perform all these tasks with our staff.
No corporate expansion is needed to provide these services. We are currently serving these counties in the Career and Technical Education arena. In addition, we are providing Job Extravaganza services in Bolivar, Grenada, Leflore, Sunflower, and Tallahatchie

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

- \square 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. \square
- Charleston High School 310 North Cossar Street, Charleston, MS 38921
- □ Cleveland Central High School 300 West Sunflower Road, Cleveland MS 38732
- ☐ Gentry High School 801 B. B. King Road, Indianola, MS 38751
- Greenwood High School 1209 Garrard Avenue, Greenwood, MS 38930
- ☐ Grenada High School 1875 Fairground Road, Grenada, MS 38901
- J.Z. Geroge High School 900 George Street, North Carrollton, Carrollton, MS 38947
- North Panola High School 470 US-51, Sardis, MS 38666
- South Panola High School 609 Tiger Drive, Batesville, MS 38606

3. Personnel

Attach resumes' of all those who will be involved in the delivery of service (from principals to field technicians) that include their experience in this area of service delivery as well as a list of all principals, 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

Company Name:	Mulvihill Enterprises	

ATTACHMENT D

Company Questionnaire (Page 3 of 3)

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

4. References

Give at least three (3) references for contracts of similar size and scope, including at least two (2) references for current contracts or those awarded during the past three (3) years. Include the name of the organization, the length of the contract, a brief summary of the work, and the name and telephone number of a responsible contact person.
Grenada School District - Contact Person - Ezzard Beene, Career and Technical Education Director. 662-226-5969
Our company has worked with the Grenada School District for 6 years. We provide the following services:

- 1. Mentoring the Career and Technical Education Director
- 2. Establishing Career Academies
- 3. Working with local business and industry representatives to create internships, paid work experiences and job shadowing opportunities
- 4. Working with the local Economic Development District director to identify workforce opportunities for Career and Technical programs and students
- 5. Working to provide better opportunities for students to gain national certifications

Cleveland School District – Contact Person – Equanda Jackson, Career and Technical Director. 662-843-8818 Our company has worked with the Cleveland School District for 4 years. We provide the following services:

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

Holly Springs School District – Contact Person – Susie Brown, Career and Technical Director. 662-252-2071 Our company has worked with the Holly Springs School District for 5 years. We provide the following services:

1. Mentoring the Career and Technical Director.

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

Company Name: _Mulvihill Enterprises

additional space is needed, plea	se attach supplen	nental pages a	s necessary	to completel	y answer
Company Name: _Mulvihill Ent					

ATTACHMENT E

Required Clauses for Service Contracts Resulting from this Request for Qualifications

- 1. <u>Applicable Law.</u> The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws, provisions, and any litigation with respect thereto shall be brought in the courts of the State. Contractor shall comply with applicable federal, state, and local laws and regulations. **Mulvihill Enterprises will Comply**
- 2. <u>Availability of Funds.</u> It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination. **Mulvihill Enterprises will Comply**
- 3. <u>Compliance with Equal Opportunity in Employment Policy.</u> Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services. **Mulvihill Enterprises will Comply**
- 4. <u>Compliance with Laws.</u> Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified. **Mulvihill Enterprises will Comply**
- Contract Rights. Contract rights do not vest in any party until a contract is legally executed. The MDRS is under no obligation to award a contract following issuance of this solicitation. Mulvihill Enterprises will Comply
- 6. <u>E-Payment.</u> Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq. Mulvihill Enterprises will Comply
- 7. <u>E-Verification.</u> If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the statu²s⁵ verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of MDRS subject to

approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws. The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state. Mulvhill Enterprises will Comply

- 8. <u>Expenses Incurred in the Procurement Process.</u> All parties participating in the procurement process with regard to this solicitation shall bear their own costs of participation, pursuant to Section 1.4.4 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations. **Mulvihill Enterprises will Comply**
- 9. <u>Minor Informalities and Irregularities</u>. MDRS has the right to waive minor defects or variations of a qualification from the exact requirements of the specifications that do not affect the price, quality, quantity, delivery, or performance of the services being procured and if doing so does not create an unfair advantage for any offeror. If insufficient information is submitted by a offeror, for MDRS to properly evaluate the offer, MDRS has the right to require such additional information as it may deem necessary after the submission deadline, provided that the information requested does not change the price, quality, quantity, delivery, or performance time of the services being procured and such a request does not create an unfair advantage for any offeror. (Information requested may include, for example, a copy of business or professional licenses, or a work schedule.) **Mulvihill Enterprises will Comply**
- 10. Paymode. Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency. Mulvihill Enterprises will Comply
- 11. <u>Procurement Regulations.</u> This solicitation shall be governed by the applicable provisions of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein. **Mulvihill Enterprises will Comply**
- 12. <u>Property Rights.</u> Property rights do not inure to any Offeror until such time as services have been provided under a legally executed contract. No party responding to this RFQ has a legitimate claim of entitlement to be awarded a contract or to the provision of work thereunder. MDRS is under no obligation to award a contract and may terminate a legally executed contract at any time. **Mulvihill Enterprises will Comply**

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

16. Termination.

Termination for Convenience. MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so. **Mulvihill Enterprises will Comply**

Termination for Default. If MDRS gives the Contractor a notice that the personal or professional services are being provided in a manner that is deficient, the Contractor shall have 30 days to cure the

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

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

ATTACHMENT F

Areas of Coverage

List of Counties where Pre-ETS can be performed:

Bolivar, Carro	oll, Grenada, Leflore, Panola, Sunflower, Tallahatchie
-	
Company Name:	Mulvihill Enterprises
T J	
	Mull Mulle 10/14/2025
Signature and Date:	Marie Orning 10/16/100
	M. L. J. Maladelli, Davidane
Name and Title:	Michael Mulvihill, President

ATTACHMENT G

Additional Data

	ployment Transition services		
			_
	e		
	Mulvihill Enterprises		
pany Name: _		J	
	Mull Mully	10/16/2025	
ture and Date:	Janes Mulle	10/11/100	

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.
Modern Mo
Company Name: Mulvihill Enterprises Signature and Date: Mull Mull 10/16/2025

Name and Title: Michael Mulvihill, President

STATE OF MISSISSIPPI DEPARTMENT OF REHABILITATION SERVICES CONTRACT FOR PROFESSIONAL SERVICES

- 1. <u>Parties.</u> The parties to this contract are the Mississippi Department of Rehabilitation Services (hereinafter "MDRS") and Mulvihill Enterprises (hereinafter "Contractor").
- 2. <u>Purpose</u>. The purpose of this contract is for MDRS to engage Contractor to provide certain professional services as set forth in RFQ 3120003211, issued by MDRS and incorporated herein by reference. Contractor is one of the vendors selected through the above referenced RFQ.
- 3. <u>General Terms and Conditions.</u> This contract is hereby made subject to the terms and conditions included in Exhibit "A", attached hereto and incorporated herein, captioned "General Terms and Conditions."
- 4. <u>Scope of Services.</u> Contractor will perform and complete in a timely and satisfactory manner the services described in Exhibit "B", attached hereto and incorporated herein, captioned "Scope of Services."
- 5. <u>Consideration.</u> As consideration for the performance of the services referenced in Exhibit "B", MDRS agrees to compensate Contractor as provided in Exhibit "B", attached hereto and incorporated herein, captioned "Compensation."
- 6. <u>Period of Performance.</u> This contract will become effective for the period beginning September 12, 2025 and ending on September 11, 2026, upon the approval and signature of the parties hereto. MDRS has the option to renew the contract for four (4) successive one-year period(s).
- 7. <u>Notices.</u> All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth Exhibit "C", attached hereto and incorporated herein, captioned "Notifications."
 - In witness whereof, the parties hereto have affixed, on duplicate originals, their signatures on the date indicated below, after first being authorized so to do.

DATE	Ву:	Samandra Murphy, Chief of Staff Mississippi Department of Rehabilitation Services
<u>10/16/2025</u> DATE	By:	Manul Madull

Contract #26-331-6000-XXX

EXHIBIT A

GENERAL TERMS AND CONDITIONS

- 1. <u>Anti-assignment/subcontracting.</u> Contractor acknowledges that it was selected by the State to perform the services required hereunder based, in part, upon Contractor's special skills and expertise. Contractor shall not assign, subcontract, or otherwise transfer this agreement, in whole or in part, without the prior written consent of the State, which the State may, in its sole discretion, approve or deny without reason. Any attempted assignment or transfer of its obligations without such consent shall be null and void. No such approval by the State of any subcontract shall be deemed in any way to provide for the incurrence of any obligation of the State in addition to the total fixed price agreed upon in this agreement. Subcontracts shall be subject to the terms and conditions of this agreement and to any conditions of approval that the State may deem necessary. Subject to the foregoing, this agreement shall be binding upon the respective successors and assigns of the parties.
- 2. <u>Applicable Law.</u> The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of laws provisions, and any litigation with respect thereto shall be brought in the courts of Mississippi.
- 3. <u>Attorneys' Fees and Expenses.</u> Subject to other terms and conditions of this agreement, in the event Contractor defaults in any obligations under this agreement, Contractor shall pay to the State all costs and expenses (including, without limitation, investigative fees, court costs, and attorney's fees) incurred by the State in enforcing this agreement or otherwise reasonably related thereto. Contractor agrees that under no circumstances shall the customer be obligated to pay any attorney's fees or costs of legal action to Contractor.
- 4. Availability of Funds. It is expressly understood and agreed that the obligation of MDRS to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt the appropriated funds. If the funds anticipated for the continuing time fulfillment of the agreement are, at any time, not forthcoming or insufficient, regardless of the source of funding, MDRS shall have the right upon 10 business days written notice to Contractor, to terminate this agreement without damage, penalty, cost or expense to the MDRS of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.
- 5. Compliance with Equal Opportunity in Employment Policy. Contractor understands that the MDRS is an equal opportunity employer and therefore, maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful, and Contractor agrees during the term of the agreement that Contractor will strictly adhere to this policy in its employment practices and provision of services.
- 6. <u>Compliance with Laws.</u> Contractor shall comply with, and all activities under this agreement shall be subject to, all applicable federal, state, and local laws and regulations, as now existing and as may be amended or modified.
- 7. <u>Conflict of Interest.</u> Contractor represents, to the best of his or her knowledge and belief, that this contract does not present the Contractor with a conflict of interest with respect to any past, current, or potential contract or employment such that the Contractor would be unable to perform impartially and without bias. Contractor must also refrain from using confidential or protected personally identifiable information for any other purpose other than to perform the duties required by this contract.

- 8. <u>Disputes.</u> Any dispute concerning a question of fact arising under this Contract shall be disposed of by good faith negotiation between duly authorized representative of MDRS and the Contractor. Disputes that cannot be resolved in this manner shall be determined by a court of competent jurisdiction in Hinds County, Mississippi. Pending final decision of a dispute, the Contractor shall proceed diligently with the performance of its obligation in this agreement.
- 9. <u>E-Payment.</u> Contractor agrees to accept all payments in United States currency via the State of Mississippi's electronic payment and remittance vehicle. The Agency agrees to make payment in accordance with Mississippi "Timely Payments for Purchases by Public Bodies" laws, which generally provide for payment of undisputed amounts by the Agency within 45 calendar days of receipt of invoice. Mississippi Code Annotated § 31-7-301, et seq
- 10. <u>E-Verification</u>. If applicable, Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act and will register and participate in the status verification system for all newly hired employees. Mississippi Code Annotated §§ 71-11-1 and 71-11-3. Contractor agrees to provide a copy of each verification upon request of the MDRS subject to approval by any agencies of the United States Government. Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws.

The breach of this clause may subject Contractor to the following: (1) termination of this contract and exclusion pursuant to Chapter 15 of the Public Procurement Review Board Office of Personal Service Contract Review Rules and Regulations; (2) the loss of any license, permit, certification or other document granted to Contractor by an agency, department, or governmental entity for the right to do business in Mississippi; or (3) both. In the event of such termination, Contractor would also be liable for any additional costs incurred by the Agency due to Contract cancellation or loss of license or permit to do business in the state.

- 11. <u>Entire Agreement.</u> This Contract, RFQ 3120003211, it's amendments, and the Contractor's submitted Statement of Qualifications constitute the entire agreement of the parties with respect to the subject matter contained herein and supersedes and replaces any and all prior negotiations, understandings and agreements, written or oral, between the parties relating thereto.
- 12. <u>Failure to Deliver</u>. In the event of failure of Contractor to deliver services in accordance with the contract terms and conditions, MDRS, after due oral or written notice, may procure the services from other sources and hold Contractor responsible for any resulting additional purchase and administrative costs. This remedy shall be in addition to any other remedies that MDRS may have.
- 13. <u>Failure to Enforce</u>. Failure by MDRS at any time to enforce the provisions of the contract shall not be construed as a waiver of any such provisions. Such failure to enforce shall not affect the validity of the contract or any part thereof or the right of MDRS to enforce any provision at any time in accordance with its terms.
- 14. <u>Force Majeure.</u> Each party shall be excused from performance for any period and to the extent that it is prevented from performing any obligation or service, in whole or in part, as a result of causes beyond the reasonable control and without the fault or negligence of such party and/or its subcontractors. Such acts shall include without limitation acts of God, strikes, lockouts, riots, acts of war, epidemics, governmental regulations superimposed after the fact, fire, earthquakes, floods, or other natural disasters ("force majeure events"). When such a cause arises, Contractor shall notify the State immediately in writing of the cause of its inability to perform, how it affects its performance, and the anticipated duration of the inability to perform. Delays in delivery or in meeting completion dates due to force majeure events shall automatically extend such dates for a period equal to the

- duration of the delay caused by such events, unless the State determines it to be in its best interest to terminate the agreement.
- 15. <u>HIPAA Compliance</u>. Contractor agrees to comply with the "Administrative Simplification" provisions of the Health Insurance Portability and Accountability Act of 1996, including electronic data interchange, code sets, identifiers, security, and privacy provisions, as may be applicable to the services under this contract.
- 16. <u>Indemnification</u>. To the fullest extent allowed by law, Contractor shall indemnify, defend, save and hold harmless, protect, and exonerate the agency, its commissioners, board members, officers, employees, agents, and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever including, without limitation, court costs, investigative fees and expenses, and attorney's fees, arising out of or caused by Contractor and/or its partners, principals, agents, employees and/or subcontractors in the performance of or failure to perform this agreement. In the State's sole discretion upon approval of the Office of the Mississippi Attorney General, Contractor may be allowed to control the defense of any such claim, suit, etc. In the event Contractor defends said claim, suit, etc., Contractor shall use legal counsel acceptable to the Office of the Mississippi Attorney General. Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in said defense. Contractor shall not settle any claim, suit, etc. without the concurrence of the Office of the Mississippi Attorney General, which shall not be unreasonably withheld.
- 17. Independent Contractor Status. Contractor shall, at all times, be regarded as and shall be legally considered an independent contractor and shall at no time act as an agent for the State. Nothing contained herein shall be deemed or construed by the State, Contractor, or any third party as creating the relationship of principal and agent, master and servant, partners, joint ventures, employer and employee, or any similar such relationship between the State and Contractor. Neither the method of computation of fees or other charges, nor any other provision contained herein, nor any acts of the State or Contractor hereunder creates, or shall be deemed to create a relationship other than the independent relationship of the State and Contractor. Contractor's personnel shall not be deemed in any way, directly or indirectly, expressly or by implication, to be employees of the State. Neither Contractor nor its employees shall, under any circumstances, be considered servants, agents, or employees of MDRS, and MDRS shall be at no time legally responsible for any negligence or other wrongdoing by Contractor, its servants, agents, or employees. MDRS shall not withhold from the contract payments to Contractor any federal or state unemployment taxes, federal or state income taxes, Social Security tax, or any other amounts for benefits to Contractor. Further, MDRS shall not provide to Contractor any insurance coverage or other benefits, including Worker's Compensation, normally provided by the State for its employees.
- 18. <u>Insurance</u>. The Contractor represents that it will maintain workers' compensation insurance as required by the State of Mississippi which shall inure to the benefit of all the Contractor's personnel provided hereunder. The Mississippi Department of Rehabilitation Services reserves the right to request from carriers, certificates of insurance regarding the required coverage. Insurance carriers must be licensed or hold a Certificate of Authority from the Mississippi Department of Insurance.
- 19. <u>Modification or Renegotiation</u>. This agreement may be modified only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or state revisions of any applicable laws or regulations make changes in this agreement necessary.
- 20. <u>No Limitation of Liability.</u> Nothing in this agreement shall be interpreted as excluding or limiting any liability of the Contractor for harm arising out of the Contractor's or its subcontractors' performance under this

agreement.

- 21. <u>Non-solicitation of Employees.</u> Each party to this agreement agrees not to employ or to solicit for employment, directly or indirectly, any persons in the full-time or part-time employment of the other party until at least six (6) months after this agreement terminates unless mutually agreed to in writing by the State and Contractor.
- Ownership of Documents and Work Papers. MDRS shall own all documents, files, reports, work papers and 22. working documentation, electronic or otherwise, created in connection with the project which is the subject of this agreement, except for Contractor's internal administrative and quality assurance files and internal project correspondence. Contractor shall deliver such documents and work papers to MDRS upon termination or completion of the agreement. The foregoing notwithstanding, Contractor shall be entitled to retain a set of such work papers for its files. Contractor shall be entitled to use such work papers only after receiving written permission from MDRS and subject to any copyright protections. Notwithstanding anything to the contrary, the above information and/or materials do not include any Contractor Pre-existing Material, including but not limited to material that was developed prior to the Effective Date that is used, without modification, in the performance of the Agreement. "Contractor Pre-existing Material" means curriculum (including but not limited to the Next Up curriculum, its videos, and lesson plans), materials, code, methodology, concepts, process, systems, technique, trade or service marks, copyrights, or other intellectual property right developed, licensed or otherwise acquired by Contractor, independent of the services to be rendered under this agreement. To the extent the above described information and/or materials contain Contractor Pre-existing Material, Contractor hereby grants to MDRS an irrevocable, perpetual, nonexclusive, royalty-free, world-wide license to use, execute, reproduce, display, perform, and distribute copies of Contractor Pre-existing Material, but only as they are incorporated into and form a part of the works developed for MDRS pursuant to this agreement.

Additionally, Contractor assures that any and all information regarding clients of MDRS will be kept strictly confidential pursuant to 34 CFR 361.38 and will become the property of MDRS. Contractor assures that MDRS shall have full access to all information collected. The Contractor is prohibited from use of the above described information and/or materials without the express written approval of MDRS.

Paper documents containing Personally Identifiable Information must be destroyed by burning, pulping, shredding, macerating, or other similar means that ensures the information cannot be recovered. If there are electronic devices and media (for example, computers, disk drives, CD's, Jump/Flash drives, magnetic tape, etc.) that need to be disposed of, please contact MDRS for further guidance on approved methods on destroying electronic devices and related media.

- 23. Paymode. Payments by MDRS using the state's accounting system shall be made and remittance information provided electronically as directed by the state and deposited into the bank account of Contractor's choice. The MDRS may, at its sole discretion, require Contractor to electronically submit invoices and supporting documentation at any time during the term of this Agreement. Contractor understands and agrees that the Agency is exempt from the payment of Mississippi taxes. All payments shall be in United States currency.
- 24. <u>Personally Identifiable Information.</u> Contractor will not disclose or release any Personally Identifiable Information (PII) to which the Contractor has access except as required to do so to authorized employees and officials within the scope of the Contractor's duties under this contract. Furthermore, Contractor acknowledges that any unauthorized disclosure of the information provided under this contract may violate the terms of Section 1106 of the Social Security Act and the Privacy Act, 5 U.S.C. 552a and subject the Contractor to penalties.
- 25. Procurement Regulations. This contract shall be governed by the applicable provisions of the Public

Procurement Review Board Office of Personal Service Contract Review Rules and Regulations, a copy of which is available on the Mississippi Department of Finance and Administration's website (www.dfa.ms.gov). Any offeror responding to a solicitation for personal and professional services and any contractor doing business with a state Agency is deemed to be on notice of all requirements therein.

- 26. <u>Property Rights.</u> Property rights do not inure to Contractor until such time as services have been provided under a legally executed contract. Contractor has no legitimate claim of entitlement to the provision of work hereunder and acknowledges that the MDRS may terminate this contract at any time for its own convenience.
- 27. Record Retention and Access to Records. Provided Contractor is given reasonable advance written notice and such inspection is made during normal business hours of Contractor, the State or any duly authorized representatives shall have unimpeded, prompt access to any of Contractor's books, documents, papers, and/or records which are maintained or produced as a result of the project for the purpose of making audits, examinations, excerpts, and transcriptions. All records related to this agreement shall be retained by Contractor for three (3) years after final payment is made under this agreement and all pending matters are closed; however, if any audit, litigation or other action arising out of or related in any way to this project is commenced before the end of the three (3) year period, the records shall be retained for one (1) year after all issues arising out of the action are finally resolved or until the end of the three (3) year period, whichever is later.
- 28. Recovery of Money. Whenever, under the contract, any sum of money shall be recoverable from or payable by Contractor to MDRS, the same amount may be deducted from any sum due to Contractor under the contract or under any other contract between Contractor and MDRS. The rights of MDRS are in addition and without prejudice to any other right MDRS may have to claim the amount of any loss or damage suffered by MDRS on account of the acts or omissions of Contractor.
- 29. <u>Representation Regarding Contingent Fees.</u> Contractor represents that it has not retained a person to solicit or secure a state contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in Contractor's bid or proposal.
- 30. Representation Regarding Gratuities. Contractor represents that it has not, is not, and will not offer, give, or agree to give any employee or former employee of MDRS a gratuity or offer of employment in connection with any approval, disapproval, recommendation, development, or any other action or decision related to the solicitation and resulting contract. Contractor further represents that no employee or former employee of MDRS has or is soliciting, demanding, accepting, or agreeing to accept a gratuity or offer of employment for the reasons previously stated; any such action by an employee or former employee in the future, if any, will be rejected by contractor. Contractor further represents that it is in compliance with the Mississippi Ethics in Government laws, codified at Mississippi Code Annotated §§ 25-4-101 through 25-4-121, and has not solicited any employee or former employee to act in violation of said law.
- 31. Requirements Contract. During the period of the contract, Contractor shall provide all the service described in the contract. Contractor understands and agrees that this is a requirements contract and that the Mississippi Department of Rehabilitation Services shall have no obligation to Contractor if no services are required. Any quantities that are included in the scope of work reflect the current expectations of the Mississippi Department of Rehabilitation Services for the period of the contract. The amount is only an estimate and Contractor understands and agrees that MDRS is under no obligation to Contractor to buy any amount of the services as a result of having provided this estimate or of having any typical or measurable requirement in the past. Contractor further understands and agrees that MDRS may require services in an amount less than or in excess of the

estimated annual contract amount and that the quantity actually used, whether in excess of the estimate or less than the estimate, shall not give rise to any claim for compensation other than the total of the unit prices in the contract for the quantity actually used.

- 32. Right to Audit. Contractor shall maintain such financial records and other records as may be prescribed by MDRS or by applicable federal and state laws, rules, and regulations. Contractor shall retain these records for a period of three years after final payment, or until they are audited by MDRS, whichever event occurs first. These records shall be made available during the term of the contract and the subsequent three-year period for examination, transcription, and audit by the Mississippi State Auditor's Office, its designees, or other authorized bodies.
- 33. <u>Severability</u>. If any part of this agreement is declared to be invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of the agreement that can be given effect without the invalid or unenforceable provision, and to this end the provisions hereof are severable. In such event, the parties shall amend the agreement as necessary to reflect the original intent of the parties and to bring any invalid or unenforceable provisions in compliance with applicable law.
- 34. Stop Work Order. The MDRS may, by written order to Contractor at any time, require Contractor to stop all or any part of the work called for by this contract. This order shall be for a period of time specified by the MDRS. Upon receipt of such an order, Contractor shall forthwith comply with its terms and take all reasonable steps to minimize any further cost to the MDRS. Upon expiration of the stop work order, Contractor shall resume providing the services which were subject to the stop work order, unless the MDRS has terminated that part of the agreement or terminated the agreement in its entirety. The MDRS is not liable for payment for services which were not rendered due to the stop work order.

35. Termination.

Termination for Convenience. The MDRS may, when the interests of the Agency so require, terminate this contract in whole or in part, for the convenience of the Agency. The MDRS shall give written notice of the termination to Contractor specifying the part of the contract terminated and when termination becomes effective. Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination Contractor will stop work to the extent specified. Contractor shall complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

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

36. <u>Trade Secrets, Commercial and Financial Information.</u> It is expressly understood that Mississippi law requires that the provisions of this contract which contain the commodities purchased or the personal or professional services provided, the price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information and shall be available for examination, copying, or

reproduction.

- 37. Required Public Records and Transparency. Upon execution of a contract, the provisions of the contract which contain the personal or professional services provided, the unit prices, the overall price to be paid, and the term of the contract shall not be deemed to be a trade secret or confidential commercial or financial information pursuant to Mississippi Code Annotated § 25- 61-9(7). The contract shall be posted publicly on www.transparency.ms.gov and shall be available for at the Agency for examination, inspection, or reproduction by the public. The contractor acknowledges and agrees that the MDRS and this contract are subject to the Mississippi Public Records Act of 1983 codified at Mississippi Code Annotated §§ 25-61-1, et seq. and its exceptions, Mississippi Code Annotated § 79-23-1, and the Mississippi Accountability and Transparency Act of 2008, codified at Mississippi Code Annotated §§ 27-104-151, et seq.
- 38. Waiver. No delay or omission by either party to this agreement in exercising any right, power, or remedy hereunder or otherwise afforded by contract, at law, or in equity shall constitute an acquiescence therein, impair any other right, power or remedy hereunder or otherwise afforded by any means, or operate as a waiver of such right, power, or remedy. No waiver by either party to this agreement shall be valid unless set forth in writing by the party making said waiver. No waiver of or modification to any term or condition of this agreement will void, waive, or change any other term or condition. No waiver by one party to this agreement of a default by the other party will imply, be construed as or require waiver of future or other defaults.
- 39. <u>Approval Clause</u>. It is understood that if this contract requires approval by the Public Procurement Review Board ("PPRB") and/or the Department of Finance and Administration Office of Personal Service Contract Review ("OPSCR"), and this contract is not approved by PPRB and/or OPSCR, it is void and no payment shall be made hereunder.

EXHIBIT "B"

SERVICES AND COMPENSATION

SCOPE OF SERVICES

In fulfillment of the purposes of this Agreement, the Contractor shall provide MDRS with the professional services needed to create and host comprehensive training events for MDRS clients. Services shall be provided in accordance with the terms set forth in the Request for Qualifications RFQ 3120003211 issued by MDRS, and are further described in Exhibit "D", captioned "Statement of Qualifications", attached hereto and made a part hereof by reference.

COMPENSATION

In furtherance of the performance of the services referenced above, MDRS agrees to compensate the Contractor at the rates listed below. Purchases under this Agreement shall be subject to any limitations contained in Exhibit D. Contractor agrees to ensure the funds subject to this Agreement are used in accordance with conditions, requirements and restrictions of federal, state and local laws, as well as any terms and conditions set forth in the Request for Qualifications.

Pre-Employment Transition Services	Group Rate	Individual Rate
Workplace Readiness Training	\$75.00 per unit/per student	\$85.00 per unit/per student
Work Based Learning Experience	\$100.00 per unit/per student	\$110.00 per unit/per student
Job Exploration Counseling	\$75.00 per unit/per student	\$85.00 per unit/per student
Counseling on Post Secondary Education and Training Opportunities	\$75.00 per unit/per student	\$85.00 per unit/per student
Instruction in Self- Advocacy Training	\$75.00 per unit/per student	\$85.00 per unit/per student

The Contractor shall invoice MDRS monthly as needed. The final invoice to MDRS shall be sent within thirty (30) days after the Agreement ending date. The invoice should have appropriate documentation substantiating actual expenses.

It is expressly understood and agreed that in no event will the total compensation to be paid hereunder exceed the specified amount of \$500,000.

EXHIBIT "C"

NOTIFICATIONS

<u>Notices.</u> All notices required or permitted to be given under this agreement must be in writing and personally delivered or sent by certified United States mail, postage prepaid, return receipt requested, to the party to whom the notice should be given at the address set forth below. Notice shall be deemed given when actually received or when refused. The parties agree to promptly notify each other in writing of any change of address.

For MDRS:

Billy Taylor, Executive Director

Mississippi Department of Rehabilitation Services

Post Office Box 1698

Jackson, Mississippi 39215-1698

[with Copy to Contract Coordinator]

For the Contractor:

Michael Mulvihill, President

Mulvihill Enterprises 163 Crossover Drive Brandon, MS 39042

EXHIBIT D

Statement of Qualifications

Ilvihill Enterprises, led by Michael Mulvihill, is a Mississippi-based consulting firm specializing in work-based learning, economic velopment through human capital training, grant management, and career-readiness initiatives. The company brings a rich history of ogram implementation, stakeholder collaboration, and successful grant execution at both the state and national levels.

Ilvihill Enterprises is deeply committed to aligning services with the Workforce Innovation and Opportunity Act (WIOA) and the lividuals with Disabilities Education Act (IDEA), ensuring that all programs support the transition of students with disabilities into mpetitive integrated employment.

ope of Services Proposed

ılvihill Enterprises will support MDRS with:

Pre-Employment Transition Services (Pre-ETS) Design & Delivery

- Deliver comprehensive services for all five required Pre-ETS components: Job Exploration Counseling, Work-Based Learning Experiences, Postsecondary Counseling, Workplace Readiness Training, and Instruction in Self-Advocacy.
- Leverage structured toolkits and data-driven assessments to document progress and growth.

Technology-Enabled Instructional Delivery

- o Provide services through traditional, hybrid, and virtual platforms, including Zoom and learning-on-demand systems.
- o Offer multimedia career education modules with embedded support for students, parents, and staff.

Program Evaluation

 Collect data, analyze outcomes, and provide recommendations for continuous improvement and reporting.

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

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: Mulvinili Enterprises	
Signature and Date: <u>Mahal Malull</u>	10/16/2025
Name and Title: Michael Mulvihill. President	

Management Letter



Mulvihill Enterprises

163 Crossover Drive Brandon, MS 39042 mulventerprises@gmail.com 601-937-0935

Mulvihill Enterprises focuses on creating solutions in the area of Workforce Development for the 21st Century global economy. We believe that the most impactful workforce development occurs with collaboration among all local stakeholders working to advance the development of human capital.

We promote the "Power of Three", a dynamic combination of Education, Government and Business and Industry. The members of our company have experience and a proven track record in the following areas:

- Integrating K-12 education into the economic development process. Use a
 combination of Career and Technical Education and traditional education classes to
 develop the 21st century workforce.
- State and Federal Legislation interpretation for local usage. Including the Workforce Innovation and Opportunity Act, the Carl Perkins Career and Technical legislation and State codes.
- Grant writing in the areas of Science, Technology, Engineering and Math (S.T.E.M), economic development, and workforce development.
- Local entrepreneurship development for business development or expansion.
- Economic development though improved human capital and opportunities for individuals to prosper
- ACT. We can help your organization become an ACT Work Ready Community by serving as a facilitator of interactive meetings or as a Project Manager.

Please contact Michael Mulvihill at 601-037-0935 for more information. We want to partner with your organization as we all move toward the same goal....a better trained workforce.

Schedules and Curriculum

Delta Future Work F.O.R.C.E Index

1.	Year One Lesson Plans
2.	Year Two Lesson Plans
3.	Parent Information Packet
4.	Toolkit: Workplace Readiness Training
5.	Integrated Pre-ETS Delivery Plan
6.	Work-Based Learning Experiences
7.	Instruction in Self-Advocacy
8.	Counseling on Postsecondary Education
9.	Job Exploration Counseling
10.	Pre-ETS Flyer
11.	The Five (5) Required Components of Pre-Employment Transition
Serv	ces
12.	Certificate of Completion
13.	Pre-ETS Monthly Session Toolkit
14.	Appendix A: Top 25 Pre-ETS Resources
15.	Appendix B: Pre-Employment Transition Services
16.	Career Exploration
17.	Student Career Portfolio
18.	Student Summary Report

Year1 Force Lesson Plans

Delta Future Work F.O.R.C.E. Pre-ETS Curriculum Toolkit Year 1 Monthly Lesson Plans (January – July) 4-Hour Monthly Sessions | Special Education Focus | Flexible Group Format

JANUARY

Title & Pre-ETS Component: FOUNDATIONS: "Soft Skills Bootcamp" Time Allotment: 4 Hours

Materials Needed: Projector/screen, printed role-play scenarios, chart paper, markers, stickers for rewards, emotion cards

Objectives:

- Introduce workplace readiness skills like punctuality, teamwork, and communication
- Identify personal strengths and areas of growth

Activities:

- 1. **Interactive Icebreaker:** "Workplace Bingo" [link: https://www.txel.org/media/5a21214f-bda9-4696-8d3f-2b7b13cbb58f]
- 2. **Role-play stations:** 5-minute workplace scenarios (e.g., conflict resolution, phone etiquette, teamwork)
- 3. **Soft Skills Jeopardy Game** [link: https://www.brainstormproductions.edu.au/free-resources/soft-skills-jeopardy-game/]
- 4. **Reflect & Draw:** What does a "professional" look/sound like?

Assessment/Exit Ticket: Self-reflection worksheet on "How I act professionally" **Optional Extensions:** Soft skills video series from ODEP: https://youth.gov/feature-article/soft-skills

FEBRUARY

Title & Pre-ETS Component: OPPORTUNITIES: "Career Adventure Day" **Time Allotment:** 4 Hours

Materials Needed: Internet access, tablets or laptops, interest inventory printouts, Virtual Job Shadow access or videos

Objectives:

- Explore personal interests
- Connect interests to career clusters

Activities:

- 1. Career Interest Inventory: [link: https://www.mynextmove.org/explore/ip]
- 2. Career Cluster Exploration Gallery Walk with posters & stations
- 3. Virtual Job Shadow Videos [link: https://www.virtualjobshadow.com/]
- 4. Create Your Career Collage with magazines or Canva

Assessment/Exit Ticket: Students present 1 career that interests them and explain why **Optional Extensions:** Invite local professionals for Q&A

MARCH

Title & Pre-ETS Component: RESILIENCE: "My Voice, My Plan" Time Allotment: 4 Hours Materials Needed: Self-advocacy scripts, printed ADA rights info, IEP sample documents, mirrors, microphones Objectives:

- Build self-advocacy confidence
- Learn to request accommodations

Activities:

- 1. **Disability Awareness Kahoot** [link: https://create.kahoot.it/details/self-advocacy/]
- 2. Practice "I" Statements & Scripts
- 3. IEP Roleplay: Leading your own meeting
- 4. Mirror Talk: Practice assertive communication

Assessment/Exit Ticket: What can I ask for to help me succeed? **Optional Extensions:** Watch "The Power of Self-Advocacy" video [https://youtu.be/WTtQ9vwCzF8]

APRIL

Title & Pre-ETS Component: COUNSELING: "Roadmap to College or Career" Time

Allotment: 4 Hours

Materials Needed: FAFSA worksheet, postsecondary comparison charts, guest speaker form,

laptop lab access

Objectives:

- Identify pathways after high school
- Understand college vs. trade vs. apprenticeship options

Activities:

1. "You Pick the Path" Game [college, military, apprenticeship, etc.]

- 2. Campus Tour Video Walkthroughs [link: https://campustours.com/]
- 3. **Mock FAFSA Activity** [link: https://studentaid.gov/resources/prepare-for-college/checklists]
- 4. Guest Speaker: First-Gen College Student

Assessment/Exit Ticket: Write 2 steps you need to take to prepare for life after high school **Optional Extensions:** Scholarship scavenger hunt or ACT/Accuplacer practice

MAY

Title & Pre-ETS Component: EMPLOYMENT: "Get Hired! Day" **Time Allotment:** 4 Hours **Materials Needed:** Resume templates, mock interview rubrics, sample applications, career wardrobe samples

Objectives:

- Prepare students for summer work-based learning
- Practice application and interview skills

Activities:

- 1. **Resume Station:** Fill in a guided resume template
- 2. **Mock Interview Rotation** [link: https://www.bridges4kids.org/articles/2020/3-20/Mock-Interview-Toolkit.pdf]
- 3. Dress for Success Relay Game
- 4. Job Application Practice & Peer Review

Assessment/Exit Ticket: Interview feedback form and reflection journal **Optional Extensions:** Practice leaving voicemails, creating job-seeking "cheat sheets"

June-July: Work-Based Learning Plan

For both Year 1 and Year 2, students entering their senior year will have the opportunity to participate in Work-Based Learning (WBL) during the summer months. Graduating seniors are not eligible for WBL services after graduation.

WBL Overview:

- Target Group: Rising seniors only (juniors from the school year just completed)
- **Duration**: June and July
- Work Schedule:
 - Up to 16–20 hours/week
 - o 4–5 days/week flexible depending on student, host site, or self-employment track

• Compensation:

- Students will receive minimum wage through host site or third-party payroll support
- Or pursue entrepreneurship/self-employment for those with supported business concepts

Work-Based Learning Options:

1. Traditional Host Sites

- Local businesses and nonprofits partnered with the program
- o Training agreement and supervisor evaluation required
- Pre and post WBL reflection required

2. Entrepreneurship Track

- Support from program team to ideate and launch micro-businesses
- o Includes planning worksheets, budgeting, marketing basics, and journaling
- o Optional showcase/pitch day at the end of July

Weekly Touchpoints

- One-on-one coaching call or site visit weekly
- Peer reflection journal prompts (online or paper-based)
- Attendance and hours verification required for payment

End-of-Summer Wrap-Up

- Group celebration or showcase in late July
- Feedback from employers and students gathered for continuous improvement
- Rising seniors will begin Year 2 Pre-ETS in September

Delta Future Work F.O.R.C.E. - Year 2 Monthly Pre-ETS Lesson Plan Templates (September-April)

Each session is structured for a 4-hour monthly event per school, including rotations, group and individual activities, guest speakers, and hands-on skill building. Designed for students who have already completed Year 1.

September

F - Foundations (Workplace Readiness, Communication, Soft Skills)

- Title: Teamwork & Communication in Action
- Time Allotment: 4 hours (with breaks & lunch)
- Materials Needed: Team challenge supplies (e.g., cups, index cards, string), whiteboard/markers, feedback handouts
- Objectives:
 - Strengthen communication, listening, and teamwork skills
 - Practice conflict resolution and group problem-solving
- Activities:
 - Icebreaker: Silent Line-Up Challenge
 - Group Activity: Marshmallow Tower Challenge (https://bit.ly/marshmallowchallenge)
 - o Role-play: Conflict resolution skits
 - o Guest speaker: Local HR professional discusses teamwork on the job
- Assessment/Exit Ticket: Peer/self-assessment rubric on communication
- Optional Extensions: Reflective journal on group experience

October

O - Opportunities (Career Exploration)

- Title: Mapping My Future Career
- Time Allotment: 4 hours
- Materials Needed: Access to VirtualJobShadow.com, interest inventories (paper or online), poster boards, markers
- Objectives:
 - Identify personal interests and career matches
 - Research two postsecondary paths
- Activities:
 - o Complete O*Net Interest Profiler: https://www.mynextmove.org/explore/ip

- Explore Virtual Job Shadow: https://virtualjobshadow.com/
- o Poster creation: "My Career Pathway Map"
- o Guest panel: Local professionals in various careers
- Assessment/Exit Ticket: Students present their pathway map in groups
- Optional Extensions: Create a visual resume

November

R - Resilience (Self-Advocacy)

- Title: Speak Up & Stand Out
- Time Allotment: 4 hours
- Materials Needed: Scenarios for role-play, self-advocacy checklists, guest handouts
- Objectives:
 - Understand rights and responsibilities in school, work, and college
 - Practice asking for help and disclosing needs
- Activities:
 - o Role-play: Asking for accommodations
 - o Peer Interview: "What I Wish I Knew"
 - Leadership activity: Leading your IEP meeting
 - o Guest: Youth with disabilities in college/workplace
- Assessment/Exit Ticket: Write/email a request for an accommodation
- Optional Extensions: Create a "Self-Advocacy Toolkit"

December

C - Counseling (Postsecondary Planning)

- Title: College or Career What's My Next Step?
- **Time Allotment**: 4 hours
- Materials Needed: College brochures, FAFSA handouts, checklists, laptops/tablets
- Objectives:
 - Learn steps for postsecondary enrollment
 - Explore financial aid and campus supports
- Activities:
 - o Compare technical, 2-year, and 4-year schools
 - o Complete a college readiness checklist
 - FAFSA scavenger hunt using: https://studentaid.gov/
 - o Guest speaker: Disability support specialist from a college
 - **Assessment/Exit Ticket**: Student identifies top 2 postsecondary options with rationale
- Optional Extensions: Schedule a virtual or in-person college tour

January

E - Employment (Prepping for Summer WBL)

- Title: Ready for Work Summer Internships Ahead
- **Time Allotment**: 4 hours
- Materials Needed: Resume templates, job applications, sample interview Qs
- Objectives:
 - o Build and refine job readiness portfolio
 - Prepare for mock interviews and real placements
- Activities:
 - Resume & cover letter writing workshop (https://www.careeronestop.org/ResumesInterviewing/)
 - Application scavenger hunt
 - o Mock interview stations w/ local partners
 - Guest: Young adult discussing their WBL experience
- Assessment/Exit Ticket: Complete sample job application and 1:1 resume feedback
- Optional Extensions: Career wardrobe session or job fair prep workshop

February - April

Continue optional WBL prep sessions, individual check-ins, career fairs, and job placement matching.

May

• **Seniors**: Exit planning, postsecondary transition meetings, resume packets, reflection portfolios

• Juniors: Summer WBL planning, permission forms, parent night, and interest meetings

June-July: Work-Based Learning Plan

For both Year 1 and Year 2, students entering their senior year will have the opportunity to participate in Work-Based Learning (WBL) during the summer months. Graduating seniors are not eligible for WBL services after graduation.

WBL Overview:

- Target Group: Rising seniors only (juniors from the school year just completed)
- **Duration**: June and July
- Work Schedule:
 - Up to 16–20 hours/week
 - o 4–5 days/week flexible depending on student, host site, or self-employment track
- Compensation:
 - Students will receive minimum wage through host site or third-party payroll support
 - Or pursue **entrepreneurship/self-employment** for those with supported business concepts

Work-Based Learning Options:

1. Traditional Host Sites

- o Local businesses and nonprofits partnered with the program
- o Training agreement and supervisor evaluation required
- Pre and post WBL reflection required

2. Entrepreneurship Track

- o Support from program team to ideate and launch micro-businesses
- o Includes planning worksheets, budgeting, marketing basics, and journaling
- o Optional showcase/pitch day at the end of July

Weekly Touchpoints

- One-on-one coaching call or site visit weekly
- Peer reflection journal prompts (online or paper-based)
- Attendance and hours verification required for payment

End-of-Summer Wrap-Up

- Group celebration or showcase in late July
- Feedback from employers and students gathered for continuous improvement
- Rising seniors will begin Year 2 Pre-ETS in September





Pre-Employment Transition Services (Pre-ETS) Parent Information Packet

Welcome!

This packet is designed to help parents and guardians understand the Pre-Employment Transition Services (Pre-ETS) available to students with disabilities through their school and in partnership with Mulvihill Enterprises, LLC and the Mississippi Department of Rehabilitation Services (MDRS).

What is Pre-ETS?

Pre-ETS is a set of services designed to prepare high school students with disabilities for life after school, including employment, education, and independent living. Services are provided at no cost to families and are intended to support successful transitions to adulthood.

The Five Required Pre-ETS Services

- 1. Job Exploration Counseling Helps students learn about different types of careers, industries, and their interests.
- 2. Workplace Readiness Training Focuses on soft skills such as communication, time management, and teamwork.
- 3. Work-Based Learning Experiences Provides real-world experiences such as job shadowing, internships, or volunteering.
- 4. Post-Secondary Counseling Supports students in exploring education and training options after high school.
- 5. Instruction in Self-Advocacy Helps students build confidence in speaking up for their needs, strengths, and goals.

Who is Eligible?

Students must:

- Be between the ages of 14 and 21
- Be enrolled in secondary or postsecondary education
- Have a documented disability (e.g., IEP, 504 Plan, medical diagnosis)
- Be potentially eligible for Vocational Rehabilitation (VR) services through MDRS

How Pre-ETS is Delivered

Pre-ETS is offered during the school day, after school, or during school breaks in a variety of formats including:





Dear Parent or Guardian,

We are excited to invite your student to participate in the Delta Future Work FORCE program, a Pre-Employment Transition Services (Pre-ETS) initiative designed to help high school students with disabilities prepare for life after high school. This program is offered in partnership with the Mississippi Department of Rehabilitation Services (MDRS) and delivered by Mulvihill Enterprises, LLC.

Through Delta Future Work FORCE, your student will explore career interests, practice essential workplace skills, and engage in hands-on learning experiences. One of the highlights of the program is the Job Extravaganza — an exciting, interactive career fair where students try out different job tasks and meet real employers.

Pre-ETS services are free of charge and do not interfere with your student's regular school transition services. They are designed to enhance your child's readiness for work and further education.

Please review the attached information about the Pre-ETS program and the Delta Future Work FORCE event. We believe your student will benefit greatly from this opportunity, and we are here to answer any questions you may have.

Sincerely, Mulvihill Enterprises, LLC Delta Future Work FORCE Team

- One-on-one coaching
- Small group workshops
- Job fairs or career exploration events (like Delta Future Work FORCE!)
- Work-based learning in the community

Frequently Asked Questions (FAQ)

Q: Does this cost anything?

A: No. Pre-ETS services are completely free to eligible students and their families.

Q: Does this replace school transition services?

A: No. Pre-ETS complements what schools are already doing for transition planning.

Q: Can my child still participate if they're in a self-contained classroom?

A: Yes! Pre-ETS is for all eligible students, including those in self-contained settings.

Q: Will my child get a job through this program?

A: Pre-ETS is designed to prepare students for employment, and some may have opportunities for real-world job experiences.

Q: Can parents attend sessions?

A: In many cases, yes! We encourage family involvement and collaboration with school staff.

Contact Us

To learn more about how your child can participate in Pre-ETS, contact your school's special education department or:

Mulvihill Enterprises, LLC - Delta Future Work FORCE Program

Phone: (601) XXX-XXXX

Email: preets@mulvihillenterprises.com

Website: www.mulvihillenterprises.com/preets





Delta Future Work FORCE Job Extravaganza

The Job Extravaganza is a hands-on, career exploration event designed for high school students participating in Pre-ETS services. Unlike a traditional job fair, this event invites employers to create interactive booths where students can try out tools, practice skills, and ask questions about real careers.

What Makes This Event Special?

- Each booth offers a hands-on or immersive activity.
- Students use a Career Passport to reflect on what they learn.
- Employer partners represent a wide range of industries.
- All activities are designed to be accessible and age-appropriate.

Benefits for Students

- Discover new career interests
- Practice communication and workplace readiness skills
- Build confidence in interacting with adults and employers
- Connect school learning with real-world opportunities

Event Details

Date: [Insert Date Here]

Location: [Insert Location Here]

Time: [Insert Time Range]

Delta Future Work F.O.R.C.E. Pre-ETS Toolkit: Workplace Readiness Training

Focus: Social Skills & Independent Living

Definition

Workplace Readiness Training includes the development of social skills, soft skills, and independent living skills necessary to prepare students with disabilities for employment. These are often called:

- Employability skills
- Soft skills
- Job readiness skills

Training can be provided individually or in group settings (classrooms, small groups, 1:1 coaching), and is designed to help students build the competencies employers expect of entry-level workers, while supporting greater independence in daily life.

Purpose of Workplace Readiness Training

This service helps students:

- Improve communication and interpersonal skills
- Understand workplace norms and expectations
- Develop **independent living skills** (e.g., hygiene, time management, budgeting)
- Prepare to seek and maintain employment
- Manage the transition from school to work

S Core Competency Areas

Social & Interpersonal Skills

Examples

Communication & active listening

Examples

Positive attitude & teamwork
Conflict resolution & cooperation
Empathy & body language awareness
Decision-making & problem-solving
Respect, manners, and professionalism
Supporting others and giving/receiving feedback

♦ Independent Living Skills

Examples

Hygiene, dress, and appearance
Nutrition and meal preparation
Time management and scheduling
Civic responsibility & community participation
Accessing public transportation
Using a cell phone and digital tools
Laundry, budgeting, and money management
Home care and safety
Accessing community supports and services

♦ Workplace Skills & Soft Skills

Examples

Attendance & punctuality
Following instructions
Workplace communication (email, phone etiquette)
Navigating workplace expectations (e.g., evaluations, paychecks, time off)
Resume development, job applications, and interviewing
Workplace behavior, ethics, and attire

Financial Literacy & Benefits Planning

Examples

Identifying bills and coins
Basic budgeting and savings
Understanding bank accounts and credit
Learning how wages affect benefits (e.g., SSI)
Using tools like **DB101** or working with a **benefits counselor**



© Expected Student Outcomes

After Workplace Readiness Training, students will be able to:

- Communicate effectively in the workplace
- Demonstrate professional behavior (punctuality, hygiene, etiquette)
- Manage time and work independently
- Complete employment documents (resume, job app, I-9 docs)
- Understand how to maintain employment and meet employer expectations
- Explore and manage transportation options
- Understand how to manage money and how work impacts benefits



Sample Activities (Individual or Group)

Category	Example Activities	
Social Skills	Role-playing interviews, customer service scenarios, team-building games	
Job Seeking	Build a resume, practice job applications, mock interviews	
Communication	Voicemail greetings, writing emails, leaving professional messages	
Time Management	Use planners, digital apps, chore/task schedules	
Money Skills	Budget with sample paychecks, open a mock checking account	
Practice bus routes, review Uber/Lyft use, discuss transportation barriers		
Benefits Planning	Introduce DB101, meet with a benefits counselor if appropriate	
Soft Skills Curriculum Use U.S. Dept. of Labor's "Skills to Pay the Bills"		
Performance Reviews	ws Review mock evaluations and practice giving/receiving feedback	
Assistive Tech	Explore workplace AT like screen readers, timers, apps	



Essential Documents & Tools

Students should learn to create and use:

- ✓ Resume / visual resume
- ✓ Cover letter
- ✓ Sample application

- Interview cheat sheet
- ✓ Job log
- Career portfolio
- List of required employment documents (I-9: SSN, ID, etc.)

Instructional Resources & Curricula

Here are recommended tools to support instruction:

Resource	Description
Skills to Pay the Bills	Free soft skills curriculum from the U.S. Department of Labor
FDIC Money Smart	Financial literacy modules, K-adult, free download
Jump\$tart Coalition	National clearinghouse for youth-focused financial ed
Bank It	Online & in-person financial literacy curriculum for teens and families
Investopedia for Teens	Budgeting, credit, and financial basics for youth
Practical Money Skills	Lesson plans from Visa; PreK-College, disability-inclusive
Youthhood.org	Tools for planning daily life, jobs, and community participation
DB101.org	Disability Benefits 101 — personalized tools for benefit impact planning
PACER Center	Transition, AT, and health planning tools for youth and families
NCWD/Youth	Soft skills development and transition planning resources
Healthcare Transition Resources	For youth moving from pediatric to adult healthcare
Self-Advocacy Toolkit & 411 on Disability Disclosure	Helps students understand and practice advocacy

Mississippi Delta Implementation Tips

- Partner with local banks and libraries to host financial literacy sessions
- Include real-world tasks like grocery budgeting or mock shopping
- Use churches or community centers for group trainings when school access is limited
- Invite local employers to speak about professional expectations and soft skills
- Practice rural transportation planning (e.g., scheduling rides, mapping bus routes)
- Use peer mentors or job coaches from your Pre-ETS or VR programs for role modeling

Optional Supports I Can Provide

Would you like me to create any of the following?

- **Student worksheets** for soft skills, money management, or transportation
- **& Lesson plans** using *Skills to Pay the Bills* or similar resources
- Printable toolkit version of this whole section (formatted as a PDF or Google Doc)?

Delta Future Work FORCE: Summer Work Based Learning Program

Program Overview: Students can participate in a paid Work Based Learning (WBL) experience. This program helps students develop essential workplace skills in a supportive environment, aimingto promote independence, job readiness, and confidence through hands on work experience.

Key Objectives:

- Foster teamwork, communication, and time management skills
- Encourage responsibility and workplace etiquette
- · Build confidence and a sense of achievement

Supervision & Support: Students will work under the direction of Delta Future Work FORCE staff to ensure safety and provide support as needed. The environment is structured to accommodate diverse learning styles and abilities

Transportation: Parents/Guardians are responsible for providing transportation to and from the work site.

What to Wear:

 Comfortable, clean clothing suitable for a retail setting, and closedtoe shoes

Parent/Guardian Responsibilities:

- Ensure your student arrives on time and is prepared for their shift
- Communicate any concerns or updates regarding your student's needs
- Encourage your student to share their experiences and celebrate their progress.

Delta Future Work FORCE: Integrated Pre-ETS Delivery Plan

Overview

Delta Future Work FORCE is a student-driven, Pre-Employment Transition Services (Pre-ETS) program for high school students in the Mississippi Delta region. It delivers all five required Pre-ETS components using a flexible, school-based model with monthly group sessions, tailored individual supports, and a monthly Job Extravaganza event.

Delivery Model

Group Sessions (Common Skills)

- Delivered weekly at each school (1–2 sessions per week)
- Each session is 45–60 minutes
- Rotating monthly themes (aligned with Pre-ETS components)
- Mixture of interactive lessons, peer discussion, and speaker engagement

Individual Support (Tailored Pathways)

- Based on student needs (IEPs, interests, goals)
- Activities may include: accommodations planning, college visits, job shadowing, benefits counseling, etc.
- Delivered during school visits or through scheduled virtual check-ins

Monthly Job Extravaganza Events

- Held one Friday per month, rotating among participating schools
- Duration: 5 hours
- Includes career exploration booths, hands-on stations, and employer speakers
- Two 30-minute Pre-ETS breakout sessions included in each event (topics vary monthly)
- Lunch motivational speaker focusing on Self-Advocacy or Workforce Readiness

Schedule (January–December Year 1)

January

Theme: Job Exploration & Interests

Pre-ETS Focus: Job Exploration Counseling

Group Sessions: Career inventories, career matching, local LMI overview

Job Extravaganza Location: Panola County

February

Theme: Soft Skills & First Impressions

Pre-ETS Focus: Workplace Readiness Training

Group Sessions: Communication, teamwork, time management

Job Extravaganza Location: Bolivar County

March

Theme: Education After High School

Pre-ETS Focus: Counseling on Post-Secondary Education

Group Sessions: College types, application process, financial aid

Job Extravaganza Location: Grenada County

April

Theme: Self-Advocacy in School & Life
Pre-ETS Focus: Instruction in Self-Advocacy

Group Sessions: Disability disclosure, requesting accommodations, rights &

responsibilities

Job Extravaganza Location: Leflore County

May

Theme: Career Prep & Readiness

Pre-ETS Focus: Integrated Review & Mock Interviews

Group Sessions: Resume writing, applications, interview skills **Job Extravaganza Location:** Indianola (Sunflower County)

June-July

Work-Based Learning (for Seniors): Paid internships, job shadowing, career

mentorships, community volunteering No Job Extravaganzas Scheduled

August

Staff Training, Program Planning, School Start-Up Support

September

Theme: Discover Your Path

Pre-ETS Focus: Job Exploration Counseling

Group Sessions: Career clusters, industry guest speakers

Job Extravaganza Location: Panola County

October

Theme: Future Workforce Skills

Pre-ETS Focus: Workplace Readiness

October

Theme: Future Workforce Skills

Pre-ETS Focus: Workplace Readiness

Group Sessions: Workplace expectations, conflict resolution, dress for success

Job Extravaganza Location: Bolivar County

November

Theme: Degrees, Credentials & Choices **Pre-ETS Focus:** Postsecondary Options

Group Sessions: FAFSA, application labs, career-tech pathways

Job Extravaganza Location: Grenada County

December

Theme: My Voice, My Plan

Pre-ETS Focus: Self-Advocacy + Student Presentations

Group Sessions: IEP participation, student-led conferences, youth panels

Job Extravaganza Location: Leflore County

Delta Future Work F.O.R.C.E. Pre-ETS Toolkit: Work-Based Learning Experiences (WBL)

Definition

Work-Based Learning (WBL) is an instructional approach that connects classroom instruction with real-world work experiences. It engages students in learning through actual or simulated work settings, helping them gain career exposure, build employability skills, and clarify future goals.

WBL experiences can occur:

- In-school, after-school, or outside traditional settings
- In integrated environments, with direct involvement from employers or community partners
- With a focus on hands-on learning, student engagement, and career readiness

Integrated settings must always be prioritized before considering any non-integrated experience.

© Purpose of WBL

Work-Based Learning:

- Connects school to careers through active, applied learning
- Provides realistic career exposure
- Encourages motivation, goal setting, and skill development
- Helps students make informed career and postsecondary decisions

Q Types of Work-Based Learning Experiences

Type

Description

Career Mentorship

Students are paired with industry mentors who offer career guidance, encouragement, and advice.

Type	Description
Career-Related Competitions	Events where students demonstrate career skills (e.g., DECA, HOSA, FFA). Judged by professionals and often part of Career Technical Student Organizations (CTSOs).
Informational Interviews	Informal student-led conversations with professionals in fields of interest. These are exploratory, not job interviews.
Internships (Paid/Unpaid)	Time-limited experiences where students gain relevant workplace skills. Ideal for those with limited work history or in training programs.
Job Shadowing	Students observe professionals in their work environment to better understand job tasks and requirements.
Practicum	Hands-on training in a specific field under supervision (e.g., health sciences, education).
Service Learning	Students perform community service that ties into educational goals. Includes classroom reflection and civic learning.
Simulated Workplace	Classroom-based activities that mirror real jobs (e.g., school-run print
Experiences Student-Led Enterprises	shops, TransfrVR, Junior Achievement). School-based businesses run by students that serve real customers (e.g., school store, coffee cart).
Work Experience (Paid or Unpaid)	Structured opportunities to build soft skills, responsibility, and work habits in an actual job setting.
Workplace Tours / Field Trips	Guided visits to businesses where students observe operations, ask questions, and explore roles.
Youth Apprenticeships (YA)	Paid, long-term career training for students (age 16+) aligned to a career pathway; minimum 450 hours; leads to an industry credential.
Volunteering	Student donates time to a cause or organization. Must benefit a group or mission beyond the student's household.



Wage Guidelines & Compliance

- If **paid**, students with disabilities **must receive competitive wages** equal to non-disabled peers in similar roles.
- Training stipends are permitted for unpaid experiences for students with disabilities, if also offered to others.
- Formal WBL programs require oversight by a licensed Work-Based Learning Coordinator, especially for experiences exceeding 40 hours.

Supervision Requirements

Experience Duration	Supervisor Requirements
\leq 16 hours	Any licensed teacher may supervise
> 16 hours	Must be supervised by a licensed WBL Coordinator (with endorsement or variance)

WBL coordinators are also responsible for:

- Training agreements
- Site safety assessments
- Evaluation rubrics
- Recordkeeping
- Observation logs

Expected Student Outcomes

From participating in WBL, students will:

- Gain real-world work experience
- Learn employer expectations and workplace culture
- Practice career-specific skills
- Receive professional feedback
- Develop networking relationships
- Obtain references or letters of recommendation

SACTIVITIES TO SUPPORT WBL

- Organize a community partner group (include employers, parents, educators) to identify local WBL sites
- Connect with local organizations like:
 - Chambers of Commerce
 - o Rotary Clubs
 - Lions Clubs
 - Junior Achievement
 - o iJAG
 - o Izaak Walton League
- Build a regional network of career experiences, including:
 - Job shadowing days
 - Career fairs
 - Career cluster days
 - Summer internships
 - CTE program tours

E Resources and Programs (Add actual links or tools where applicable)

	22	
Resource/Program	Description	
CareerOneStop	U.S. Department of Labor tool for job info, videos, salary data	
O*NET Online	Job descriptions, knowledge/skills analysis	
Junior Achievement	WBL and financial literacy curriculum, virtual job shadows	
Career Technical Student	DECA, HOSA, FFA, SkillsUSA — offer competitions	
Organizations (CTSOs)	and real-world training	
VirtualJobShadow.com (if licensed)	Online job shadowing tool	
TransfrVR (if used in your region)	Virtual hands-on career exploration and WBL simulation	
STEM Web Portals	Connect students to real projects with businesses in science/tech	
Urban Alliance, Genesys Works,	National work-based learning programs for youth	
Code.org, Year Up	from underrepresented backgrounds	

Note for Mississippi Delta Implementation

When delivering WBL in Bolivar, Panola, Grenada, Tallahatchie, or Indianola:

- Engage local employers (small businesses, farms, manufacturers, health clinics)
- Use regional CTE centers as hubs for practicum and simulation-based work
- Integrate student interest surveys to match youth with the right opportunities
- Provide transportation supports where needed to enable access

Delta Future Work F.O.R.C.E. Pre-ETS Toolkit: Instruction in Self-Advocacy

Focus: Disability Awareness, Communication, and Independence

Definition

Self-Advocacy is the ability to speak up for oneself, make decisions, and communicate needs, goals, and rights in education, work, and community settings. This includes the ability to:

- Understand one's disability and how it impacts life
- Know and communicate rights and responsibilities
- Request accommodations and supports
- Set and pursue personal, academic, and employment goals
- Take an active role in life decisions, including the IEP and transition process

Self-advocacy is deeply linked to **self-determination**, which means that individuals direct their own lives and make informed, autonomous choices about their future.

© Goals of Self-Advocacy Instruction

Students will:

- Gain awareness of their strengths, challenges, and disability
- Build confidence in discussing their needs and asking for support
- Practice real-world self-advocacy in education, employment, and healthcare
- Participate in mentoring, leadership, and civic engagement opportunities
- Develop lifelong skills for independence, decision-making, and goal-setting

W Key Skill Areas

Self-Advocacy Skills

Self-Determination Skills

Self-awareness of strengths, needs, and disability Intrinsic motivation and initiative

Disability disclosure and explanation Decision-making and problem-solving

Requesting accommodations and supports Goal-setting and action planning

Understanding rights and responsibilities Taking leadership roles in meetings and plans

Self-Advocacy Skills

Assertiveness and communication Positive self-talk and confidence

Self-Determination Skills

Monitoring progress and adjusting strategies Civic responsibility and informed choice

S Types of Mentoring

Mentorship is a powerful tool in self-advocacy development. Common models include:

Type	Description
Peer Mentoring	A near-peer supports a younger student through shared experience and informal guidance
Disability	A mentor with a disability guides a student with a similar background through
Mentoring	challenges like employment or transition
Group	A mentor works with multiple mentees at once, often in a school or
Mentoring	community setting
E-Mentoring	Online or email-based mentorship between a student and a mentor with shared experience or goals

Topics & Examples

⊗ ⊗ Understanding Yourself

- What is your disability and how does it affect you?
- What supports help you succeed in school, work, or life?
- What are your personal strengths and interests?

□ Practicing Self-Expression

- Describe your needs to a teacher or employer
- Role-play asking for accommodations
- Learn how to advocate in medical, housing, or financial contexts

Engaging in Civic Life

- Learn how to register to vote
- Explore youth leadership programs and advisory boards
- Understand guardianship, supported decision-making, and adult rights

© Expected Student Outcomes

Students who participate in Self-Advocacy instruction will:

- Understand how their disability impacts education, work, and daily life
- Learn how to request accommodations and supports
- Practice self-advocacy strategies in school and community
- Engage in mentoring relationships (peer, disability, group, or e-mentoring)
- Participate in leadership or civic engagement activities
- Lead or co-lead their IEP meetings
- Build a file of critical personal documents (SSN card, resume, IEP, medical docs, references)



Sample Activities (Individual or Group)

Category	Sample Activities		
Goal-Setting	Students set and track personal self-advocacy goals (e.g., making their own appointments, managing medications, organizing academic tasks)		
	Practice requesting a job accommodation, time off, or explaining how a		
Play	disability may affect job performance		
Disability Disclosure	Use scenarios and role-play to practice how and when to disclose		
Document Prep	Build a "Life Readiness Folder" with ID docs, IEP, medical records, references		
Mentor Talks	Invite recent grads or community members to share advocacy lessons and challenges		
Voting and Rights	Register to vote, learn how to vote, and explore civic participation		
IEP Leadership	Teach students to lead their own IEP or transition planning meetings		
Assistive Tech Training	Introduce students to tech that increases independence and how to request it		

Curricula & Resources

Resource	Description	
"Self-Advocacy Curriculum"	8-lesson high school curriculum that includes peer	
(University of Oklahoma)	mentoring with college students with disabilities	
I'm Determined (VA DOE)	Tools and lessons to support youth with disabilities in	
I in Determined (VA DOE)	becoming self-determined	

Resource

Self-Advocacy Online

The 411 on Disability Disclosure

National Center on Secondary Education & Transition (NCSET) MENTOR's "Elements of Effective Practice"

PACER Center

DB101

Soft Skills to Pay the Bills

Description

Website from the Research and Training Center on Community Living for self-advocates

A practical guide for deciding whether and how to disclose a disability

Self-determination assessment tools and IEP planning supports

Framework for building mentoring programs

Youth advisory boards, transition tools, and civic engagement lessons

For benefits counseling and disability-related income planning

Can be adapted to focus on workplace self-advocacy

Mississippi Delta Adaptation Tips

- Use peer mentor panels during school events or Job Extravaganza
- Partner with **local churches or disability organizations** for leadership or volunteer projects
- Create Life Readiness Folders with students in their senior year
- Integrate self-advocacy skills into WBL (e.g., timecards, calling in, asking for feedback)
- Hold "Know Your Rights" workshops for students with IEPs and 504s
- Offer IEP leadership bootcamps where students practice running their meetings

Optional Supports I Can Provide

Would you like:

- A Self-Advocacy Goal Planner or "All About Me" worksheet?

- A role-play guide for common self-advocacy scenarios?
- A printable summary sheet of rights and accommodations?

Delta Future Work F.O.R.C.E. Pre-ETS Toolkit: Counseling on Postsecondary Education

Definition

Postsecondary Counseling is designed to help students with disabilities understand, plan, and successfully transition into postsecondary education or training. It involves exploring various **education pathways**, **disability supports**, **financial aid options**, and **career-aligned programs** to ensure students are prepared for life beyond high school.

This counseling is NOT limited to four-year college. It includes:

- Technical schools
- Community colleges
- Apprenticeships
- Military pathways
- Credentialing programs
- Short-term training programs

© Purpose and Goals

Postsecondary Counseling helps students to:

- Understand how to transition from high school to college/training
- Identify and evaluate various postsecondary education/training options
- Connect their career goals to appropriate programs and institutions
- Complete applications for college/training and financial aid
- Learn how to request and receive accommodations
- Explore and plan for independent living and campus supports
- Make informed decisions if they need to change majors or programs

Student Learning Outcomes

After participating in Postsecondary Counseling, students will be able to:

Weak of the Understand the Transition to College

- Recognize the differences between high school and college (e.g., IEP vs. disability services)
- Learn about private vs. public colleges, online vs. in-person learning
- Understand concepts like credit hours, GPA, academic probation, "drop/add," etc.

Explore Postsecondary Options

- Research technical colleges, community colleges, 4-year universities, apprenticeships, and Job Corps
- Identify program requirements and supports
- Learn about dual credit, AP, CLEP, and early college options

Complete Application Processes

- Prepare for and complete SAT, ACT, Accuplacer, or college placement tests
- Learn how to request accommodations for standardized tests
- Submit admissions applications and required documentation

(3) Understand and Apply for Financial Aid

- Complete the FAFSA
- Research and apply for scholarships, grants, and student loans
- Explore special resources like:
 - o Pell Grants
 - o ABLE accounts (for savings without impacting SSI)
 - o PASS plans (for working while receiving benefits)

Stay on a Career-Aligned Pathway

- Make informed decisions about majors
- Learn how changing programs may affect time or financial aid
- Use career exploration tools to ensure training fits long-term goals

\$\square Activities for Individual or Group Delivery

These activities can be conducted by special education staff, career counselors, Pre-ETS providers, or in partnership with VR and college disability service professionals:

Category	Sample Activities		
Peer Connections	Match students with college students (especially those with disabilities) to discuss transition experiences		
Campus Exposure	Facilitate college tours, including student panels and disability services visits		
Mentorship	Use peer mentors or connect with local consumer organizations for guidance		
Application Practice	Review and complete college admissions and scholarship applications, including essays		
Test Prep	Assist students in registering for and preparing for SAT, ACT, or Accuplacer		
Accommodation Training	Teach students how to request and use assistive tech or academic accommodations		
Financial Aid Lessons	Offer lessons on FAFSA, scholarships, ABLE accounts, and budgeting		
Systems Education	Educate students and families about the difference between IDEA and ADA/504 in college		
Online Tools	Explore electronic mentoring platforms, college research sites, and virtual campus tours		
Job Corps Tours	Plan site visits or virtual tours of Job Corps campuses or alternative programs		



Tools & Planning Templates (Optional)

- Postsecondary Options Checklist
- My College Planning Worksheet
- Disability Services Scavenger Hunt (for campus visits)
- College Application Tracker
- FAFSA & Scholarship Deadline Calendar
- Postsecondary Budget Planner

Let me know if you'd like me to create any of these.



Resource

Description

ACT & SAT Accommodations

Policies and forms for requesting disability-related accommodations on standardized tests

Resource

Going to College (going-to-college.org)

Think College

HEATH Resource Center

Advising High School Students with Disabilities on Postsecondary Options FAFSA (studentaid.gov)

ABLE National Resource Center

PASS Plan (SSA.gov)

My Next Move - College Search

Description

Comprehensive guide for students with disabilities preparing for college

National initiative focused on inclusive higher education for students with intellectual disabilities Postsecondary guide for students with disabilities (via GW University)

U.S. Dept. of Ed.-vetted resource for counselors and families

Federal financial aid application and help center Savings tools for students with disabilities without impacting SSI/Medicaid

Program to support individuals with disabilities saving for education or employment goals

Tool to align career interests to postsecondary programs

Mississippi Delta Adaptation Tips

For your regions (Bolivar, Panola, Grenada, Tallahatchie, Indianola):

- Partner with local community colleges like Coahoma, Northwest MS, Holmes CC
- Coordinate college bus tours for juniors and seniors
- Partner with MDRS College Transition Counselors
- Use parent nights to explain FAFSA and disability services
- Offer rural student-specific workshops (e.g., transportation, local housing)

Ready for Next Steps?

Would you like me to generate any of the following?

- A Postsecondary Counseling student worksheet
- 🗂 A college comparison chart template
- **A financial aid checklist or worksheet** for rural students?

Delta Future Work F.O.R.C.E. Pre-ETS Toolkit: Job Exploration Counseling

✓ Definition

Job Exploration Counseling is designed to help students:

- Foster motivation and curiosity
- Explore vocational interests and career pathways
- Make informed decisions about their future
- Understand real-world labor market trends and opportunities

It includes discussion, research, and activities related to:

- Vocational interests and strengths
- Non-traditional employment options
- In-demand industries and occupations
- Labor market information
- Career pathways aligned with student goals and values

© Expected Student Outcomes

By participating in Job Exploration Counseling, students will:

- Explore personal interests, skills, values, and career motivations
- Research career pathways and identify options that fit their strengths
- Learn about in-demand jobs in their region (e.g., MS Delta labor market)
- Access tools to match interests to real careers
- Be introduced to a variety of career options and role models
- Begin mapping a vision for their future employment

Suggested Activities

These activities can be delivered in **group** or **individual** formats:

Career Interest Inventories

- Use tools like O*NET Interest Profiler, CareerOneStop, or MyNextMove
- Have students complete assessments and discuss results with a teacher or counselor

© Career Research Projects

- Have students research 3 careers and present:
 - Job duties
 - Required training
 - Expected salary
 - o Local availability (e.g., using MDES or BLS data)

♦ Labor Market Exploration

- Use tools like:
 - Mississippi Works Labor Market Tool
 - o CareerOneStop
 - MDRS Job Seeker Resources
- Guide students to:
 - Compare job growth rates
 - o Identify "hot jobs" in the Delta region
 - Match jobs to their interests

♦ Graduation & Career Portfolio (Digital or Paper)

- Have students build a "Future File" to store:
 - o Resumes
 - Assessments
 - Career worksheets
 - Postsecondary plans
- Use Google Drive, folders, or binders

♦ Interactive Events

- Host:
 - o Career fairs / expos (like your Job Extravaganza)
 - Career cluster days
 - Campus visits
- Include professionals from multiple industries and pathways

Guest Speakers & Panels

- Invite:
 - Local business owners
 - Non-traditional professionals
 - Military recruiters

- o College & CTE program reps
- Speakers should share:
 - What they do
 - How they got started
 - Why they love their career
 - Any obstacles they overcame

E Resources and Tools

Here are common free tools to support Job Exploration:

Tool	Description
1 001	Description
O*NET Interest Profiler	Helps match interests to careers
CareerOneStop	Career research, job outlooks, videos
MyNextMove.org	Student-friendly, visual career exploration
Mississippi Works	Local labor market info
Virtual Job Shadow	(If available) interactive job exploration
Reality Check (Texas or MS version)	Shows cost of living + salary needs
Charting the Course (NCWD/Youth)	Great for students with learning disabilities
The 411 on Disability Disclosure	For students with IEPs or 504s
Guideposts for Success	Best practices for youth transition

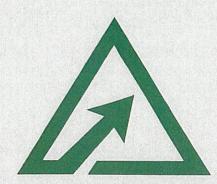
Optional Student Handout / Reflection Prompts

- What did I learn about myself from the career inventory?
- Which careers seem interesting to me and why?
- What skills or training would I need for those jobs?
- What local jobs match my interests?
- What is one goal I want to set based on this activity?



MISSISSIPPI DEPARTMENT OF REHABILITATION SERVICES

Opportunities for Independence



DELTA FUTURE WORK FORCE

Pre-ETS

Helping students develop workready skills and prepare for their future.

- Job exploration counseling
- Work-based learning experiences
- Counseling on postsecondary education
 - Workplace readiness training
 - Instruction in self-advocacy

Counties served: Bolivar, Grenada, Leflore, Panola, Sunflower, Tallahatchie

Mulvihill Enterprises

601.937.0935 mulventerprises@gmail.com

Mulvihill Enterprises Presents: Job Extravaganzas!

Empowering Mississippi's Workforce through Opportunity & Inclusion in Partnership with the Mississippi Department of Rehabilitation Services

Discover Your Future at Mulvihill Enterprises Job Extravaganzas!

Are you ready to launch your career, connect with employers, and gain access to resources designed to empower your professional journey? Mulvihill Enterprises is proud to present the Job Extravaganzas—a series of dynamic career events crafted to ignite opportunity and transform lives, brought to you in collaboration with the Mississippi Department of Rehabilitation Services.

Our mission is simple: to help individuals across Mississippi—including Special Needs students—discover meaningful work, develop valuable skills, and thrive in an inclusive workforce. Whether you're a job seeker, employer, or community partner, the Job Extravaganzas are your gateway to possibility!

Event Highlights

- On-the-Spot Interviews: Meet local employers ready to hire talented individuals today!
- Resume Workshops: Get expert guidance on crafting an impactful resume that showcases your strengths.
- Career Coaching: Receive personalized advice from career professionals to help you navigate your job search and set goals.
- Networking Opportunities: Build connections with local businesses, agencies, and support organizations.
- Inclusive Hiring: Special focus on accessibility, diversity, and accommodation for all attendees.
- Resource Expo: Explore a variety of services and programs available to support your employment journey, including vocational rehabilitation, education, and skills training.

 Motivational Speakers: Hear inspiring stories from individuals who have found success through these programs.

Who Should Attend?

- Job seekers of all backgrounds and abilities
- Special Needs students seeking pathways to employment and professional growth
- Mississippi residents looking to advance their careers
- Individuals seeking accommodations or workplace supports
- Businesses seeking to hire talented, motivated, and diverse team members
- Community organizations supporting workforce development

Why Choose Mulvihill Enterprises Job Extravaganzas?

Mulvihill Enterprises is dedicated to creating pathways for employment and growth in Mississippi. Through our partnership with the Mississippi Department of Rehabilitation Services, we are committed to making the job search accessible and rewarding for everyone, with a special commitment to supporting Special Needs students. Here's what sets our events apart:

- Inclusive Environment: We champion accessibility and diversity, ensuring every participant—including Special Needs students—feels valued and supported.
- Employer Engagement: We bring together top businesses and organizations with a shared commitment to hiring and supporting our community.
- Personalized Support: Our team offers tailored assistance, from resume review to interview practice, to help you shine.
- Comprehensive Resources: Attendees gain access to a wide array of services, including vocational rehab, skills training, and financial planning advice.
- Success Stories: Learn how past participants have found fulfilling work and advanced in their careers—your opportunity is waiting!

Frequently Asked Questions

Who can attend?

Anyone seeking employment, career advancement, or training is welcome! The event is especially geared toward individuals with disabilities, Special Needs students, or those needing accommodation in the workplace.

Do I need to register in advance?

Pre-registration is encouraged for faster entry and access to special resources, but walkins are always welcome.

What should I bring?

- Copies of your resume
- Identification and work authorization documents
- A positive attitude and readiness to network!

Will accommodations be provided?

Absolutely! We strive to make every aspect of the Job Extravaganzas accessible. If you need any specific assistance, please let us know in advance.

Are there opportunities for employers?

Yes! Employers committed to inclusive hiring are invited to participate, connect with job seekers, and showcase their organizations.

How Job Extravaganzas Make a Difference

The Job Extravaganzas are more than just career fairs—they are transformational experiences designed with care. We believe in the power of community, the potential of every individual, and the importance of meaningful work. Here's how we create impact:

- Bridge the Gap: We break down barriers between job seekers and employers, fostering understanding and opportunity.
- Empowerment: Through coaching, training, and mentorship, we equip attendees—including Special Needs students—with the tools they need to succeed.
- Community Building: Our events unite businesses, agencies, and individuals in a shared mission of growth and progress.
- Celebrating Diversity: Every person's journey is unique. We honor differences, encourage inclusion, and strive for equity in every opportunity.

About Mulvihill Enterprises

Mulvihill Enterprises is a leader in workforce development and community engagement, with a proven track record of facilitating job placement and fostering professional growth.

We make it our mission to connect people—including Special Needs students—to meaningful work and support their advancement every step of the way.

About the Mississippi Department of Rehabilitation Services

The Mississippi Department of Rehabilitation Services is dedicated to providing comprehensive support for individuals with disabilities and Special Needs students—empowering them to live independent, productive lives. Through vocational rehabilitation, educational programs, and employment services, MDRS opens doors to new opportunities statewide.

Contact & Registration

Ready to take the next step in your career? Join us at the Mulvihill Enterprises Job Extravaganzas!

- For event information, registration, or accommodations, contact:
- Mulvihill Enterprises
- Mississippi Department of Rehabilitation Services

Phone: [Insert contact number]

Email: [Insert contact email]

Website: [Insert website URL]

Let Your Talent Shine!

Whether you're searching for your first job, looking to change careers, or eager to connect with employers who value diversity and inclusion, Mulvihill Enterprises and the Mississippi Department of Rehabilitation Services are here to help. The Job Extravaganzas are your opportunity to unlock your potential and step confidently into your future.

- Meet employers hiring now!
- Access resources and expert advice!
- Discover a supportive community!

Don't miss your chance to be part of Mississippi's premier employment event. begins here!	Your journey

Management Letter

Delta Future Work F.O.R.C.E.

The five required components of Pre-Employment Transition Services (Pre-ETS), as defined by the Workforce Innovation and Opportunity Act (WIOA), are:

✓ 1. Job Exploration Counseling

This component helps students with disabilities explore career options and identify potential employment goals.

Activities might include:

- Career interest assessments (e.g., Holland Code, O*NET)
- Career awareness activities
- Labor market information exploration
- Guest speakers or job panels
- Career fairs or "Job Extravaganza"-style events

✓ 2. Work-Based Learning Experiences

These experiences give students real or simulated exposure to work settings to build skills and understanding of employment.

Activities might include:

- Internships or apprenticeships
- Paid or unpaid work experiences
- Job shadowing
- Simulated work experiences (e.g., VR, in-class simulations)
- Volunteer experiences

3. Counseling on Postsecondary Education or Training **Opportunities**

This component helps students understand and plan for life after high school, particularly with further education or credentialing.

Activities might include:

- College tours
- Dual enrollment exploration
- Understanding financial aid (e.g., FAFSA)
- Learning about disability services in college
- Career technical education (CTE) pathway exploration

4. Workplace Readiness Training

This focuses on teaching the "soft skills" needed to be successful in the workplace.

Topics include:

- Communication and interpersonal skills
- Problem-solving
- Professional behavior and appearance
- Financial literacy
- Time management and organizational skills

5. Instruction in Self-Advocacy (Including Peer Mentoring)

This component helps students learn to speak up for themselves, understand their rights, and make informed choices.

Activities might include:

- Disability disclosure training
- Participating in IEP/transition planning
- Role-playing workplace conversations
- Mentoring programs with older peers
- Leadership or decision-making workshops



Pre-ETS Component
Job Exploration Counseling
Work-Based Learning
Postsecondary Counseling
Workplace Readiness
Training

Self-Advocacy Instruction

Focus

Career awareness Real-world job experience Education after high school

Soft skills and professionalism

Independence and selfdetermination

Sample Activities

Assessments, panels, fairs Internships, job shadowing College visits, FAFSA Time management, teamwork

Mentoring, role-play

Delta Future Work F.O.R.C.E.Certificate of Completion

Certificate Text Certificate of Completion	
This certifies that career exploration event.	has participated in the Delta Future Work FORCE
Date:	
Facilitator Signature:	

Delta Future Work F.O.R.C.E. - Pre-ETS Monthly Session Toolkit

Recommended Daily Schedule

Suggested Start Time: 9:30 AM Suggested End Time: 1:30 PM

Total Duration: 4 hours

Sample Rotational Agenda:

Time	Activity	Notes
9:30 – 9:50	Arrival & Icebreaker	Name games, social warm- up
9:50 - 10:30	Rotation 1: Lesson Activity	Hands-on or group-based
10:30 - 11:10	Rotation 2: Lesson Activity	Switch stations or topics
11:10 - 11:50	Rotation 3: Lesson Activity	Individual reflection or roleplay
11:50 - 12:30	Lunch (Pizza + Guest Speaker)	VR Counselor, Local Employer, College Rep
12:30 - 1:10	Wrap-up Activity	Exit ticket, review game, or planning session
1:10 - 1:30	Reflection & Dismissal	Survey, prizes, journaling

Modular Monthly Lesson Plan Templates (Year 1 & Year 2)

F - Foundations – Workplace readiness, soft skills, communication

Time Allotment: 45–60 minutes per rotation

Materials Needed: [To be customized per session]

Objectives:

- Introduce topic
- Build engagement
- Practice relevant skills

Activities:

- Group discussion
- Visual or roleplay exercise
- Individual worksheet or tech-based task

Assessment/Exit Ticket:

- Reflection journal
- Oral summary
- Scenario card

Optional Extensions:

- Peer presentations
- Videos or guest Q&A
- Take-home activity

O - Opportunities - Career exploration, interest inventories

Time Allotment: 45-60 minutes per rotation

Materials Needed: [To be customized per session]

Objectives:

- Introduce topic
- Build engagement
- Practice relevant skills

Activities:

- Group discussion
- Visual or roleplay exercise
- Individual worksheet or tech-based task

Assessment/Exit Ticket:

- Reflection journal
- Oral summary
- Scenario card

Optional Extensions:

- Peer presentations
- Videos or guest Q&A
- Take-home activity

R - Resilience - Self-advocacy

Time Allotment: 45-60 minutes per rotation

Materials Needed: [To be customized per session]

Objectives:

- Introduce topic
- Build engagement
- Practice relevant skills

Activities:

- Group discussion
- Visual or roleplay exercise
- Individual worksheet or tech-based task

Assessment/Exit Ticket:

- Reflection journal
- Oral summary
- Scenario card

Optional Extensions:

- Peer presentations
- Videos or guest Q&A
- Take-home activity

C - Counseling - Post-secondary education, training and guidance

Time Allotment: 45-60 minutes per rotation

Materials Needed: [To be customized per session]

Objectives:

- Introduce topic
- Build engagement
- Practice relevant skills

Activities:

- Group discussion
- Visual or roleplay exercise
- Individual worksheet or tech-based task

Assessment/Exit Ticket:

- Reflection journal
- Oral summary
- Scenario card

Optional Extensions:

- Peer presentations
- Videos or guest Q&A
- Take-home activity

E - Employment - Work-based learning

Time Allotment: 45-60 minutes per rotation

Materials Needed: [To be customized per session]

Objectives:

- Introduce topic
- Build engagement
- Practice relevant skills

Activities:

- Group discussion
- Visual or roleplay exercise
- Individual worksheet or tech-based task

Assessment/Exit Ticket:

- Reflection journal
- Oral summary
- Scenario card

Optional Extensions:

- Peer presentations
- Videos or guest Q&A
- Take-home activity

Appendix A: Top 25 Pre-ETS Resources

(Curriculum, Planning Tools, & Career Exploration Platforms)

Curriculum

1. Pre-ETS Online Training Modules (WINTAC)

Provides online training for students with disabilities within the 5 required Pre-ETS areas. Created by the **Workforce Innovation Technical Assistance Center (WINTAC)** through a grant from the **Rehabilitation Services Administration (RSA)**.

https://www.wintac.org

2. GCFGlobal.org

Offers more than 200 topics, 7,000+ lessons, 1,000+ videos, and 50+ interactive games — completely free. Topics include digital skills, job readiness, money, career planning, and more.

https://edu.gcfglobal.org

3. West Virginia Pre-ETS Sample Lesson Plans

Provides sample Pre-ETS-aligned lesson plans developed by the **WV Division of Rehabilitation Services**.

https://www.wvdrs.org (search: Pre-ETS lesson plans)

4. Skills to Pay the Bills (USDOL ODEP)

A soft skills curriculum developed by the **U.S. Department of Labor, Office of Disability Employment Policy**. Focuses on communication, teamwork, problem solving, professionalism, and more.

https://www.dol.gov/odep/topics/youth/softskills

5. The 411 on Disability Disclosure

A guide for youth and adults designed to help them decide **if, when, and how** to disclose a disability in school, work, or social settings.

https://www.ncwd-youth.info/publications/the-411-on-disability-disclosure/

6. NCWD/Youth – Guideposts for Success

From the National Collaborative on Workforce & Disability for Youth, this framework includes strategies, lesson ideas, and resources for supporting high school students with disabilities.

https://www.ncwd-youth.info/guideposts/

7. Youth@Work (EEOC)

Free, engaging job readiness curriculum from the **Equal Employment Opportunity Commission** focused on teen employment and understanding workplace rights.

https://www.eeoc.gov/youth/

8. YES! Curriculum (University of Oklahoma)

"Youth Empowerment and Self-Determination" curriculum tailored for students with

disabilities to develop skills in planning, self-advocacy, and transition.

https://www.ou.edu/education/centers-and-partnerships/zarrow/yes

9. Success Curriculum (Ohio State University / CCEC)

A free, evidence-based, standards-aligned curriculum that supports Pre-ETS skill-building in college and career readiness.

https://www.ccec-ohiostate.org

10. Career Ready 101 (by WIN Learning)

Online workplace readiness curriculum teaching students essential job skills. Paid subscription required.

https://www.winlearning.com/products/careerready101/

11. TransitionTN (CEC-supported)

A comprehensive online transition curriculum and assessment platform supported by the **Council for Exceptional Children (CEC)**. Subscription required.

https://transitiontn.org

12. PEERS® Curriculum for Adolescents

Evidence-based, social skills training for teens with autism and related social challenges using CBT and behavioral rehearsal strategies.

https://www.semel.ucla.edu/peers

13. Into Adulthood: A Transition Curriculum

A complete curriculum designed for transition-age youth with disabilities, covering all five WIOA Pre-ETS activities.

https://www.proedinc.com

Planning Tools and Resources

14. Charting the LifeCourse

A planning tool to help people with disabilities and families set goals and prepare across all life stages.

https://www.lifecoursetools.com

15. PACER Center

A statewide resource for Minnesota (but widely used nationally) offering youth-focused resources for planning education, work, health, and advocacy.

https://www.pacer.org

16. Center for Parent Information and Resources (CPIR)

Includes transition-focused tip sheets and resources for parents and professionals.

https://www.parentcenterhub.org

17. Prepare for Postsecondary Education (MN State Colleges)

Guidebook developed by disability services staff to help high school students transition to college.

Attps://www.minnstate.edu (search: disability services transition guide)

18. Transition Coalition

Resources, tools, and training for transition professionals, students, and families.

https://transitioncoalition.org

19. Job Seeker Guide (CareerForce MN)

How-to guide for job search preparation, resume writing, and career planning for youth and adults.

https://www.careerforcemn.com

(#) Online Career Information Sites

20. VirtualJobShadow.com (subscription required)

Video-based career exploration platform with real-world job videos, workplace profiles, and goal-setting tools.

https://www.virtualjobshadow.com

21. CareerOneStop (DOL)

Comprehensive career profiles, assessments, salary tools, resume builders, and videos.

https://www.careeronestop.org

22. GetMyFuture (CareerOneStop)

Student-friendly version of CareerOneStop — interactive tools, videos, and activities.

https://www.careeronestop.org/GetMyFuture

23. My Next Move

Helps students explore career options and connect them with the education and skills needed to succeed.

https://www.mynextmove.org

24. O*NET Interest Profiler

Self-directed tool to assess career interests and generate aligned job options.

https://www.mynextmove.org/explore/ip

25. Career Index Plus / Labor Market Tools

Provides local labor market data and career insights based on regional trends and realtime job postings.

https://www.careerindex.com

Bonus: Workplace Accommodations Resource

Job Accommodation Network (JAN) – The leading resource on workplace accommodations and disability employment issues.

https://askjan.org

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

♣ ♂□ Individual (One-on-One) Services by Pre-ETS Component

Job Exploration Counseling	Work-Based Learning	Postsecondary Counseling	Workplace Readiness & IL Skills	Self-Advocacy
1. Complete interest inventories (e.g., O*NET, RIASEC)	1. Set up job shadowing or informational interviews	1. Coordinate college or career school tours	1. Provide individualized training on soft skills	1. Develop self- advocacy goals with student
2. Research careers using tools like MCIS, VirtualJobShadow, MyNextMove	2. Assist student in locating short- term WBL experiences or internships	2. Support with college applications, FAFSA, scholarships	2. Teach independent living (e.g., laundry, cooking, budgeting)	2. Provide instruction on disability disclosure
3. Help student explore in-demand occupations and needed credentials	student-led	3. Provide guidance on training options (apprenticeship, CTE)	3. Provide financial literacy lessons (e.g., pay stubs, banking)	3. Coordinate peer or disability mentoring opportunities
4. Guide student through labor market research for chosen career cluster	4. Debrief WBL experiences and help create visual resumes	4. Discuss program-to-career alignment and expectations	4. Provide access and training on public transportation	4. Coach student on leading their IEP meeting

Employability Skills Rubric

Purpose: Evaluate the student's workplace readiness traits. Use this tool to provide feedback, track progress, and identify soft skill strengths and gaps.

Skill	Does Not Meet Expectations	Satisfactory	Exceeds Expectations
Punctuality	Frequently late; fails to sign in/out	Usually on time; generally signs in/out	Always on time; consistently signs in/out properly
Preparation	Often arrives unprepared	Usually brings required materials	Always brings materials and is organized

Skill	Does Not Meet Expectations	Satisfactory	Exceeds Expectations
Productivity	Frequently off-task or disengaged	Mostly focused; occasional distractions	Consistently focused, participates, and follows directions
Time Management	Turns in less than 70% of work on time	Turns in 80% of work on time	Turns in all assignments complete and on time
Communication	Poor verbal/nonverbal communication	Adequate listening, speaking, and etiquette	Polished, confident communication in all settings
Leadership & Teamwork	Negative attitude, poor group behavior	Cooperative, generally positive	Consistently cooperative, mature, and proactive

Employability & Soft Skills Knowledge Check

Use as a student worksheet, assessment tool, or discussion starter.

Sample Questions:

1. List three types of communication:

Verbal, Nonverbal, Written

2. Put parts of a business letter in order:

 $Heading \rightarrow Date \rightarrow Inside \ Address \rightarrow Salutation \rightarrow Body \ Paragraphs \rightarrow Closing/Signature \rightarrow Subject \rightarrow Enclosure$

3. Name four benefits of teamwork:

Shared responsibility, problem-solving, support, improved outcomes

- 4. Effective teams should...
 - o Have a clear goal (✓ Yes)
 - Be collaborative (✓ Yes)
 - o Have competent members (✓ Yes)
 - o Be results-driven (Yes)
- 5. 7 steps to problem solving (correct order):
 - 1. Identify the problem
 - 2. Understand everyone's interests
 - 3. List possible solutions
 - 4. Evaluate the options
 - 5. Select an option
 - 6. Document & implement
 - 7. Evaluate and monitor
- 6. What is a blog?

An online journal or informational website presenting facts or opinions.

7. Label the quadrants in the Priority Matrix:

- o Urgent/Important
- Not Urgent/Important
- Urgent/Not Important
- Not Urgent/Not Important

8. Barriers to time management:

Procrastination, poor planning, distractions, lack of goals

Interview Skills & Job Search Readiness

• Types of Interviews:

- o One-on-one
- Panel
- Group
- Behavioral
- Informal
- o Telephone screening
- Follow-up

• Stages of an Interview:

- 1. Introductory
- 2. Information
- 3. Background/Probe
- 4. Matching
- 5. Follow-up
- 6. Conclusion

Networking Tips:

- Keep emails short and professional
- State purpose and connection
- Proofread
- Use appropriate tone
- o Avoid slang/emoticons

Soft Skills & Emotional Intelligence

- Golden Rule: Treat others as you want to be treated.
- Work ethic: The principle of consistently showing dedication, responsibility, and effort.
- **Flexibility:** *Ability to adapt to changing circumstances.*
- Adaptability: Willingness to learn new things and adjust behavior or plans.

Stress Management Techniques

Stress Type

Coping Technique

Shaking hands/legs

Deep breathing, grounding techniques

Procrastination

Break tasks into small parts, create deadlines

Sleep deprivation

Prioritize rest, build a sleep routine

Trouble concentrating Remove distractions, use focus tools (e.g., timers)

Public Speaking and Self-Confidence

- Glossophobia: Fear of public speaking
- True or False:
 - o Listening ≠ hearing → ✓ True
 - Eye contact builds trust → ✓ True
 - Speak quickly, don't pause → X False
 - Include stories to engage → ✓ True
- The 10-20-30 Rule (for presentations):
 - No longer than 10 minutes
 - No more than 20 slides
 - Font no smaller than 30pt

🖨 Workplace Behaviors & Interpersonal Skills

• Interpersonal skills examples:

Empathy, motivation, teamwork, respect, humor, caring

- Skills = "Soft Skills" or "People Skills"
- Five-Step Negotiation Process:
 - 1. Prepare
 - 2. Discuss
 - 3. Propose
 - 4. Bargain
 - 5. Agree
- Responsibility =

Doing what you're expected or required to do; being accountable

Introduction



Law, Public Safety, Corrections and Security

Providing legal, public safety, protective services and homeland security.

- · Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services



Manufacturing

Processing of materials into intermediate or final products.

- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation and Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance



Marketing

Performing marketing activities to reach organizational objectives.

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales



Science, Technology, Engineering and Mathematics

Performing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

- Engineering & Technology
- Science & Mathematics



Transportation, Distribution and Logistics

Managing movement of people, materials, and goods by road, pipeline, air, rail and water.

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure
- Planning, Management & Regulation
- Warehousing & Distribution Center
- Operations

Source: Based on the national Career Clusters® Framework - Advance CTE: State Leaders Connecting Learning to Work https://careertech.org/

To learn about programs of study related to the Career Clusters, visit WV Department of Education Career Technical Education - Program Area Documents and Programs of Study: http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html



Introduction



Finance

Planning/managing finances and investments; managing banking, insurance, and business finances.

- · Banking Services
- Business Finance
- Insurance
- Securities & Investments



Government and Public Administration

Performing government functions at the local, state and federal levels.

- · Foreign Service
- Governance
- · National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation



Health Science

Providing diagnostic and therapeutic services, health information, support services, and biotechnology research and development.

- Biotechnology Research & Development
- Diagnostic Services
- · Health Informatics
- Support Services
- · Therapeutic Services



Hospitality and Tourism

Operating restaurants and other food services, lodging, attractions, recreation events and travel-related services.

- Lodging
- Recreation, Amusements & Attractions
- · Restaurants & Food/Beverage Services
- Travel & Tourism



Human Services

Providing services for individuals and families and serving human needs.

- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development Services
- Family & Community Services
- Personal Care Services



Information Technology

Designing, supporting, and managing hardware, software, multimedia and systems integration services.

- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

The CareerOneStop has online videos about each of the Career Clusters. Learn more: https://www.careeronestop.org/ Videos/CareerVideos/career-videos.aspx

Introduction



EXPLORING CAREERS – CAREER CLUSTERS

Career Clusters are categories of jobs or occupations in the same field of work that require similar skills. You can use Career Clusters to help focus education plans toward obtaining the necessary knowledge, skills, and training for success in a particular field. Following are 16 career clusters with descriptions and related career pathways.



Agriculture, Food and Natural Resources

Processing, production, distribution, financing, and development of agricultural commodities and natural resources.

- Agribusiness Systems
- Animal Systems
- · Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems



Architecture and Construction

Designing, planning, managing, building and maintaining the built environment.

- Construction
- · Design/Pre-Construction
- Maintenance/Operations



Arts, Audio-Video Technology and Communications

Creating, exhibiting, performing, writing, and publishing multimedia content

including visual and performing arts and design, journalism, and entertainment services.

- A/V Technology & Film
- · Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts



Business, Management and Administration

Planning, organizing, directing and evaluating functions essential to productive business operations.

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management



Education and Training

Providing education and training services, and related learning support services.

- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

᠌ Career Cluster Reflection (Check up to 3)

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

Delta Future Work FORCE Student Career Portfolio

Section 1: Student Information
Name:
School:
Grade:
IEP/504 (if applicable):
Section 2: Career Exploration - Career Interest Inventory Results (attach)
- Top 3 Career Clusters of Interest:
1
2
3
- Career Goal:
Section 3: Workplace Readiness Skills - Resume (attach)
- Completed Job Application (attach)
- Interview Practice Notes:
Strengths:
Areas to Improve:
·
Section 4: Postsecondary Education Plans - Education Goal (college, CTE, military, etc.):

- FAFSA/Financial Aid Plan:
- Campus/College Visited:
Section 5: Self-Advocacy Development - Disability Disclosure Script (attach)
- Participation in IEP Meeting? Yes / No
- Accommodations Needed in Workplace/School:
Section 6: Work-Based Learning
- Site/Placement:
- Supervisor:
- Hours Completed:
- Summary of Experience (attach if needed)
Section 7: Student Reflection
What did I learn about myself through this program?
My favorite experience was:
One goal I have for the future is:

Delta Future Work FORCE: Student Summary Report

Submitted to: Mississippi Department of Rehabilitation Services (MDRS) Provider: Mulvihill Enterprises, LLC Date: October 04, 2025 Student Information Grade Level: _____ Age: ____ VR Counselor: _____ Dates of Participation: ______ to _____ **Pre-ETS Services Delivered** ☐ Job Exploration Counseling ☐ Workplace Readiness Training ☐ Work-Based Learning Experiences ☐ Postsecondary Counseling ☐ Instruction in Self-Advocacy **Participation Overview** Provide a general summary of the student's engagement in Pre-ETS activities, attendance, and overall responsiveness.

Observed Growth & Strengths

Discuss any progress the student made toward understanding their strengths, interests, and potential career paths.

Recommendations - Transition goals for IEP/504 plans:
- Additional Pre-ETS needs:
- Relevant educational, VR, or community resources:
Student Artifacts ☐ Resume
☐ Sample Job Application
☐ Career Interest Inventory Results
☐ Disability Disclosure Script
☐ Elevator Pitch
☐ Budgeting Worksheet
□ Other:
Prepared by: Title:
Signature: Date:

Resumes

Michael Mulvihill

163 Crossover Drive Brandon, MS 39042 601-937-0935

WORK HISTORY AND HIGHLIGHTS

Mulvihill Enterprises Brandon, MS

August 2018 - Current

Serves as President of a Work Based consulting group that centers on providing professional development, work based learning opportunities and grant writing for local public school districts and economic development groups.

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

Mississippi Department of Education (MDE) February 2010 – May 2018 Jackson, Mississippi

Served as the Bureau Director of the Office of Career and Technical Education (CTE). This office is responsible for the development of curricula, professional development and assessment for all CTE programs for grades 6-12. Responsible for the administration of the state legislative appropriation as well as the Federal Carl Perkins grant. Maintained close working relationships with the 15 community colleges, Institutions of Higher Learning, Workforce Planning districts, local economic developers and other state agencies.

- Managed an annual \$100,000,000 budget
- Responsible for directing the process of converting all local Automotive Technology programs to nationally rated Automotive Service Excellence program. Mississippi is one of 16 states to have accomplished this process.
- Co State Manager for the Computer Science for Mississippi (CS4MS) program. At this time, there are 75 local districts on this program which is linked to the national CS4All program. The program is a comprehensive K through 12th program designed to expose students to computer science and robotics, preparing them for the workforce. Worked with the national Code.org organization for professional development and support.
- Led a group of Mississippi staff in obtaining a \$775,000 grant from the National Science Foundation. This grant was used to further the CS4MS process and establish a "Network of Users" to document progress.
- Managed a staff of 25 direct report employees

- Collaborated with the American College Test (ACT) and local economic and educational agencies to establish ACT Work Ready Communities in the Mississippi Delta, the Copiah Lincoln and Mississippi Gulf Coast areas of the state.
- Served as project manager for the Appalachian Regional Commission (ARC) grant process for \$1,100,000 in ARC funds that were used to upgrade high school Automotive Technology, Welding and Construction programs. This raised the standards of programs to industry levels.
- Participated as a member of the Mississippi Department of Education's Data Governance, Public Relations, and Grants Management committees.
- Managed an \$800,000 Appalachian Regional Commission Grant
- Oversaw the annual reviews and reporting process for the Federal Office for Civil Rights audits. These audits covered a variety of Federal laws such as Title IX, American Disability Act and other related Federal acts.

Mississippi Department of Education July 2008 – February 2010 Jackson, Mississippi

Served as the Associate Superintendent of Education for Career and Technical Education. This position is responsible for all CTE activities, including working with the Associate Superintendent of Academic Education and the Associate Superintendent of Special Education to coordinate all learning activities for the state of Mississippi.

- Project Manager for the High School Redesign for the 21st Century project, a \$20,000,000 project approved by the Mississippi Legislature. During the performance period, several innovative ideas were implemented. This included instituting a 5-year graduation plan designed to help students prepare for high school graduation, post-secondary education and entrance into the workforce.
- Rewrote all CTE high school curricula ensuring that each curriculum is linked to national board standards for that curriculum area.
- Rewrote all middle school CTE Discovery programs to national science and technology standards. The new programs exposed students across the state to emerging technologies, Microsoft Office suite products and proper research techniques.
- Rewrote all license requirements for CTE instructors at the high school level.
- Served as co project manager for the first Mississippi Department of Education Mississippi Community College Board articulation agreement.
- Managed the Bureau of Instructional Development, the Bureau of Compliance and Reporting and the Bureau of Special Projects
- Managed a \$2,000,000 Appalachian Regional Commission Grant
- Served on the National Career and Technical Education finance committee.

July 2000 - July 2008

Mississippi Department of Education Jackson, Mississippi

Served as the Bureau Director of Compliance and Reporting in the Office of Career and Technical Education. This unit is responsible for all the data, financial, accounting, monitoring, and equipment functions for CTE.

- Worked with the MDE budget, accounting and legislation groups to ensure that all
 accounting and budget functions were established and executed properly.
- Responsible for the oversight of an annual \$100,000,000 budget that consisted of funds from legislative appropriations, Federal grants and Educational Enhancement funds.
- Supervised the Career and Technical warehouse. This unit is responsible for the transportation of equipment no longer needed at the local level.
- Responsible for the writing and execution of the Federal Carl Perkins IV Act for the state of Mississippi. This act governs all activities for Career and Technical Education for the \$14,000,000 annual Federal CTE grant.

Mississippi Department of Education Jackson, Mississippi

March 1995 - July 2000

Served as the Division Director for Procurement for the Office of Child Nutrition. This office established contracts with wholesale distribution, direct to manufacturer, produce, bread, milk and ice cream vendors. Currently, all public-school district as well as most Head Start agencies procure their food and supply items through these contracts. This business represents a \$60,000,000 per year purchasing organization for the state of Mississippi. In 2000, this program was named the National Institute of Governmental Purchasing's national program of the year. This position is also responsible for the operation of United States Department of Agriculture's Commodity Distribution program. These USDA commodities represent a \$10,000,000 value to food service programs in the form of canned fruits, canned vegetables and frozen meats.

EDUCATION

Master of Business Administration, Mississippi College Clinton, Mississippi Spring 1993

Bachelor of Business Administration, University of Mississippi Oxford, Mississippi

Spring 1983

PROFESSIONAL ACHIEVEMENTS

2012 Mississippi Association of Career and Technical Educator's Member of the Year

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

CONTACTS

- 1. Barry Rogers, Director Career and Technical Education Grenada School District 2035 Jackson Avenue Grenada, MS 38901 662-226-5969
- 2. Robert Biggs, Director Career and Technical Education McComb School District 1003 Virginia Avenue McComb, MS 39648 601-684-5288
- 3. Adrian Dorsey, Director Career and Technical Education South Delta School District 285 Maple Street Rolling Fork, MS 39159 662-873-2029

Michelle McDowell

Greenwood, Mississippi · 662-299-0671 · ContactM.Mcdowell@gmail.com

Professional Summary

Dynamic corrections and reentry leader with 12+ years of experience in workforce development, program management, and addiction recovery counseling. Proven ability to design and direct reentry initiatives, build strategic partnerships, and lead teams in advancing rehabilitation, public safety, and community reintegration. Skilled in policy development, program coordination, and offender support with a strong track record of innovative solutions and measurable outcomes. Passionate advocate for criminal justice reform, rehabilitation, and community-based solutions that reduce recidivism and strengthen families.

Professional Experience

Nov 2022 - July 2024

- Direct workforce development programs across multiple community work centers and regional facilities.
- Build employer partnerships and reentry opportunities to expand post-release employment pathways.
- Oversee program staff, ensuring effective coordination, compliance, and reporting.

Jan 2021 - Oct 2022

- Provided administrative leadership for statewide reentry initiatives.
- Formulated policies, rules, and regulations to improve offender transition programs.
- Directed budget planning, fiscal oversight, and program approvals.
- Coordinated with state agencies and external partners to strengthen reentry services.
- Supervised and trained personnel, ensuring alignment with agency goals.

Jul 2018 - Jan 2021

- Conducted statewide job development with employers to expand reentry opportunities.
- Designed individualized reentry and employment plans based on offender needs.

- Led group and one-on-one counseling to improve problem-solving and adjustment skills.
- Compiled progress reports for parole, transfer, or work release recommendations.

Jul 2016 - Jul 2018

- Administered drug and alcohol rehabilitation programs for offenders.
- Prepared budgets, funding proposals, and compliance reports.
- Delivered counseling services to individuals, families, and groups.
- Designed culturally appropriate prevention and recovery initiatives.

Mar 2013 - May 2014

- Conducted assessments, developed treatment plans, and facilitated group/individual counseling.
- Coordinated treatment programming with facility staff and community agencies.
- Maintained compliance with clinical documentation, confidentiality laws, and accreditation standards.
- Developed and led substance abuse prevention workshops and seminars.

Advocacy & Leadership in Criminal Justice Retorm

- Active criminal justice reform advocate, collaborating with local and statewide organizations to advance policy change, expand rehabilitation programs, and improve reentry outcomes.
- Speaker and facilitator at community forums, conferences, and faith-based gatherings on topics of corrections, reentry, domestic violence, and rehabilitation.
- Partnered with advocacy and reform groups to promote second-chance initiatives, support for families, and community reintegration programs.

Education

Bachelor of Science in Criminology Mississippi State University – 2012

Skuis

- Reentry Program Development & Leadership
- Workforce Development & Employer Engagement
- Policy & Procedure Development
- Budget & Fiscal Management

- Advocacy & Community Organizing
- Addiction Counseling & Recovery Support
- Public Relations & Strategic Partnerships
- Team Leadership & Staff Training

LAKELDRA PRIDE

6626098316

lakeldranpride@gmail.com

Batesville, MS 38606

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

SKILLS

- Confidentiality
- Self-motivation
- · Empathy and understanding
- Time management

- Problem-solving
- Professionalism
- Reliability
- Adaptability

EXPERIENCE

CONTRACT PEER REVIEWER

Mississippi Department of Education

Jackson, MISSISSIPPI

September 2023 - Present

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

CAREER & TECHNICAL DIRECTOR

Como, MISSISSIPPI

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

July 2014 - September 2022

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

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

ELEMENTARY SCHOOL PRINCIPAL

Sardis, MISSISSIPPI

Green Hill Elementary/North Panola School District

July 2005 - July 2014

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

EDUCATION

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

Dec 2004

University of Phoenix Online, Phoenix, AZ

BACHELOR OF BUSINESS ADMINISTRATION IN GENERAL BUSINESS

May 1996

University of Mississsippi, Oxford, MS

ADDITIONAL INFORMATION

Vice President, Panola Partnership Board (Chamber of Commerce)

School Board Member, South Panola School District

Member, Accelerate MS Ecosystem 1 (Advisory Committee)

Member, Business Office Technology (BOT), Advisory Council

Member, Association of Career & Technical Education (ACTE)

Member, Mississippi Professional Educators (MPE)

Member, MDE Perkins V Taskforce

Member, Computer Science 4 Mississippi (CS4MS) Strategic Initiative

Former President, Dist. 1 MS Association for CTE

Volunteer, MS Professional Educators (MPE) Scholarship Committee

Volunteer Judge, JROTC Aerial Drone Competition

Volunteer Planning Committee Member, Made in Panola Career Fair

225.241.0301

Strategic leader with extensive experience directing cross-functional teams and initiatives across government, education, research, business and non-profit sectors.

Proven track record in developing and implementing projects/programs, facilitating collaborations to achieve defined goals, directing evaluations, and assisting teams to secure resources (\$70M+). Expertise includes

directing statewide and regional projects that support entrepreneurship, community and workforce development, and economic growth;

facilitating multi-organizational collaborations resulting in strengthened research infrastructure initiatives; and,

establishing grantmaking programs or other funding initiatives for community, government, educational and non-profit entities.

CAREER ACCOMPLISHMENTS INCLUDE:

<u>Provided hands-on expertise to public/private partnerships</u> focused on building relationships and performance, developing and advancing initiatives, establishing metrics and accountability, evaluating progress, communicating results.

Results - (a) successful multi-organization collaborations, e.g., strengthened research infrastructure, award-winning community certification program, and workforce training programs; (b) regional/state entities and stakeholders developing/implementing plans for supporting reentry for justice-involved individuals; (c) resource acquisition (\$70M+).

Set strategy, directed and facilitated statewide and multi-state initiatives

Results - successful initiatives benefitting start-up businesses, health care entities and education/research institutions, e.g., new physical infrastructure, new grantmaking and seed funds initiatives, partnerships strengthening infrastructure for research, new or expanded workforce training material and programs.

Selected from a national recruitment effort to establish an office for a State agency.

Results – statewide educational, entrepreneur development and granting programs; established education, industry and investor partners and initiatives focused on training, job creation, and developing program/product/service models and implementation.

<u>Established grantmaking and funding development initiatives</u> for educational institutions, government and non-profit entities.

Results – successful granting, contribution, and match-gift programs; effective review processes and program evaluation, ongoing sponsorships and underwriters.

Principal Future Point Consulting, LLC	2004 to present Baton Rouge, LA; Brandon, MS
Director, Technology, Innovation and Modernization Louisiana Economic Development Department (LED)	2001 to 2005 Baton Rouge, LA
Director, Projects and Grants Institute for Technology Development	1999 to 2001 <i>Jackson, MS</i>
Executive Director Mississippi Rural Health Association	1997 to 1999 <i>Madison, MS</i>
Instructor Hinds Community College (multiple campuses)	1996 to 1999 <i>Raymond, MS</i>
Teaching and Research Assistant University of Southern Mississippi	1993 to 1996 <i>Hattiesburg, MS</i>
Publications Developer, Stakeholder Relations Consultar MS State Department of Health, MS Rural Development Cour	
Director of Development and Promotions Jackson State University, WJSU	1990 to 1992 <i>Jackson, MS</i>

Ph.D.	Communication, with minor in business, University of Southern Mississippi, 2004
M.S.	Public Relations, University of Southern Mississippi, 1993
B.S.	Mass Communication, Jackson State University, 1990

Operations Director (*while pursuing degree***)**

Delta Magazine, Jackson State University

American Evaluation Association, Washington D.C. Community Development Institute, University Central Arkansas, Conway AR Georgia Institute for Technology, Economic Development Institute, Atlanta GA Heartland Center for Leadership Development, Lincoln NE International Economic Development Council (IEDC), Washington D.C. Mississippi Technology Alliance, Venture Coaching Academy, Jackson MS National Governors Association (NGA), economic and innovation workshops National Rural Health Association Leadership Development, Washington DC ROI Institute, measuring ROI and developing human capital, Hoffman Estates IL State Science and Technology Institute (SSTI), Columbus OH

1988-1990

Jackson, MS

A:

Community and Academic Health Researchers Engaging in the Bayou: An analysis of a unique approach for supporting community advisory boards (role: principal investigator, competitively selected and presented at the American Evaluation Association conference, Minneapolis, MN);

Golden Triangle Regional Innovation Cluster: Regional Communities Assessment - prepared for Appalachian Regional Commission (role: advisor and author);

Hinds Community College Pre-College Course Curriculum for Public Speaking (role: develop curriculum and teach a pre-course for students preparing for the required course);

Innovation Certification Program: A How to Guide for Communities – developed for Mississippi Technology Alliance (role: lead investigator; facilitator for cross-institution, multi-community teams, lead developer for guides, instruction material, evaluation plan);

INSPIRE HOPE - Helping Offenders Prepare for Excellence Action Plan - developed for MAGCOR/Hope Alliance of Mississippi and the Appalachian Regional Commission (role: project lead, primary investigator, author of planning document and action plan; facilitator for implementation phase, with title change to Helping ex-Offenders Prepare for Employment);

Louisiana Clinical and Translational Science Center - NIH grant renewed for three 5-year cycles – statewide partnership of 10 academic, research and health care delivery institutions (role: executive team member – set/direct strategy to develop/implement plans and tracking infrastructure for evaluating Center progress, communicating results to stakeholders; develop expanded or new initiatives for partner roll-out and for community outreach; develop educational material and annual reports to funders, external oversight board; assist proposal development);

Louisiana Regional Industry Cluster Analysis initiative - U.S. EDA grant to LED (role: project director - lead planning and funding proposal development; plan implementation, data analysis, recommendations to State/community initiatives to support growth areas);

Louisiana: Vision 2020 - Governor's strategic plan (role: co-leader for plan implementation, work with metrics/tracking/evaluation teams, e.g., set annual plans, conduct evaluations);

Louisiana Workforce Commission (role: appointed to represent LED and facilitate cross-agency research and teams to develop workforce training, industry-based certifications);

Mississippi Certified Innovation Community program – developed for MS Technology Alliance, Delta State University, U.S. SBA (role: lead investigator – e.g., team to secure funding; develop planning methodology, facilitate community meetings, conduct research);

New Orleans Regional Task Force Healthcare Workforce Training and Economic Development – appointed by Louisiana Legislature, assigned to LED (role: director - build collaboration among training providers, key stakeholders; lead research, develop plan, e.g., training strategies and metrics; results included secured funding for plan roll-out);

Reinventing the Wheel: 2003 Report on the Future of the South - Southern Growth Policies Board, Research Triangle Park, NC (role: advisory board member, identify strategic areas of economic strength, growth and training needs; develop applicable index tool);

Strengthening Technology Transfer Capabilities of Louisiana Universities – LED statewide initiative (role: director - facilitate cross-university collaboration between research universities and with technology-intensive business/industries; develop benchmarks; oversee data analysis, report development, distribution).

Charles Boyd Smith

3370 Lagrange Road Mathiston, MS 39752 (662)744-0034

Email: leadership.smith@gmail.com

OBJECTIVE

Self-motivated professional seeks an opportunity to add value to an organization through consulting, public relations, governmental affairs, and leadership development.

CAREER SUMMARY

SONSHINE LEADERSHIP (2019 – Current)

President – Community Development through connecting and enhancing culture and capacity in individuals, families, organizations through speaking, teaching, training, coaching, and consulting.

Coordinate Mayor's Faith-Based Appreciation Events.to honor community leaders, connect resources and build coalitions.

Heroes Team Project: develop, train and coach a character and leadership program.

Leader Training and Development for individuals, organizations, and communities.

Sonshine Project: Host a radio program that exposes leaders who are impacting communities.

MISSISSIPPI COMMUNITY EDUCATION CENTER AND NORTH MISSISSIPPI RESOUCE CENTER (2016- 2018)

- · Community Liaison
- Develop Coalitions
- Oversee Special Projects
- Public Relations Partner and connect the dots with organizations.

MISSISSIPPI DEPARTMENT OF HUMAN SERVICES (2007-2016)

- Legislative Liaison
- Constituent Services
- Agency Leadership Training Director
- Human Resource Trainer
- State Coordinator of Family First Resource Centers
- Director: Legislative Affairs and Leadership Development
- Director of Transformation and Legislative Affairs

MISSISSIPPI BUSINESS COMMUNITY

Trades

- Proprietor of C.S. Timber
- Charlie Smith Construction
- Charlie Smith Properties
- Charlie's Corner Grocery Store
- Pontotoc Sawmill
- Sonshine Leadership

MISSISSIPPI HOUSE OF REPRESENTATIVES (1992-2004)

- · Elected and served for 12 years in the Mississippi House of Representatives
- Appointed by Governor, Served on Legislative Advisory Committee for Southern Regional Educational Board, including 18 southern states, appointed later to the Board.
- President of the non-partisan Conservation Coalition for 2 years with 50% of the legislators as members. Promoting free enterprise, limited government, individual rights, and strong families.

Served on the following committees during 12 year tenure:

Transportation, Education, Prison, Ways and Means, Constitution, Judiciary, County Affairs, Juvenile Justice, Oil and Gas, State Libraries

- 2003 appointment to represent Mississippi on Alternative Energy special projects.
- Traveled to Washington, D.C. to make a presentation on behalf of the Mississippi Legislature regarding Alternative Energy
- Traveled to United Kingdom with the Mississippi Department of Agriculture to observe and converse with corporations regarding partnership opportunities in business and farming.
- Travel to Copenhagen and Germany with the Department of Energy to view Echoplex ☐ Sub Committee Chairman of 6 Legislative Committees

TEACHING (1986-1991)

· High School Marketing and Co-op Teacher

QUALIFICATIONS AND PROFESSIONAL SKILLS SUMMARY

Mississippi Department of Human Services

Human Resources Training and Leadership Director

Teach and mentor the following employee skills and characteristics.

- Teamwork
- Leadership
- Time Management
- Conflict Resolution
- Fatherhood
- Coaching for Performance
- Pilot Coaching Project
- DAPIM Continuous Improvement
- Monday Morning Leadership
- Executive Trainings

Continued Education: Coaching Courses Completed

- Columbia Partnership
- Coach-Net
- Spirit-Building Coaching
- Life Coaching for Kids
- Certified Professional Coach
- Transformational Leadership Coach
- Character First Certified
- Habitudes Certified

- OZ Accountability Training
- DISC Personality Profile
- Certified Project Officer

Continued Education: Leadership/Life Courses Completed

- Leadership Mississippi
- · Leadership Webster County
- Bob Pike Train the Trainer
- John Maxwell Equip Organization
- ASTD
- Keep Growing
- Arbinger Institute Leadership and Self-Deception
- Stennis Institute of Government
- Steven Covey (7 Habits of Effective Leadership; Speed of Trust; 4 Disciplines of Execution)
- Maximum CEO Training (Dean Radke)
- Ministry Institute Teamwork certification
- Search Institute 40 Development Assets
- WHY TRY Social Emotional Resilience Training ☐ Enneagram Training

Volunteer Service:

- Oakley Training Center
- Leadership Training
- Healthy Relationship Training
- Fatherhood Training
- TALKS Mentoring Program
- Mentoring J.S.U. Emerging Leaders
- Board Member Unite Mississippi
- Board Member Persecution Project Foundation
- Board Member and US Director God fire.
- Alley for Voice of Calvary-getting out of poverty project
- Former Chairman of the Board Persecution Project
- Board Member-Broken Wings Ministry
- Transformational Leadership Ford Taylor

EDUCATION

- Belhaven College, MPA- 2016 (Certified Public Manager)
- Graduate of Mississippi State University 1985 Marketing/Education Degree
- Graduate of Holmes Community College 1976 Associate's Degree
- Graduate of Eupora High School 1974 Diploma

Insurance

(Policy Provisions: WC000000C)

INFORMATION PAGE WORKERS COMPENSATION AND EMPLOYERS LIABILITY POLICY

INSURER: Hartford Insurance Company of Illinois

ONE HARTFORD PLAZA HARTFORD CT 06155



NCCI	Com	pany	Num	ber:
------	-----	------	-----	------

20613

Company Code: F

Suffix		
LARS	RENEWAL	

POLICY NUMBER:

76 WEG BW5ZRM

Previous Policy Number:

New

 Named Insured and Mailing Address: (No., Street, Town, State, Zip Code) MULVIHILL ENTERPRISES LLC

163 CROSSOVER DR

BRANDON MS 39042

FEIN Number: 83-1290156
State Identification Number(s):

The Named Insured is: LLC

Business of Named Insured: Administrative Management and General Management Consulting Services

Other workplaces not shown above: 163 Crossover Drive Brand

Brandon MS 39042

2. Policy Period:

From 10/03/25

To 10/03/26

ANNUAL

12:01 a.m., Standard time at the insured's mailing address.

Producer's Name:

NUTMEG INS AGENCY INC/PHS

8711 UNIVERSITY DRIVE EAST

CHARLOTTE NC 28213

Producer's Code:

76210840

Issuing Office:

THE HARTFORD BUSINESS SERVICE CENTER

3600 WISEMAN BLVD SAN ANTONIO TX 78251

(888) 925-3137

Total Estimated Annual Premium:

\$449

Deposit Premium:

Policy Minimum Premium: \$290 MS

Audit Period: ANNUAL

Installment Term: Full Pay (100%Down)

The policy is not binding unless countersigned by our authorized representative.

Countersigned by

Susan J. Castaneda

10/02/25

Authorized Representative

Date

Form WC 00 00 01 A Process Date: 10/02/25 (1) Printed in U.S.A.

Page 1 (Continued on next page)
Policy Expiration Date: 10/03/26