

# State of Mississippi

## Department of Rehabilitation Services – Office of Vocational Rehabilitation

### Request for Qualifications to Provide Pre-Employment Transition Services

RFQ No. 3120003211

October 17, 2025

Mississippi Department of Rehabilitation Services

Attention: Lee Shirley, Procurement Officer

1281 Highway 51 North

Madison, Mississippi 39110

Request for Qualifications for Pre-Employment Transition Services (Pre-ETS) RFQ  
No. 3120003211

SEALED STATEMENT OF QUALIFICATIONS PACKAGE

– DO NOT OPEN

October 17, 2025

Public Consulting Group, LLC

148 State Street, 10<sup>th</sup> Floor

Boston, MA 02109

*The information included in this proposal is confidential, and may not be disclosed to any third party without the express written permission of Public Consulting Group LLC*

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## **PROPOSAL COVER SHEET (ATTACHMENT A)**

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## ATTACHMENT A – Proposal Cover Sheet

### 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:** Public Consulting Group LLC

**Address:** 148 State Street; 10th Floor

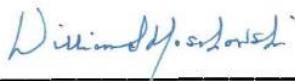
**City/State/Zip:** Boston, MA 02109

**Telephone:** (617) 426-2026

**Fax Number:** (617) 426-4632

**E-Mail Address:** pcapomacchio@pcgus.com

**Printed Name of Authorized Signer:** William S. Mosakowski

**Signature and Date:**  10/14/2025

## **AUTHORIZATION AND ACKNOWLEDGEMENT FORM (ATTACHMENT B)**


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**ATTACHMENT B – Authorization and Acknowledgements****ATTACHMENT B****Authorization and Acknowledgements**

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

1. That he/she has thoroughly read and understands this Request for Qualifications, RFQ 3120003211 and the attachments herein;
2. That the company meets all requirements and acknowledges all certifications contained in this Request for Qualifications, RFQ 3120003211, and the attachments herein;
3. That the company agrees to all provisions of this Request for Qualifications, RFQ 3120003211, and the attachments herein;
4. That the company can and will meet all required laws, regulations, and/or procedures related to confidentiality and represents that its workers are licensed, certified, and possess the requisite credentials to perform the transition services; and
5. That the company has, or will secure, at its own expense, applicable personnel who shall be qualified to perform the duties required to be performed under this Request for Qualifications.
6. That the company understands that should an amendment to this RFQ be issued, it will be posted on the MDRS website ([www.mdrs.ms.gov](http://www.mdrs.ms.gov)) in a manner that all proposers will be able to view. Proposers shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the proposal, by identifying the amendment number and date in the space provided for this purpose on this form. The acknowledgment must be received by MDRS by the time and at the place specified for receipt of proposal. It is the company's sole responsibility to monitor the website for amendments to the RFQ.

Company Name: Public Consulting Group LLC

Signature and Date:  10/14/2025

Name and Title: William S. Mosakowski, President/ CEO

## **CERTIFICATIONS AND ASSURANCES FORM (ATTACHMENT C)**

**ATTACHMENT C – Certifications and Assurances****ATTACHMENT C****Certifications and Assurances**

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

**1. Representation Regarding Contingent Fees**

Contractor represents that it [ ~~HAS~~ **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~~ **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~~ **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~~ **HAS NOT** ] retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Company Name: Public Consulting Group LLC

Signature and Date:  10/14/2025

Name and Title: William S. Mosakowski, President/ CEO

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

## COMPANY QUESTIONNAIRE (ATTACHMENT D)

Company Name: Public Consulting Group

## ATTACHMENT D - Company Questionnaire

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

### Corporate Experience and Capacity

*Provide the age of your business:*

PCG was founded in 1986 and has been providing solutions for state and local government clients for 39 years.

*Describe the experience of the firm in providing the service, give number of years that the service has been delivered, and provide a statement on the extent of any corporate expansion required to handle the service.*

#### About PCG

Public Consulting Group (PCG) is a limited liability corporation that is uniquely qualified to fulfill the requirements of this RFP. With nearly 40 years of experience serving state and local agencies, PCG has extensive experience providing the type of services required by this scope of work. We serve state and municipal clients across the country, helping agencies assess their program and organization structures and partnering with them to improve processes and the overall impact on the clients they serve.

PCG is a leading public sector solutions implementation and operations improvement firm that partners with health, education, and human services agencies to improve lives. Founded in Boston, Massachusetts, PCG has over 2,000 professionals committed to delivering solutions that change lives for the better. The firm has four designated practice areas with extensive experience in all 50 states, in six Canadian provinces, and a growing practice in Europe.



Because PCG has dedicated itself almost exclusively to the public sector since 1986, the firm has developed a deep understanding of the legal and regulatory requirements and fiscal constraints that often dictate a public agency's ability to meet the needs of the

populations it serves. We are honored to have helped thousands of public sector organizations maximize resources, make better management decisions using performance measurement techniques, improve business processes, achieve, and maintain federal and state compliance, and, most importantly, improve client outcomes. Many of PCG's employees have extensive experience and subject matter knowledge in a range of government-related topics, from child welfare, public assistance, and Medicaid and Medicare policy to special education, literacy and learning, and school-based health finance.



### **Our Education Team**

Our Education practice offers consulting services and technology solutions that help schools, school districts, and state education agencies/ministries of education promote student success, transform teaching and learning, improve programs and processes, and optimize financial resources. Together with its state-of-the-art technology, PCG's consulting approach helps educators make effective decisions by transforming data into meaningful results. The practice area has active projects across 39 U.S. states (plus District of Columbia, Bermuda, and Virgin Islands) as well as in five Canadian provinces and Poland. Current and recent clients include 21 state education agencies plus the District of Columbia, 18 of the 25 largest urban U.S. school districts, more than 3,537 school districts and more than 67,000 schools. Our special education management systems serve nearly 1.7 million special education students across the U.S. PCG has also recovered more than \$6 billion in federal Medicaid funds for school district clients, more than any other consulting firm. Areas of focus include education consulting, instructional and data management solutions, revenue services, and case management.

### **Our Human Services Team**

Our Human Services team helps state, county, and municipal human services agencies achieve their performance goals to better serve populations in need. The practice area's seasoned professionals offer proven solutions to help agencies design programs, services, and systems, increase program revenue, cut costs, and improve compliance with state and federal regulations.

PCG is a proven national leader in management consulting services for state disability agencies, employment support programs, Temporary Assistance for Needy Families (TANF) programs, state child welfare and juvenile justice programs, workforce investment

boards, Social Security advocacy management, early childhood programs, and state Supplemental Nutrition Assistance Programs (SNAP). Currently, PCG has more than 225 active human services contracts spanning 40 states.

PCG has extensive experience within vocational rehabilitation, WIOA, Pre-ETS, and other disability related programs and services as well as implementing, training, and evaluating service models. PCG has supported various agencies in better aligning investments in job skills training to meet the talent and workforce needs of businesses and industry sectors. PCG has also partnered with many states to improve vocational rehabilitation services to best meet the population's needs. Additionally, our project team has extensive subject matter expertise in vocational rehabilitation and special education.

### ***Our Knowledge Of Pre-ETS***

PCG helps state, county, and municipal health, education, and human services agencies achieve their performance goals and better serve populations in need. PCG is a proven national leader in management consulting services for state Vocational Rehabilitation (VR), Special Education, and employment services for people with disabilities programs. Our team brings specific expertise in Pre-ETS and disability employment services for individuals with disabilities. Having worked with over 20 state agencies in VR and Pre-ETS, we are pleased to maintain a team with expertise in disability employment, Special Education and transition. Our national work and results extend across several areas, including:

- Direct Pre-ETS
- Systems change
- Statewide training and technical assistance
- Program design and evaluation
- Vendor registration, billing and claiming
- Curriculum for individuals with disabilities

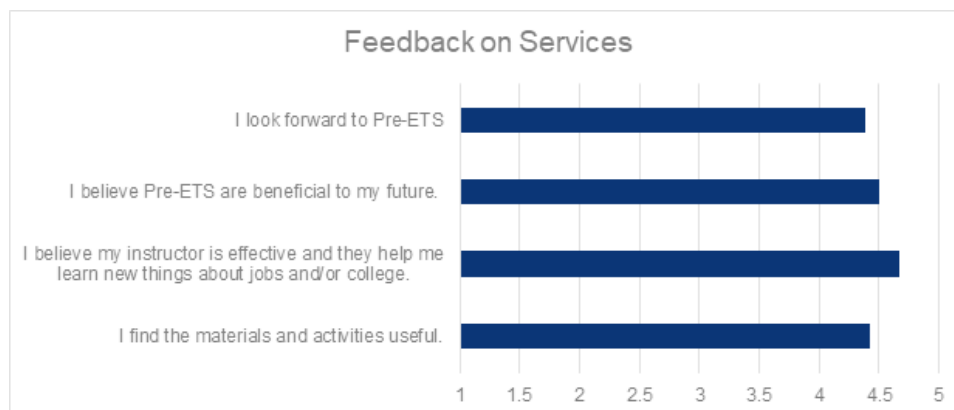
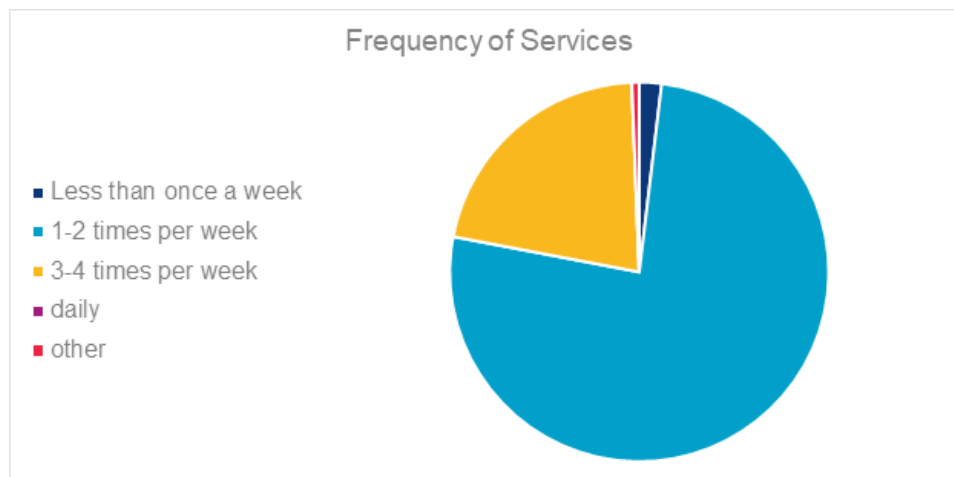
PCG leverages all this combined experience to provide quality results for our clients. We will continue to bring this same approach for MDRS in the delivery of Pre-ETS across the state in each of the five required activities.

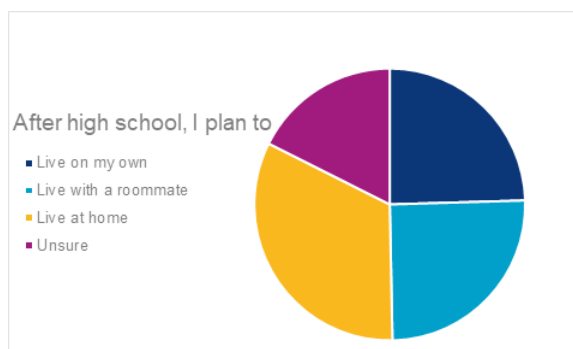
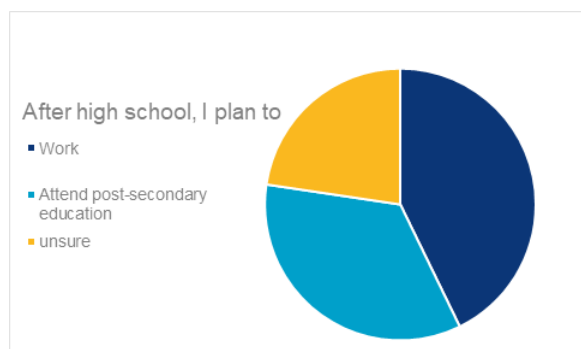
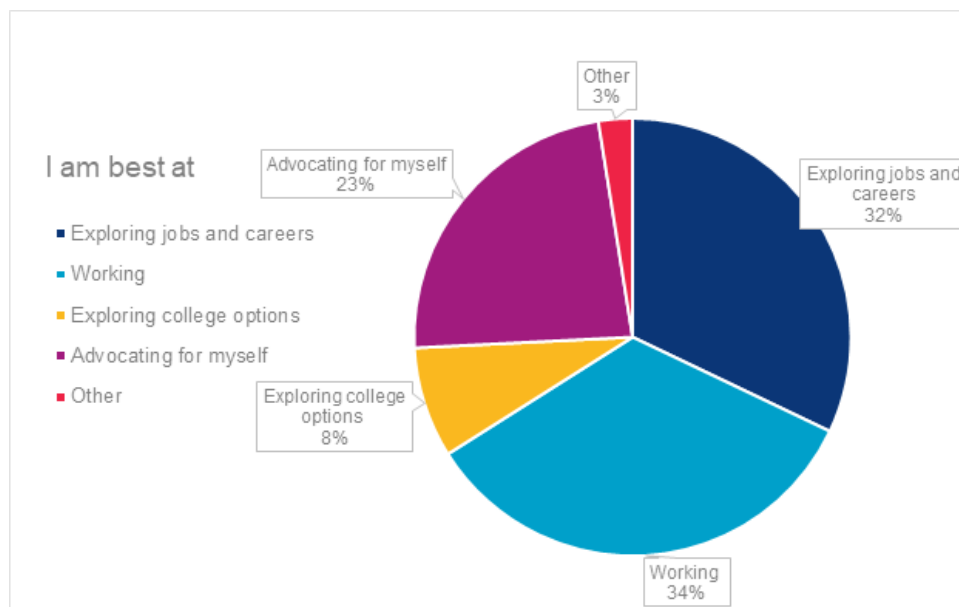
PCG has the experience and expertise to provide Pre-ETS for students with disabilities and support Mississippi districts to implement comprehensive transition programs. PCG has developed a reputation for designing and delivering effective programming and direct services, professional development, training, and technical assistance. Clients value our approach as collaborative, research-based, and highly engaging. In addition to our staff's expertise in designing high-quality, capacity-building programs, PCG also has the organizational systems and skillsets to manage complex, multi-year engagements with multiple stakeholders at the state, district, and school levels. We have experience working with state departments and school districts of all sizes, and we customize project deliverables and design solutions that reflect the specifics of the school community. It is through this experience that PCG can provide high-quality Pre-ETS to Mississippi students.

### ***PCG's Pre-ETS Experience in Mississippi***

PCG is excited to continue and expand Pre-ETS as a provider in Mississippi. We have successfully leveraged our experience with special education and vocational rehabilitation to establish partnerships and effective service models in various sites throughout the state. For the overall engagement and the direct work with each site, we have collaborated with key stakeholders to develop programs that meet the unique needs of the students, schools and community and have successfully recruited, hired, and trained staff.

Providing high-quality Pre-ETS requires a vendor with a strong understanding of how to apply evidence-based practices to students with disabilities and transition services. Our team often engages with clients and participants to understand program satisfaction. The following sample represents prior feedback provided by Mississippi youth who received Pre-ETS from PCG's program.





PCG has the experience and expertise to provide Pre-ETS services for students with disabilities and support Mississippi districts to implement comprehensive transition programs. Across these core practice areas, PCG has developed a reputation for designing and delivering effective programming and direct services, professional development, training, and technical assistance. Clients value our approach as collaborative, research-based, and highly engaging. In addition to our staff's expertise designing high-quality, capacity-building programs, PCG also has the organizational systems and skillsets to manage complex, multi-year engagements with multiple stakeholders at the state, district, and school levels. We have experience working with state departments and school districts of all sizes, and we customize project deliverables and design solutions that reflect the specific of the school community.

## Related Project Experience



Building on our collective expertise serving school districts and state departments of education nationwide, as well as on extensive research, PCG has developed the [Special Education Effectiveness Framework](#) to assist school districts in catalyzing conversations about, and reviewing and improving the quality of, their special education programs. Our framework is designed to provide district and state leaders with a set of practices to strengthen special education services and support the multi-disciplinary, integrated nature of systemic improvement. An intentional focus on improving outcomes for students with disabilities leads to improved outcomes for all students. The framework serves as the foundation of our work when supporting state

agencies and school districts. Effective transition services, including Pre-ETS and collaboration with community agencies, is addressed across the effectiveness domains.

PCG leverages our experience with special education, vocational rehabilitation, establishing effective service models, and our experience supporting agencies that serve specialized populations across the nation to provide high quality Pre-ETS. Below is a select set of engagements where PCG provides Pre-Employment Transition Services and related supports.

- Mississippi Department of Rehabilitation Services.** Starting in 2019, PCG began providing Pre-Employment and Transition Services (Pre-ETS) for school districts in Mississippi. PCG has been pleased to expand in Mississippi, and leverage experience in Pre-ETS, relationships with LEAs, and knowledge in special education, transition, and Vocational Rehabilitation, to provide quality services to transition-aged students to learn more about employment and support a seamless transition to adulthood. As an approved Pre-ETS provider, PCG works in collaboration with local education agencies to provide customized services that support students and complement current transition programs. PCG offers a comprehensive approach that includes building relationships with school and business partners, as well as high quality curriculum, resources, and training. During PCG's time as a vendor in MS, services have expanded into additional districts at the request of MDRS.
- Indiana Division of Disability and Rehabilitative Services.** Starting in 2017 PCG partnered with DDRS to provide Pre-ETS in priority counties and has expanded partnerships since. PCG partnered with local education agencies and special education cooperatives to evaluate programming, design programs and

implement services for students with disabilities. Programs are customized to the needs of the schools and students and include services provided weekly, daily and in a variety of school and community settings. PCG is also collaborating with other state Pre-ETS providers to deliver services for students with significant disabilities. As an approved Pre-ETS provider, PCG-Indiana works in collaboration with local education agencies (LEAs) and special education cooperatives to provide customized services that support students and complement current transition programs. PCG-Indiana offers a comprehensive approach that includes building relationships with school and business partners, as well as high quality curriculum, resources, and training. PCG-Indiana leverages our experience with special education, vocational rehabilitation, establishing effective service models, and our experience supporting agencies that serve specialized populations across the nation to providing high quality Pre-ETS in identified counties. \

- **New York State Education Department ACCES-VR.** Starting in 2024, PCG partnered with NYSED-VR to provide Pre-ETS in all counties throughout the state utilizing a digital transition curriculum. PCG currently provides services to VR eligible students throughout the state and is developing district partnerships for potentially eligible students in hard to reach areas such as upstate rural counties.
- **Utah State Office of Rehabilitation.** PCG has partnered with Utah VR since 2024 to provide Pre-Employment Transition Services as a summer only provider. That partnership expanded in 2025 to develop a custom student curriculum and professional learning resources and facilitate a youth council, among other deliverables. Department of Children and Families.
- **Kansas Department of Children and Families.** Beginning in 2024, PCG and the Kansas Vocational Rehabilitation have partnered in the delivery of pre-employment curriculum and implementation services. This curriculum project included the implementation of thirty-six lessons mapped into five WIOA domains, and development of several units intended for students with high support needs. PCG's curriculum is used by Pre-ETS instructors across the state and is implemented across individual and small group settings.
- **Iowa Department for the Blind.** Beginning in 2024, PCG and the Iowa Department for the Blind partnered to provide additional Pre-ETS for Iowan youth with visual impairments. That partnership eventually expanded to include licensed access to PCG's Transition Playbook. This tool will assist counselors and specialists with the delivery of Pre-Employment Transition Services to Iowan youth. This included the implementation of thirty-six lessons and supplemental resources for students with high support needs. PCG's curriculum is used by Pre-ETS instructors across the state.

## Service Location

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

PCG acknowledges that the place of performance for in-person services is to be determined by school district clients served, as outlined in Areas of Coverage - Attachment F of our response to the RFQ. Virtual services and project management will be provided remotely.

## 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.*

Our staff are experts in Special Education, Pre-ETS, project management and technology. We have worked with states across the country to support the design, implementation, and assessment of these services with the goals of supporting and maximizing positive outcomes for people. PCG has put together a team that has the experience and expertise to meet MDRS' ongoing goals for this scope of work. Our team has the necessary experience working across Special Education and Vocational Rehabilitation to improve the experience and outcomes of Pre-ETS participants. Please see the following chart for an overview of staff and the Proposal Appendix for full staff resumes.

Staff	Project Role	Related Experience and Expertise
<b>Peter Capomacchio,</b> <b>MBA</b> <i>Associate Manager</i>	Project Director	Expert on client relationship management with proven project success with multiple state agencies and large school districts throughout the nation. Began career as a paraprofessional in Special Education before joining PCG in 2009. Serves as lead for PCG's Transition Services projects.
<b>Alison Flinchum,</b> <b>M.Ed., PMP</b> <i>Consultant</i>	Project Manager	Project Manager for Pre-ETS and Transition Curriculum projects in Indiana, North Carolina, Kansas, New York and Michigan, among other states. Experience in managing implementations and multi-year engagements. Expertise includes project management, client communication, and budgeting.
<b>Heidi Brett-Baker,</b> <b>Ed.D.</b> <i>Managing Education Advisor</i>	Transition Subject Matter Expert / Pre-ETS Lead	Lead SME for Transition in dozens of district-level and state-level projects in Indiana, Mississippi, Iowa, Utah, and New York. Led efforts to build relationships, assess current transition programs and design Pre-ETS that meet student and district needs. Oversees

		implementation of curriculum and provides training and support to direct service providers. Establishing partnerships with local businesses and institutes of higher education to build summer and comprehensive programming.
<b>Melissa Mullen</b> <i>Playbook Project Manager</i>	Playbook Lead	Playbook product lead who supports all aspects of the platform including content updates, new and current features, data integrations, and reporting.
<b>Amy Howie, M.Ed.</b> <i>Associate Manager</i>	Project Advisor	Advisor for Pre-ETS and Transition projects in multiple states and responsible for PCG's special education professional development and Playbook learning management system. Expertise in developing and supporting programming for students with disabilities.

**Peter Capomacchio, MBA**, leads PCG's team and is a seasoned client engagement manager for state agencies in Alabama, Vermont, New York, Utah and Iowa, among others; as well as large local education agencies such as the New York City Department of Education and Newark Public Schools. He attended Seton Hall University (B.S.) and Clark University (MBA) and began his career as a paraprofessional before joining PCG in 2009.

**Alison Flinchum, M.Ed., PMP**, is a consultant at Public Consulting Group with seventeen years of experience fostering equitable, inclusive educational initiatives. She currently leads project management and instructional support efforts for PCG's Pre-Employment Transition Services (Pre-ETS), helping students with disabilities successfully navigate high school and transition into employment and post-secondary education. Before joining PCG, Alison served as a school principal, overseeing preschool through grade three. In this role, she led curriculum development, school operations, family engagement, and school improvement efforts tailored to early learners. She began her career as a kindergarten teacher and later became a professional development leader, designing and delivering training to early childhood educators working in classrooms with children ages three to eight. Her training initiatives have focused on evidence-based practices, inclusive instruction, and supporting the developmental needs of young children. Previously, Alison collaborated with the Alabama State Department of Education, providing statewide professional development for educators serving students with disabilities, and directed a professional learning initiative for Alabama mathematics educators. Alison holds a B.A. in Education and Spanish from Emory & Henry College, a Master's in Human Growth and Development from Rutgers University, and an M.A. in School Leadership and Change from the Education University of Hong Kong. She is a certified Project Management Professional (PMP) and is currently pursuing an MBA from Clark University.

**Heidi Brett Baker, Ed.D (ABD)**, is a Senior Associate, Special Education Subject Matter Expert at Public Consulting Group, and SME Lead for Pre-ETS in Indiana and Mississippi, a LifeCourse Ambassador, and team member of PCG's Project SUCCESS. Project SUCCESS is a resource center developed and managed by PCG to support higher

academic achievement for students with disabilities. Heidi coordinates the PCG Pre-Employment Transition Service project for Indiana, Mississippi, Utah, and New York. Prior to coming to PCG, Heidi was a special education director for several years. She has 35 plus years of experience at elementary, secondary, and post-secondary levels supporting a continuum of services for all disability areas and in various settings including elementary, secondary, vocational, and higher education. For several years, Heidi served as principal or instructional director in Indiana & Ohio districts. In her tenure, she created and conducted several professional development trainings on transition at the regional and state level. Heidi has worked with numerous school districts in evaluating, aligning and implementing change to create effective transition programs. She has chaired and been a member of many local, regional, and state level committees and associations for special education projects. She has worked with several colleagues on various research projects such as: use of effective instructional strategies on academic and behavioral outcomes for students with multiple disabilities, the use of assistive technology to engage students with intellectual disabilities, utilizing transition assessments to create effective Transition Plans, outcomes of post-secondary programs for students with intellectual disabilities. Heidi created and implemented a post-secondary program at the University Cincinnati for students with intellectual disabilities. She has been an active member in the transition cohort roundtable for many years. She has been very successful in writing several grants to fund new initiatives such as the post-secondary program. She has provided training and consultation to teachers, schools and districts on transition processes, positive behavior supports, co teaching strategies, and behavior support programs for students with emotional disabilities. Heidi has completed her Doctorate program (ABD) in special education with a transition focus, completed a master's degree in educational administration and Supervision K-12 and a bachelor's degree in Special and General Education.

**Melissa Mullen** is a client-focused professional with 28 years of experience in Business Development, Client Relations, Account Management, and Training and Development. She has extensive experience in all aspects of the training lifecycle, including needs assessment, curriculum planning, instructional design and development, trainer certification, and instructor-led facilitation. Ms. Mullen has worked in the Education Technology space since 2005, and in Training & Development since 1995.

For the last 15 years, Melissa has worked with PCG in numerous capacities to include: managing a compliance-driven, web-based Special Education product with 80+ clients nationwide; coordinating the design, development & pilot launch of a new product; consulting with school districts, educational service districts & state departments of education for the purposes of needs-analysis & solution design; managing the ongoing accounts of several PCG clients of varying sizes; and managing on-going relationships with professional authoring partners who contribute resources & content to PCG Education's online professional learning network. She's also worked on the development & implementation of a technology system with the state-level Migrant Education Programs (MEP) in Nebraska, Kansas, and Tennessee.

Currently Melissa's project work involves implementation & on-going management of PCG's Playbook™, an online professional learning platform for educators and students. Playbook is implemented nationwide, including state-level projects in Alabama, Connecticut, Delaware, and Oklahoma, as well as in large, urban districts such as Miami-Dade County Public Schools, and Chicago Public Schools.

Her passion is client satisfaction & her long-term, trusted relationships with school districts around the country are proof of that commitment. In addition to those clients mentioned above, Melissa has also done work with the New Mexico Public Education Department, Louisiana Department of Education, Los Angeles Unified School District, Broward County (FL) Public Schools, Birmingham (AL) City Schools, Lee County (FL) Schools, Jersey City (NJ) School District, Cobb County (GA) School District, Atlanta (GA) Public Schools, Beaufort County (SC) School District, Virgin Islands Department of Education, as well as several large consortiums of clients in Alaska, Utah, Vermont, and Washington.

Melissa holds a Bachelor of Arts in Communication degree from Bowling Green State University (OH).

**Amy Howie, M.Ed.**, is an Associate Manager at Public Consulting Group leading special education consulting and professional development engagements across the country with a focus on providing equitable and meaningful access to all students and improving outcomes for students with disabilities. She currently leads statewide partnerships in Louisiana, Alabama, Oklahoma, and Mississippi to provide a variety of special education professional development services, coaching, and direct student services. She leads work in partnership with the Louisiana Department of Education to provide a comprehensive professional development and coaching to new special education directors and has supported their efforts in early literacy as well as provided guidance on State Systemic Improvement Plan (SSIP) and State Personnel Development Grant (SPDG) Annual Performance Reports. Amy leads work in Alabama that includes a comprehensive system of professional development for special education teachers and leaders and Part C technical assistance in Oklahoma. In Mississippi, Amy serves as an active advisor to the Pre-Employment and Transition Services team providing direct services to students. Amy leads a team that partners with districts and regional centers across the country to provide professional development and coaching designed to build skills of teachers and leaders in all aspects of special education and instruction.

Prior to coming to PCG, Amy was a special education teacher for ten years, including experience at elementary and secondary levels and covering a range of disability areas and instructional settings including elementary, secondary, and vocational education. For six years, Amy served as building administrator where she led efforts to improve instruction and increase achievement by developing and supporting special education programming. Amy has a master's degree in Educational Administration and Supervision K-12 and a bachelor's degree in Special Education.

## 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.*

State & Project	Reference Details
<b>Indiana Vocational Rehabilitation Services</b> Direct Pre-ETS	<p>Jonathan Kraeszig, M.R.C, C.R.C Director of Youth Services Indiana Vocational Rehabilitation Services Indiana Family and Social Services Administration Phone: 317.417.4847 Email: <a href="mailto:jonathan.kraeszig@fssa.in.gov">jonathan.kraeszig@fssa.in.gov</a></p> <p>Summary: PCG partnered with DDRS to provide Pre-ETS in priority counties and has expanded partnerships since. PCG partnered with local education agencies and special education cooperatives to evaluate programming, design programs and implement services for students with disabilities. Programs are customized to the needs of the schools and students and include services provided weekly, daily and in a variety of school and community settings. PCG is also collaborating with other state Pre-ETS providers to deliver services for students with significant disabilities. As an approved Pre-ETS provider, PCG-Indiana works in collaboration with local education agencies (LEAs) and special education cooperatives to provide customized services that support students and complement current transition programs. PCG-Indiana offers a comprehensive approach that includes building relationships with school and business partners, as well as high quality curriculum, resources, and training. PCG-Indiana leverages our experience with special education, vocational rehabilitation, establishing effective service models, and our experience supporting agencies that serve specialized populations across the nation to providing high quality Pre-ETS in identified counties.</p>
<b>Kanas Department of Children and Families- Rehabilitation Services</b> Pre-ETS Curriculum	<p>Elizabeth Van Vleck, M.S., LCPC Deputy Director of VR Policy and Procedures Kansas Department for Children and Families 785-368-8005 <a href="mailto:elizabeth.vanvleck@ks.gov">elizabeth.vanvleck@ks.gov</a></p> <p>Summary: PCG and the Kansas Vocational Rehabilitation have partnered in the delivery of pre-employment curriculum and implementation services. This curriculum project included the implementation of thirty-six lessons mapped into five WIOA domains, and development of several units intended for students with high support needs. PCG's curriculum is used by</p>

	Pre-ETS instructors across the state and is implemented across individual and small group settings.
<b>New York State Education Department</b> Direct Pre-ETS	<p>Suzanne Pearson, C.A.S., M.S., CRC Associate Vocational Rehabilitation Counselor (AVRC) Statewide Transition and Youth Services Unit Adult Career and Continuing Education Services – Vocational Rehabilitation (ACCES-VR) Phone: 607.721.8397 Email: <a href="mailto:Suzanne.Pearson@nysed.gov">Suzanne.Pearson@nysed.gov</a></p> <p>Summary: PCG partnered with NYSED-VR to provide Pre-ETS in all counties throughout the state utilizing a digital transition curriculum. PCG currently provides services to VR eligible students throughout the state and is developing district partnerships for potentially eligible students in hard to reach areas such as upstate rural counties.</p>
<b>Mississippi Department of Rehabilitation Services</b> Direct Pre-ETS	<p>Ericia Brown Transition &amp; Youth Career Services Program Coordinator Office of Vocational Rehabilitation Phone: (601) 656-2998 Email: <a href="mailto:ebrown@mdrs.ms.gov">ebrown@mdrs.ms.gov</a></p> <p>Summary: PCG contracted with Mississippi to provide Pre-Employment Transition Services (Pre-ETS) as described in the Workforce Innovation and Opportunity Act, to students with disabilities between 14-22 years of age who are eligible or potentially eligible for VR services. (1) Job exploration counseling, (2) Work based learning experiences, (3) Counseling on opportunities for enrollment in postsecondary education, (4) Workplace readiness training, and (5) Instruction in self-advocacy. As an approved Pre-ETS provider, PCG works in collaboration with local education agencies to provide customized services that support students and complement current transition programs. PCG offers a comprehensive approach that includes building relationships with school and business partners, as well as high quality curriculum, resources and training. During PCG's time as a vendor in MS, services have expanded into additional districts at the request of MDRS.</p>

Company Name: Public Consulting Group LLC

## **AREAS OF COVERAGE (ATTACHMENT F)**

**ATTACHMENT F – Areas of Coverage****ATTACHMENT F****Areas of Coverage****List of Counties where Pre-ETS can be performed:**

As a long-standing partner to MDRS, PCG can provide services across all counties across the state of Mississippi. A full list is supplied below as requested. The following pages describe our approach to continue partnerships with those districts and schools where services are currently provided, those districts schools recently assigned where services are being implementing, and innovative models to extend high-quality service options statewide.

Adams	Grenada	Lincoln	Simpson
Alcorn	Hancock	Lowndes	Smith
Amite	Harrison	Madison	Stone
Attala	Hinds	Marion	Sunflower
Benton	Holmes	Marshall	Tallahatchie
Bolivar	Humphreys	Monroe	Tate
Calhoun	Issaquena	Montgomery	Tippah
Carroll	Itawamba	Neshoba	Tishomingo
Chickasaw	Jackson	Newton	Tunica
Choctaw	Jasper	Noxubee	Union
Claiborne	Jefferson	Oktibbeha	Walthall
Clarke	Jefferson Davis	Panola	Warren
Clay	Jones	Pearl River	Washington
Coahoma	Kemper	Perry	Wayne
Copiah	Lafayette	Pike	Webster
Covington	Lamar	Pontotoc	Wilkinson
DeSoto	Lauderdale	Prentiss	Winston
Forrest	Lawrence	Quitman	Yalobusha
Franklin	Leake	Rankin	Yazoo
George	Lee	Scott	
Greene	Leflore	Sharkey	

**Company Name:** Public Consulting Group LLC

**Signature and Date:**  10/14/2025

**Name and Title:** William S. Mosakowski, President/ CEO

## Attachment F – Areas of Coverage

### *List of Counties where Pre-ETS can be performed (continued from previous page)*

As described on the preceding page, PCG proposes to continue partnerships with districts and schools we are currently serving, those in the process of implementation, as well as offer options to extend our reach to provide services in new areas. In addition, our team has the capability of providing additional options to expand the number of students served through a statewide virtual offering utilizing our Playbook tool.

The following table includes the schools and districts we are proposing to continuing serving.

- |                             |                           |                                |
|-----------------------------|---------------------------|--------------------------------|
| • Alcorn Central            | • West Point Schools      | • Simmons High School          |
| • Biggersville              | • Pascagoula High School  | • Leland High School           |
| • Kossuth                   | • Gautier                 | • Millcreek of Greenville      |
| • South Pontotoc            | • Moss Point              | • Yazoo City High School       |
| • North Pontotoc            | • New Albany              | • Holmes Central High School   |
| • Pontotoc City             | • Union Co-Myrtle         | • Humphreys County High School |
| • Itawamba High School      | • Starkville              | • Yazoo County High School     |
| • Itawamba MS               | • Terry High School       | • Greenwood High School        |
| • Tremont                   | • Raymond                 | • Leflore County High School   |
| • Mantachie                 | • Vardaman High School    | • Amanda Elzy High School      |
| • Ocean Springs High School | • Coffeeville High School | • Leflore Christian School     |
| • Lafayette                 | • South Delta High School | • J.Z. George High School      |
| • Vancleave                 | • Coleman Middle School   |                                |
| • East Central              | • Greenville High School  |                                |
| • St Martin                 | • O'Bannon                |                                |
| • Biloxi                    | • Riverside High School   |                                |
| • South Tippah              |                           |                                |
| • North Tippah Walnut       |                           |                                |
| • North Tippah Faulkner     |                           |                                |

Our team anticipates that most districts will receive services for approximately 20-35 students. Larger districts, such as Desoto, Jackon, Jackson County, Harrison County, and Tupelo require additional coverage given the student population size. PCG's unique approach to staffing Pre-ETS programs will allow us to scale to meet the needs of each district and the state.

Below is a summary table outlining the estimated number of students to be served per school district. Note this list is a sample and does not include all districts and schools above. PCG works with every school district to determine need before delivering Pre-ETS – this can vary based on the following common factors:

- District size, priorities and scheduling
- Number of eligible students in each district /school
- What students to serve (diploma, alt diploma, juniors or seniors, 504/IEP)
- What gaps need filled based on current services

District	Schools	City	County	Est. Students Served
<b>Alcorn County Schools</b>	3	Corinth	Alcorn	35-50
<b>Corinth School District</b>	1	Corinth	Alcorn	30-50
<b>Desoto</b>	11	Hernando	Desoto	300
<b>George</b>	1	Lucedale	George	20-30
<b>Biloxi</b>	1	Biloxi	Harrison	30-50
<b>Gulfport</b>	1	Gulfport	Harrison	30-35
<b>Harrison Co</b>	3	Gulfport	Harrison	90-120
<b>Long Beach</b>	1	Long Beach	Harrison	30-35
<b>Pass Christian</b>	1	Pass Christian	Harrison	30-35
<b>Jackson Public Schools</b>	11	Jackson	Hinds	300
<b>Itawamba Co School District</b>	3	Fulton	Itawamba	35-50
<b>Jackson Co</b>	3	Jackson County	Jackson	90-120
<b>Moss Point</b>	1	Moss Point	Jackson	30-35
<b>Ocean Springs</b>	1	Ocean Springs	Jackson	30-35
<b>Canton</b>	1	Canton	Madison	30-35
<b>Pearl River Co</b>	1	Carriere	Pearl River	30-35
<b>Picayune</b>	1	Picayune	Pearl River	30-35
<b>Poplarville</b>	1	Poplarville	Pearl River	30-35
<b>Pascagoula</b>	2	Pascagoula	Pontotoc	30-50
<b>Pontotoc City Schools</b>	2	Pontotoc	Pontotoc	30-50
<b>Pontotoc Co Schools</b>	1	Pontotoc	Pontotoc	30-35
<b>North Tippah Schools</b>	2	Tiplersville	Tippah	20-25
<b>Stone</b>	1	Wiggins	Stone	20-25
<b>Tishomingo County</b>	2	Luka	Tishomingo	30-50
<b>Tupelo</b>	1	Tupelo	Lee	75-100
<b>New Albany</b>	1	New Albany	Union	30-50
<b>Union Co Schools</b>	2	New Albany	Union	30-50
<b>Yazoo City</b>	1	Yazoo City	Yazoo	30-50
<b>Yazoo Co</b>	1	Yahoo Co	Yazoo Co	30-50

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## Additional Service Options for Mississippi

As described, PCG has successful experience providing Pre-ETS for Mississippi over the past decade. Through this partnership our team has learned strategies locally and nationally to provide additional value for the Mississippi Department of Rehabilitative Services.

1. **Additional Service Coverage.** PCG can extend our services statewide or in additional regions as assigned. This can be accomplished using our standard model of providing Pre-ETS in-person, however we can also utilize a virtual model utilizing our Transition Playbook online learning platform. This has proven successful in other state Pre-ETS programs and we welcome the opportunity to demonstrate this to MS.
2. **Higher Education Coverage.** PCG is willing to provide a virtual offering to eligible students enrolled at higher education institutions through our Transition Playbook and virtual coaching model. Examples could include a Bridge program to connect students with higher education as we've successfully implemented in other states. Particular lessons are tailored for this population of youth and can support self-advocacy while building core skills needed beyond school.

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## MANAGEMENT SUMMARY (COVER LETTER)

Public Consulting Group LLC (PCG) is pleased to submit this proposal in response to RFQ # 3120003211 to provide Pre-Employment Transition (Pre-ETS), as described in the Workforce Innovation and Opportunity Act (WIOA), to students who are eligible or potentially eligible for vocational rehabilitation (VR) services. PCG is excited for the opportunity to continue to our successful partnership with the Mississippi Department of Rehabilitation Services Office of Vocational Rehabilitation on this scope of work. We believe that our combined experiences in special education and vocational rehabilitation will provide the state with a vendor who meets and exceeds the requirements set forth in this request.

PCG is excited to leverage our experience with special education and vocational rehabilitation implementing effective service models in Mississippi and across the nation. Our underlying philosophy is to support students as they strive to achieve meaningful career and post-secondary goals by providing engaging curriculum and work opportunities developed by national experts and delivered by trained professionals. Providing high-quality Pre-ETS requires a vendor with a strong understanding of students with disabilities, high school scheduling and environments, Special Education transition services, and vocational rehabilitation (VR) services. Imperative to a successful engagement is:

- Expertise in evidence-based practices.
- Ability to effectively and efficiently train direct service providers,
- Experience in designing, delivering, and evaluating curriculum.
- Long standing relationships and experience working with local education agencies in Mississippi.

PCG demonstrates all of these attributes by the evidence of the following:

- **Extensive knowledge of special education nationally.** We have delivered numerous projects providing technical assistance to states and local education agencies (LEAs) and provide a statewide resource center that provides ongoing professional development for teachers serving students with disabilities. We also deliver several statewide systems for special education case management, providing every district support and structure for developing high quality and compliant Individualized Education Plans (IEPs) for students with disabilities.
- **National thought leadership and experience in disability services and employment.** We bring unique and extensive experience providing thought leadership and consulting in disability and employment services. We have worked with numerous states, workforce boards, and employers in various capacities, from designing service delivery systems, to creating provider oversight and payment structures, to brokering employment for individuals.
- **Extensive experience working with agencies, schools and community partners.** We have worked with VR agencies and direct service providers in a

number of states, including 1) as a Pre-ETS provider, 2) evaluating service models and programs, and 3) providing technical assistance, professional development and coaching.

- **Experience with Special Education nationally and in Mississippi.** PCG works with 21 of the 30 largest urban U.S. school districts, more than 5,700 school districts across 46 states and 29 state agencies. PCG has experience working with dozens of Mississippi school districts, Division for Rehabilitative Services and the Department of Education. PCG has existing relationships with partner school districts that will be crucial to successful Pre-ETS delivery and can speed implementation cycles and start up.

We offer a unique perspective that includes an understanding of all of the components of successful service provision. By choosing PCG, the state will have a partner with extensive knowledge of complex and often wide-ranging issues concerning supports for individuals with disabilities and particularly transition-aged youth. PCG has proven expertise in WIOA and IDEA, including evaluating outcomes, program efficacy, capacity and assessing the needs of specific populations. We have been contracted by numerous states to conduct evaluations of their respective programs.

PCG has a proven record of successful projects. Our work spans multiple agencies in numerous states, including the Departments of Education, Offices of Special Education, Vocational Rehabilitation, Developmental Disability Services, and Workforce Development across the country. We have the education and workforce experience and expertise to provide high-quality Pre-ETS for students with disabilities in Mississippi. Further, PCG has developed a reputation for designing and delivering effective programming and direct services, professional development, training, and technical assistance. Clients value our approach as collaborative, research-based, and highly engaging. In addition to our staff's expertise designing high quality, capacity-building programs, PCG also has the organizational systems and skillsets to manage complex, multi-year engagements with multiple stakeholders at the state, district, and school levels.

Through our extensive work with states and LEAs, PCG has developed skills to help guide state and community stakeholders to develop and implement evidence-based practices into existing practice models. We know how to bring stakeholders together to facilitate decision making and ease the implementation process by creating clear lines of communication. It is through this experience that PCG can provide high quality Pre-ETS to Mississippi students.

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# PROPOSAL

## Approach Overview

Public Consulting Group (PCG) is pleased to propose the following plan for providing Pre-Employment and Transition Services (Pre-ETS) in Mississippi. We have developed a plan to deliver high quality, integrated services to students with disabilities in each of the Pre-ETS areas. We will build upon prior experience, knowledge, resources, and local district relationships to implement a comprehensive system of services, while building internal capacity within partner schools and communities to increase post-secondary education and employment opportunities for students with disabilities.

PCG understands the complex issues schools face in providing a rigorous, accessible education to all students with a balance of academic and employability skills. For students with disabilities, this often presents challenges as teachers and parents are faced with limited resources, and lack of expertise in transition-related activities. In addition, school, community and post-school services are sometimes disconnected, and teachers and schools may not see the connection between multiple initiatives and programs. PCG is positioned to support districts in aligning programs and resources while implementing high-quality Pre-ETS. As we provide Pre-ETS to students with disabilities in partner districts, we will also consult with school staff to align standards, courses, transition activities, and portfolio requirements to support a student-centered approach that utilizes all available resources.

## Service Model

In collaboration with each district partner, PCG will develop a project plan to deliver Pre-ETS that complement and enhance transition services provided by partner districts. While all programs will be designed using evidence-based practices for students with disabilities and transition, we know that each site will need an individualized approach based on student needs, local resources and identified district priorities. While the programs may vary in design, the process will be the same and includes the following steps:

1. **Perform Needs Assessment** – assess current school and community resources, student needs, strengths, etc.
2. **Determine Goals** – develop vision, determine priorities, identify goals and criteria for success
3. **Create Project Plan** – based on goals, include step by step activities, establish roles and responsibilities of each partner, and determine timeline

When possible, PCG will leverage curriculum and local community resources, agencies, employers, and institutes of higher education to collaborate and build comprehensive transition programs for partner districts. All programs will be designed to integrate Pre-ETS into a comprehensive model that provides students with disabilities aged 14-21 meaningful access to post-secondary college and career experiences as well as support in developing self-advocacy and social skills that will lead to increased opportunities and greater post school outcomes. Each site's model will be developed in close collaboration with school staff and may be a combination of integrated school-based and community experiences.

Models will vary by district and individual student need, but may include any combination of the following:

- Individual, small or classroom groups
- Students working toward a diploma or alternate diploma
- Students with a range of ability levels, including those with significant disabilities requiring high levels of support
- Comprehensive programming in partnership with community businesses and universities

### Implementation Process

PCG understands the process of implementation and is prepared to implement Pre-ETS in multiple locations simultaneously. We have developed tools, guides and resources that build efficiencies and promote consistent, high quality Pre-ETS delivery, but also understand each site and student have unique needs. Our approach is grounded in best practices, but flexible enough to meet the needs of various models. The general process for implementation is outlined in the table below.

Initial Referral	Establish Partnerships	Implementation	Evaluation
<ul style="list-style-type: none"> <li>• Receive referrals from transition counselor, liaison or teacher of record</li> <li>• Forward requests to transition counselor from current district partners and consortiums</li> <li>• Organize and host onsite regional events as requested by MDRS</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain records of contacts and districts attending informational sessions</li> <li>• Reach out directly to provide additional information and determine needs</li> <li>• Finalize partnership and develop implementation plans</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and return signed Pre-ETS referral letter and potentially eligible student Pre-ETS Request form</li> <li>• School certifies student has a disability and authorization for services is received</li> <li>• Deliver training on curriculum and supporting resources in each of the five Pre-ETS components</li> <li>• Provide alignment to high school courses and transition portfolio as appropriate</li> <li>• Deliver services to students as agreed</li> </ul>	<ul style="list-style-type: none"> <li>• Year-end report</li> <li>• Review number of students served, and progress made</li> <li>• Evaluate effectiveness of implementation</li> <li>• Provide site report for MDRS and each partner district</li> <li>• Make recommendations</li> </ul>

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		upon and outlined in implementation plan	
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### **Partnership Development**

PCG has proven track record of expanding current client relationships to provide Pre-ETS and quickly forming partnerships with new districts to plan and implement effective Pre-ETS. We are collaborative in our approach and strive to work closely with district leaders and teachers to build a program of services that meet student needs within the district's current processes. PCG works with districts to establish priorities and timeline for scaling services.

Once PCG receives a referral, we will collaborate with leaders from each district to create a plan for implementation. The plan will be inclusive of short and long-term goals for the initiative, set strategies to engage parents and the community, and provide a platform for students, educators and employers to share their success stories while incorporating best practices and engaging stakeholders throughout the planning and delivery process. PCG will also work with districts to identify options for transportation and community partners to develop work-based learning experiences.

### **Curriculum**

PCG has extensive experience developing learning opportunities for diverse audiences and delivering them in a variety of formats on multiple platforms. Regardless of the audience, delivery format or platform, the hallmark of our development process is to build supports into the course design, interactions and learning activities that are beneficial to diverse learners, particularly students with disabilities.

### ***Supportive Course Design, Interactions and Learning Activities***

It is helpful for students with disabilities to have complex activities broken down into carefully sequenced small steps and be provided with explicit instructions about what is to be done. Therefore, we simplify lessons into smaller components and provide explicit instruction about the learning targets for each lesson, as well as clear guides for instructors to provide additional support. The use of a consistent format for each lesson, graphic elements, and headings provide additional structural support.

Interactions in our lessons are visually engaging, incorporate multi-modal presentations, and involve active learner engagement. Specific learning activities are anchored in authentic tasks applicable to student's real-life experiences.

PCG draws upon our extensive experience in special education and integrated employment services to provide Pre-ETS that includes best practices for instruction and transition services with local resources and needs. PCG delivers a robust curriculum that includes the following features:

- Comprehensive approach to assisting students with disabilities in preparing for transition to post-secondary education and/or employment opportunities
- Interactive and engaging content designed to meet needs of students at varying ability levels

- Developed using the principles of Universal Design for Learning to ensure engagement and access for all students
- Core curriculum contains various tools and inventories designed to assess interest and support needs
- Customizable resources based on student and community
- Pre-ETS activities integrated into high school courses
- Artifacts aligned to summary of performance and transition portfolio requirements

### ***Utilizing the Curriculum to Deliver Pre-ETS***

As described PCG will utilize a student-facing curriculum paired with high quality instructional support and coaching that gives students access to customized Pre-ETS. The curriculum includes engaging videos and lessons designed to be meaningful and immediately applicable to students. The curriculum builds knowledge and skills through interactive and engaging content designed to meet needs of students at varying ability levels and contains various tools and inventories designed to assess interest and strengths and build a transition portfolio. Local or virtual coaches will provide ongoing support as students progress through lessons, and activities described in Attachment D.

This offering provides a customized learning experience on an accessible platform. It contains a needs assessment aligned to WIOA to individualize learning and is intentionally aligned to the five Pre-ETS domains.

PCG will leverage a variety of tools, including the Playbook curriculum and other resources, to provide virtual and/or in-person services during the school day or outside the school day (i.e., after school, weekends, during school-year breaks, etc.) as required and authorized.

Because Playbook is flexible, we propose outlining baseline scope and sequence options for school districts and students/youth to consider. Below are options that we have developed for other state engagements in the past.

Service	One-Day Seminars	Three- day Workshops	Five-day Institutes	Semester- long Services	Summer Opportunities	Work-based Learning Opportunities
Delivery	Face to Face/Virtual					Face to Face
WIOA Categories	Career Exploration					Work-based Learning
	Post-Secondary Exploration					
	Career Readiness					
	Work-based Learning					
	<u>Self Advocacy</u>					
Example Topics	<ul style="list-style-type: none"><li>• Setting Employment &amp; Personal Goals</li><li>• Social Skills and Their Role in the Real World</li><li>• Using Your Traditional and Social Network in Employment</li></ul>	<ul style="list-style-type: none"><li>• Identifying Work Experiences &amp; Why You Should Work</li><li>• Creating an Employment Portfolio, Master Application, and Resumé</li></ul>	<ul style="list-style-type: none"><li>• Identifying and Understanding Your Strengths and Weaknesses.</li><li>• Exploring Career Options</li><li>• Exploring &amp; selecting Post-Secondary Schools</li><li>• Setting Employment &amp; Personal Goals</li><li>• Filling Out the Sections of The Application</li></ul>	<ul style="list-style-type: none"><li>• Researching Job Opportunities</li><li>• Identifying Work Experiences &amp; Why You Should Work</li><li>• Creating an Employment Portfolio, Master Application, and Resumé</li><li>• Interview Overview &amp; Interview Preparation</li><li>• Hard Skills and Soft Skills</li></ul>	Transition Playbook provides individualized learning through a fun, engaging format. Features include: <ul style="list-style-type: none"><li>• Video lessons and activities to build pre-employment, on-the-job, and self-advocacy skills</li><li>• Needs assessment and progress tracking</li><li>• Coaching support and feedback</li><li>• Portfolio development</li></ul>	Onsite opportunities to engage in hands on work opportunities. Experience could be <a href="#"><u>a paid</u></a> , volunteer, stipends, internships, or course credit earnings.

The following are some further examples demonstrating how a scope and sequence of services would be provided across programs configured differently in length. Each program is flexible and content can be adjusted to meet the identified needs of each participant.

**10-week program**

Week	Hours	Component	Objectives
1	2	Self-Advocacy, Job Exploration Counseling, Work-Place Readiness Instruction	Complete self-assessment Introduction to Self-Advocacy, Job Exploration, and Work-Place Readiness
2	2	Self- Advocacy	Have a basic knowledge of self-advocacy skills needed to be successful in a college setting. Define self-advocacy. Identify the reasons for learning self-advocacy skills.
3	2	Self- Advocacy	Describe the differences between high schools and colleges. Identify the skills needed to be a self-advocate. Explain the relationship between leadership and self-advocacy.
4	2	Self- Advocacy	Find resources for college self-advocacy programs. Practices becoming a good self-advocate.
5	2	Job Exploration Counseling	Identify various job opportunities. Identify vocational interests (assessments for career interests, aptitude, skills, other preferences, readiness). Gain knowledge of skills and qualifications needed for jobs. Chart out career pathways, set goals, and identify resources.
6	2	Job Exploration Counseling	Identify different ways work can improve life after high school. Identify how strengths can translate into valuable work skills. Learn how to problem solve and leverage available resources. working with the resources I have
7	2	Job Exploration Counseling	Create a vision for life as an adult, and some steps on how to get there
8	2	Work-Place Readiness Instruction	Learn the commonly expected skills employers seek from employees. Gain knowledge of interviewing skills and applying for jobs.
9	2	Work-Place Readiness Instruction	Practice interview and job performance skills through simulations, videos, roleplaying, scenarios to assist with job performance
10	2	Self-Advocacy, Job Exploration Counseling,	Needs Assessment/Wrap up

Week	Hours	Component	Objectives
		Work-Place Instruction      Readiness	

### 2-week program

Week	Hours	Component	Objectives
1	10	Self-Advocacy, Job Exploration Counseling,	Same as 10-week program
2	10	Job Exploration Counseling, Work-Place Instruction      Readiness	Same as 10-week program

### 1 week program

Week	Hours	Component	Objectives
1	20	Self-Advocacy, Job Exploration Counseling, Work-Place Instruction      Readiness	Same as 10-week program

In addition to the program options listed above, PCG can provide other options that align with the typical semester schedules LEA follow. This option provides flexibility and may be preferred for services delivered during the school day. We can also reduce the number of objectives and provide shorter experiences for youth as needed.

Our curriculum will be implemented by a trained instructor using the facilitator guide that includes the following features:

- Overview of course materials and online platform
- Alignment to standards and courses
- Implementation guide for facilitating online, independent student-led activities
- Implementation guide for facilitating blended activities
- Suggestions for curriculum modifications to meet the needs of students with the most significant needs
- Instructions for documenting services

PCG is currently utilizing the curriculum to provide Pre-ETS in Mississippi and has found it to be rigorous, engaging and closely aligned to the required Pre-ETS domains. PCG modifies curriculum as needed to meet student needs and also designs Work-Based Learning Experiences to compliment the curriculum. PCG has developed supplementary materials that meet the needs of students with significant disabilities in all of the Pre-ETS domains.

For all the content, we will provide staff training, a detailed curriculum outline defining the objectives for each component, multiple modes of engagement and suggestions for adapting for students with significant support needs, and, when applicable, an alignment

to Mississippi Department of Education standards, courses and transition portfolio components.

Following are examples of the content covered for each of the Pre-ETS components.

### *Job exploration counseling*

For job exploration counseling, PCG will provide a discovery process for individuals with disabilities. The curriculum includes specific strategies for supporting students with disabilities and their family members to complete appropriate assessments and then how to use the information to provide relevant and meaningful job exploration counseling.

Assessments will be completed by students when appropriate, but may also be completed by providers, educators, and family familiar with the students. Job exploration counseling may include the following assessments:

- Interest Assessment to determine likes, dislikes, current activities, preferred tasks, situations, etc.
- Community Assessment to discover local employers, available transportation, etc.
- Needs Assessment to identify key strategies and supports needed such as accommodations, modifications, adaptive equipment, assistive technology, alternative and augmentative communication, etc.

### *Counseling on Post-Secondary Education and Training Opportunities*

PCG will provide students with an opportunity to explore post-secondary education that is appropriate for the student based on information obtained using the various assessments. Counseling will include a wide range of opportunities for learning about various options for post-secondary education including traditional institutions and specially designed integrated transition programs for students with more significant support needs.

Staff understand the benefits and principles of counseling on post-secondary education opportunities for individuals with disabilities and will work within the community and with knowledge of individual student needs to provide appropriate exploration activities.

Counseling activities will leverage any resources currently available within the partner district and may use a web-based portal to identify post-secondary education opportunities and to share the information with the student's family. Pre-ETS will support students in matching their exploration opportunities to post-secondary options according to specific details such as:

- Location where the student may want to attend school
- Type of post-secondary education the student is interested in (e.g. community college, trade school, university, etc.)
- Individual career interests

### *Workplace Readiness Training*

PCG will include, but is not limited to, providing soft-skills training, employability skills training, social/interpersonal skills (e.g., communication, problem solving, decision making, conflict resolution, empathy, professionalism, etc.) and independent living skills training (e.g., good hygiene, money management, using transportation, time management, using technology and assistive technology, appropriate dress, appropriate behavior, etc.).

Workplace readiness is key for students with disabilities who are transitioning into adulthood. The Pre- ETS curriculum considers individual strengths, interests and needs of students, and offers a variety of information and activities related to workplace readiness including the following:

- Communication skills including how to communicate at work, listen to instruction, express needs, etc.
- Problem solving skills including how to overcome barriers to complete job tasks, how to generalize skills across settings, etc.
- Conflict resolution including recognizing personal frustration, problem solving, knowing what to avoid, and compromising
- Independent Living Skills including appropriate dress for work and transportation
- Use of assistive technology/accommodations at work

### *Instruction in Self-Advocacy*

Advocacy is a key area for individuals with disabilities, and it is important for students to understand their rights and responsibilities related to employment. Pre-ETS curriculum provides opportunities for students to learn about and practice self-advocacy and self-determination. Instruction in self-awareness, disability disclosure, requesting accommodation, understanding rights and responsibilities, self-determination, etc., and mentoring including peer mentoring, is included. Students will learn specific rights and responsibilities of individuals with disabilities related to disclosure and receive tools and resources related to the following:

- Disclosing/not disclosing disability with employers
- Understanding benefits, including Medicaid
- Self-awareness within a workplace setting including boundaries and interpersonal relationships
- Requesting accommodation in post-secondary education and employment situations
- Engaging with others in the community by connecting with mentors and advocacy groups in the community

### *Work-Based Learning Experiences*

For work-based learning experiences, PCG will engage employers and community members to provide students Pre-ETS work experiences in competitive integrated

settings. Staff are skilled in approaching employers and engaging with the employment community to set up work-based learning experience for students being served through Pre-ETS. PCG understands the importance of having experiences that align with a student's individual skills, interests, strengths, supports, and needs. With this in mind, these experiences look different for each student, including the scope and number of units to be delivered. Experiences may include paid or non-paid work experiences in the community, volunteer work, job shadows, short or long-term internships, on-the job training, or apprenticeships. Highlights of the work-based experiences include the following:

- Identify the strengths, skills, needs, and supports of a student including applying information obtained during job exploration counseling
- Develop relationships and opportunities with a diverse array of employers
- Match a student with an employer
  - Effectively communicate the strengths, interests, and skills of the student the employer
  - Understand the needs of the employer and student
  - Providing mutual benefits to student and employer
- Implement experience
  - Provide supports to student and employer
  - Collect data to track experience
  - Develop work skills through participation in paid and nonpaid work experiences in community integrated employment
  - Apply classroom knowledge to the workplace
- Debriefing with student
  - Gain greater understanding of the soft skills important to success in the workplace
  - Learn greater understanding of the soft skills important to success in the workplace

### **Project Management**

PCG understands the importance of strong project management for successful implementation and operation. We have worked extensively with state agencies and school districts of various sizes throughout the country, and our project management methodology accounts for the unique complexities and challenges faced by public sector clients.

PCG has four basic project management objectives that we believe are the foundation of any sound project management methodology: Effective Communication, Proactive Management, High-Quality Work, and On-Time Delivery. Without them, control methods, procedures, and other project management best practices will not be effective. This approach will help to guide our project team and deliver the best results.



**Effective Communication:** Timely and accurate communication to project participants and stakeholders throughout the entire project.



**Proactive Management:** Identify potential problems before they develop, and initiate appropriate corrective action.



**High-Quality Work:** Deliver high quality end products that address the project objectives and meet end user requirements.



**On-Time Delivery:** Complete deliverables on schedule and within budget.

While each PCG project team customizes its efforts based upon its client's needs and preferences, PCG adheres to the recommended principles of the Project Management Institute® (PMI) and the PMI Project Management Body of Knowledge® (PMBok). These industry standards for managing projects help us to deliver outcomes on time, in scope, and within budget. Our high-level project engagement priorities are as follows:

- Deliver services accurately and transparently;
- Produce clear, useable, and on-time reports;
- Establish an effective and streamlined communication process with client staff; and
- Apply our national and state perspective to bring an informed approach to the project.

A major element of project management is communication with all stakeholders. This project is unique in that relationships will exist between PCG and the client as well as PCG and district/community partners. To effectively engage and communicate with all stakeholders, PCG will develop project plans with each site school. We will utilize technologies such as Zoom, Microsoft Teams and other conference call tools whenever possible to regularly communicate while minimizing travel costs. We have found regular, proactive communication and careful, transparent planning to be the biggest drivers towards a cost-efficient and on-time project.

PCG's project management systems are designed to optimally manage projects to stay on budget, deliver services with great reliability and fidelity, and maintain project schedules. Successful and timely execution of project tasks is dependent on external factors that must be identified and monitored with each partner and during every stage of the process.

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### **Report Requirements**

As an established provider with MDRS, PCG has a full understanding of the reporting requirements, procedures and documentation set forth by the state. We will comply with the four (4) requirements outlined on pages 10 of the RFQ.

### **Survey Requirements**

As an established provider with MDRS, PCG has a full understanding of the survey requirements set forth by the state. Our team has a strong commitment to client satisfaction and utilizes pre- and post-surveys, as well as other assessments, while delivering Pre-ETS in many of our engagements. We will comply with the requirements outlined on pages 10-11 of the RFQ.

### **Invoice Requirements**

As an established provider with MDRS, PCG has a full understanding of the invoice requirements, procedures and documentation set forth by the state. We will comply with the four requirements outlined on page 11 of the RFQ.

### **Evaluation Criteria**

PCG has reviewed the five (5) factors outlined on pages 11-12 of the RFQ. We understand these to be the method that MDRS will use to review our program and will comply with the requirements set forth.

### **Staffing Management**

We have assembled a unique and highly qualified team of experts to design and deliver Pre-ETS to students in Mississippi. Our content expertise, coupled with our extensive experience implementing state-wide projects with multiple state and local agencies, provide a solid approach for this work. We will draw upon our expertise to hire and train local staff to support Pre-ETS in our partner districts. A complete list of staff, project roles and related experiences can be found in the Marked portions of the proposal.

### **Hiring**

PCG partners with a subcontractor, Atlantic Group, that is responsible for the human capital management of direct service providers (instructors) utilized for various Pre-ETS projects as temporary employees. Project staff which have been designated from PCG to support this endeavor have a deep understanding of the processes and regulatory requirements that often dictate a public agency's ability to meet the needs of the population it serves. A majority of the project personnel identified have been with the company for more than a decade and as such are well versed in what is needed in order to maximize resources, adhere to federal and state compliance, and improve student outcomes.

For more than 20 years, PCG has been hiring staff on-demand to fulfill the unique needs of our clients. With the capacity to recruit high-caliber individuals in a quick and nimble fashion, PCG is able to hire program staff for engagements spanning as little as one week to more robust programs that have spanned more than a decade.

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### ***Candidate Qualifications***

PCG will source candidates with the relevant degrees necessary. Further, project staff aim to find candidates with teaching and/or relevant experience who come from diverse demographic backgrounds, broad ranges of academic majors, and varied career fields.

### ***Background & Health Screening***

An updated background check is completed every school year for all existing personnel. Educational backgrounds are verified by reviewing transcripts as part of the hiring process and participating in the E-Verify program, operated by the Department of Homeland Security, in partnership with the Social Security Administration, to determine eligibility for employment authorization. PCG staff are familiar with unique requests and can accommodate additional employment conditions such as: fingerprinting, negative tuberculin screening, drug testing, medical testing, skills testing, certification review, satisfactory Child Protective Services reports, successful completion of State Department of Social Services Child Abuse and Neglect Training (CANT), proof of insurance, etc.

### ***Training***

PCG will deliver comprehensive training to support consistent delivery of the curriculum and implementation of effective Pre-ETS. Staff will provide training specific to each of the Pre-ETS components to direct providers, as well as impacted school staff. Feedback from trainers and school staff will also serve to refine the training plan on an ongoing basis to support staff in providing effective Pre-ETS to students with disabilities. Our training plan allows for flexibility using multiple modalities to meet individual and/or group personnel needs. Using self-directed resources, such as staff toolkits, can serve differing levels of understanding about the Pre-ETS materials. Webinar topics can be tailored to specific needs and levels of competence.

PCG will work closely with key personnel to provide training on the curriculum as quickly as possible. In addition to face to face training, PCG will make available an online toolkit for PRE-ETS that includes training materials, curriculum access and resources. Training curriculum and associated tools will focus on critical areas of PRE-ETS service development including tips for providing services in school districts and building effective employer relationships with the business community to increase job opportunities for students with disabilities.

Accessible training will be provided to district staff to support a consistent, collaborative approach between PCG providers and district staff to successfully meet the goals and expected outcomes of Pre-ETS. In addition, PCG will regularly survey personnel to measure whether resources remain relevant and useful to staff as part of a dynamic and effective transition program.

The following is a sample list of training topics that may be included in Pre-ETS training for instructors. The actual topics will be guided by the content of the curriculum outlined above and feedback from district partners. Please note this is not intended as a complete list but is representative to demonstrate our ability to design training.

- Required Pre-ETS Activities

- Transition Portfolio Development
- Person-Centered Thinking/Planning
- Understanding Unique Needs and Identifying Supports
- Employer Outreach/Community Engagement
- Role of Assessments
- Ongoing Monitoring of Students

PCG will develop easy to use School Personnel Training Curriculum pertaining to Pre-ETS that will support a consistent, collaborative approach to building relationships with school staff. A comprehensive training orientation checklist will be sent to each partner LEA along with directions for completing required paperwork. In addition, periodic staff meetings will be held at LEA locations to provide updates on Pre-ETS Training Operations.

### **Service Delivery Options**

PCG understands the need to provide an array of options for service delivery to continue supporting students. PCG will work with MDRS to deliver Pre-ETS as deemed allowable by state and federal guidance and leveraging innovation and promising practices identified across the country. A continuum of service delivery options supports students, families, and school districts having options that align with their resources, skills, access, and policy requirements.

In addition to traditional onsite services provided through partnerships with LEAs, PCG is pleased to propose the following virtual strategies.

### **Online/Virtual**

#### **Transition Playbook**

To provide an innovative alternative for providing services, PCG proposes a student facing curriculum paired with high quality coaching that will give students access to customized services.

This offering provides an online learning experience with coaching that can be leveraged in partner districts or open to any student in the state (including out of school or incarcerated youth and students in private, online or home schools). The content is delivered on an accessible platform, individualized based on a needs assessment and is intentionally aligned to the five Pre-ETS components.

PCG created the Transition Playbook to provide a virtual option for delivering transition curriculum and coaching. The technology of our Playbook platform, coupled with Pre-ETS curriculum, provides a high quality, customized transition experience driven by individual needs assessment and ongoing coaching. The curriculum includes engaging videos and lessons designed to be meaningful and immediately applicable to students. The curriculum builds knowledge and skills through interactive and engaging content designed to meet needs of students at varying ability levels and contains various tools and inventories designed to assess interest and strengths and build a transition portfolio.

Local or virtual coaches provide ongoing support and feedback as students progress through tasks and activities.

### Needs Assessment

The transition needs assessment provides valuable insights into each student's areas of strengths and challenges. Through the self-assessment in Transition Playbook, students examine their skills, traits, competencies, abilities, and experiences that will make them more successful after they leave high school. When the needs assessment is completed, the results are tabulated and automatically generate lesson related to an area of need.

The needs assessment can be taken multiple times to measure growth over time. Following is the Transition Playbook needs assessment.

	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>I. Job Exploration Counseling</b>				
1. I understand the importance of networking for enhancing achievement of education and career goals.				
2. I evaluate how personal attitudes and values integrate into career choices.				
3. I demonstrate skills in revising and extending career plans to meet postsecondary goals.				
4. I identify and communicate individual interests and skills that align related coursework and experiences to potential career paths.				
5. I have explored career options and know what I want to pursue.				
<b>II. Work-Based Learning</b>				
1. I apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.				
2. I acquire occupational-related skills through work-, service-, or project-based learning experiences.				
3. I understand the employment application and interviewing process, and develop effective interviewing techniques.				
4. I have had multiple work and/or volunteer experiences.				
5. I am currently employed.				
<b>III. Post-Secondary Counseling</b>				
1. I participate in coursework and diverse experiences that directly contribute to attainment of post-secondary goals.				
2. I am aware of the options for post-secondary education.				
3. I regularly meet with my teachers and counselors to discuss my post-secondary education plans.				
4. I understand what financial aid is and how to apply.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. I have identified my strengths and aligned them to my future.				
6. I understand the educational requirements for the field I am pursuing.				
<b>IV. Workplace Readiness</b>				
1. I demonstrate self-control and behave in accordance with rules with minimal direction.				
2. I carry out expectations with minimal supervision.				
3. I complete tasks or activities with no prompting and minimal guidance.				
4. I apply coping strategies in stressful situations.				
5. I show professionalism by meeting expectations of promptness, attendance, being prepared, completing tasks, following policies, rules and regulations.				
6. I take responsibility for creating a safe, positive work environment.				
7. I work well with others on a team.				
8. I am able to listen to others' ideas and respect different ways of being and doing.				
<b>V. Self-Advocacy</b>				
1. I believe in own ability to succeed and assert self when necessary.				
2. I demonstrate willingness to work and learn, and continually apply new knowledge				
3. I feel empowered to advocate on behalf of myself and others.				
4. I communicate my needs as needed.				
5. I know what my rights are and advocate for myself.				
6. I ask for accommodation allowable according to my individualized plan.				

### Plays (Lessons)

Each student begins with a needs assessment to determine focus areas and the content for each lesson includes the following components:

- **Overview of lesson:** Brief explanation of the purpose and learning objectives
- **Terms to Know:** Varied types of interactivities to introduce and/or check for understanding
- **Video Lesson:** Builds pre-employment, post-secondary, on-the-job and independent living skills
- **Reflection:** Probing questions and checks for understanding
- **Application Activity:** Guidance, instructions, resources, materials, templates, protocols, examples, etc. to complete a relevant task
- **Wrap Up:** Lesson summary, check for understanding, additional resources and next steps

- **Coaching Support:** Ideas for feedback, extension, and follow up

**PLAYBOOK**

Back to Content

**Explore Types of Work Experience**

You can have many different work experiences in high school, such as volunteer experiences, paid employment, and training opportunities.

**System Assigned**

1 of 6 Activities Completed

Due by 7/8/25 11:59 PM

**Learn About Types of Work Experience**

Review the [Types of Work Experience Terms to Know List](#) to learn more about the terms and definitions.

Let's learn more about volunteer work activities, training opportunities, and competitive employment by completing the **Explore Types of Work Experience Video Activity**. This activity will help you understand the benefits of each type of work experience and how they can build your skills and ensure your success.

You'll be asked questions about what you've learned so far about different types of work experiences.

**Required**

Click to Submit

TOP

The following table lists sample Play titles aligned to Pre-ETS domains.

Play/Lesson	Primary Domain Alignment	Secondary Domain Alignment
<b>Understand Hard and Soft Skills</b>	Workplace Readiness	Self-Advocacy
<b>Research Job Opportunities</b>	Job Exploration Counseling	Post-Secondary Counseling
<b>Set Employment and Personal Goals</b>	Job Exploration Counseling	Self-Advocacy
<b>Identify Your Strengths and Weaknesses</b>	Post-Secondary Counseling	Job Exploration Counseling
<b>Create an Employment Portfolio</b>	Work-Based Learning	Job Exploration Counseling
<b>Prepare to Get Paid</b>	Post-Secondary Counseling	Workplace Readiness
<b>Build Your Social Skills</b>	Workplace Readiness	Self-Advocacy
<b>Use Your Traditional and Social Network</b>	Workplace Readiness	Self-Advocacy
<b>Prepare for Life After High School</b>	Post-Secondary Counseling	Workplace Readiness

Play/Lesson	Primary Domain Alignment	Secondary Domain Alignment
Practice New Hire Paperwork	Workplace Readiness	Self-Advocacy
Read Your Paycheck	Workplace Readiness	Self-Advocacy
Balance School, Work, and Life	Self-Advocacy	Workplace Readiness
Understand How to Budget	Workplace Readiness	Self-Advocacy
Develop a Strong Work Ethic	Work-Place Readiness	Self-Advocacy
Explore Types of Work Experience	Work-Based Learning	Workplace Readiness
Deal with Conflict Positively in the Workplace	Work Place Readiness	Self-Advocacy
Create a Job Search Toolbox	Job Exploration Counseling	Self-Advocacy
Explore and Select Post-Secondary Schools	Post-Secondary Counseling	Self-Advocacy
Complete the FAFSA	Post-Secondary Counseling	Self-Advocacy
Use the Disability Services Department	Post-Secondary Counseling	Self-Advocacy
Answer Common Interview Questions	Work-Based Learning	Workplace Readiness
End an Interview and Following Up	Work-Based Learning	Workplace Readiness
Have Crucial Conversations in the Workplace	Work-Based Learning	Workplace Readiness
Fill Out the Sections of a Job Application	Work-Based Learning	Workplace Readiness
Gain Work Experience	Job Exploration Counseling	Self-Advocacy
Expect the Unexpected	Job Exploration Counseling	Self-Advocacy
Be a Smart Consumer	Workplace Readiness	Self-Advocacy
Plan to Live on Your Own	Workplace Readiness	Self-Advocacy

Play/Lesson	Primary Domain Alignment	Secondary Domain Alignment
<b>Connect School to Work</b>	Workplace Readiness	Self-Advocacy
<b>Develop Skills to Keep Your Job</b>	Work Place Readiness	Self-Advocacy
<b>Understand Your Rights</b>	Self-Advocacy	Work Place Readiness
<b>Leave Your Job Professionally</b>	Workplace Readiness	Self-Advocacy
<b>Request a Raise or Promotion</b>	Self-Advocacy	Work Place Readiness
<b>Promote Self Care</b>	Self-Advocacy	Work Place Readiness
<b>Prepare for an Interview</b>	Work-Based Learning	Job Exploration Counseling
<b>Explore Careers</b>	Job Exploration Counseling	Post-Secondary Counseling

In addition to these online lessons, PCG also has supplementary content to support blended learning environments and/or support to students with complex needs. These units and resources are delivered outside Playbook for primarily in-person instruction. Below are eight examples of units intended for students requiring high support.

- Unit 1: Who Am I
- Unit 2: What Are My Strengths
- Unit 3: What Are My Career Options
- Unit 4: Job Application Overview
- Unit 5: How to Read Your Paycheck
- Unit 6: Budgeting and Living on Your Own
- Unit 7: Disability Disclosure
- Unit 8: Speak Up!

### Coaching

The coaching dashboard provides instructors with a high-level view of their assigned students with the ability to drill down to get more detailed information on recent interactions, resources that have been shared, and progress on lessons. The coaching log allows coaches to document the date and time of an interaction, which students were involved, and a summary of what was accomplished. Reporting capabilities are available with full detail for coaches, and summary of statistics for district leadership. Progress reports are available to individuals to track their own progress and to the client to monitor the learning of those they support throughout implementation.

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## Portfolio

Transition Playbook includes a digital portfolio that provides students with a place to collect and store key artifacts that highlight interest, skills and growth in various transition areas. Instructors can establish specific requirements and monitor the documents and information added to the portfolio.

## Additional Features

In addition, Transition Playbook serves as a Content Management Platform for relevant resources. Instructors and students can upload and store their own files and resources for sharing with each other and/or other students in their school.

PCG understands that there are many Mississippi students eligible for Pre-ETS who are not currently receiving services and would like to offer this option as one way to reach more youth. We understand this is a new way of delivering Pre-ETS in Mississippi and can be flexible in our approach. The following are a few options for delivery, but PCG has the capacity to scale statewide and is open to additional conversations for implementation.

- Provide access to platform and content to a set number of students and PCG provides the coaching
- Provide access to platform and content to a set number of students and VR youth counselors provide the coaching
- Provides access to platform and content for a set number of students and trains other providers to deliver and provide coaching
- Provide access to platform and content for all Pre-ETS eligible students in Mississippi; establish network of trained instructors that could include youth counselors, other providers, resource center staff, other agencies, etc.

For each of the approaches, PCG understands the need for outreach, awareness and training and is prepared to work with key stakeholders across the state.

### Virtual Work-based Learning Experiences

In addition to virtual curriculum, PCG proposes the facilitation of virtual work-based learning experiences. Many individuals report a reduced bias from employers in traditional work environments because they are not in a traditional office environment or interview process. In fact, many in the disability community report higher job satisfaction and earnings than their traditionally employed peers. Finally, virtual work-based learning experiences address the pervasive transportation barrier that often prohibits students from participating in this service.

Facilitating virtual work-based learning experiences may:

- Support continued service delivery and progress toward transition goals
- Engage with a greater number of employers than possible with in-person experiences, in the student's community and beyond
- Scaffold the skills needed to work in a virtual environment
- Reduce barriers in transportation

As with in person work-based learning experiences, opportunities must be a fit with the skills, needs, and interests of a student. Opportunities must be negotiated on an individual or small group level. PCG's proposed approach of virtual work-based learning experiences changes the delivery, but not the content of the experience.

### *Hybrid*

PCG understands that a continuum of service delivery options should be available to account for and accommodate the access and availability students and families have to technology and the internet. The hybrid option includes Transition Playbook with coaching and feedback provided face to face. This Hybrid approach provides flexibility in service delivery that is critical in providing services during times that are uncertain due to the challenges of COVID-19. This approach allows instructors and students to shift back and forth from in person to virtual instruction seamlessly.

### *Offline*

As another alternative to virtual or hybrid services, PCG can provide an offline option that includes:

- Transition Playbook printed lessons and supplemental materials that guide a student and through the required areas.
- Regular instructor check-ins with the student for additional guidance and support throughout the process, using a medium convenient to the student.

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## ACCEPTANCE OF CONDITIONS

PCG accepts all of the proposed contract terms and conditions but would offer for the State's consideration the following potential modification and append the terms and conditions for Transition Playbook (found in Appendix A) to the PCG contract.

**Section 22** – PCG offers the following addition at the end of the first paragraph to clarify the proprietary rights of the State's and PCG's information: "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 Transition Playbook, 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."

## **ADDITIONAL DATA (ATTACHMENT G)**

**Attachment G – Additional Data**

**ATTACHMENT G**

**Additional Data**

Please refer to the following pages for a description of additional information as requested in the RFQ.

**Company Name:** Public Consulting Group LLC

**Signature and Date:**  10/14/2025

**Name and Title:** William S. Mosakowski, President/ CEO

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## Attachment G – Additional Data

Public Consulting Group (PCG) is proud to offer a full array of solutions to help states foster success with the individuals they serve. Including the provision of Pre-ETS, PCG also offers the following:

- VR Billing Solution
- Pre-ETS Training Development and Delivery
- Transition Playbook
- Pre-ETS Customized Curriculum and Resource Development
- Event Management
- VR Supported Employment Provider Training

### Vocational Rehabilitation (VR) Billing Solution

PCG has developed and implemented a VR billing solution, including comprehensive claims and payment as well as vendor registration. This system can integrate with case management systems, including Alliance's Aware VR. With this system, a VR agency can achieve the following benefits:

- **Providers Get Paid Faster:** In real-time, providers can see their service authorizations, status of claims, view and update their banking information, and a host of other reports and training information. This allows them to proactively work through errors to allow for faster payment and self-service greatly reduces the need for administrative support. Further, PCG can manage all financial operations, banking relationships and call center support if desired.
- **Ability to Manage Complex Payment Rules:** VR Billing can manage a wide variety of service authorizations in an automated fashion. Comprehensive authorizations can be administered, including supported employment services, bookstores, hospitals, assistive technology, home modifications, and reimbursements to participants and guardians.
- **Options for Medicaid and Commercial Healthcare Billing:** VR Billing can adjudicate claims by payer depending on participant eligibility and coverage and allowable services. This includes supporting a host of HIPAA EDI claims transactions for eligibility confirmation, billing, and remittance, and well as managing a multi-tiered hierarchy of payers.
- **Vendor Registration:** VR Billing includes an optional Vendor Registration Portal, which allows vendors to manage demographic information, certifications, licenses, indicate services/goods, banking information, addresses and contact information directly. The services/goods entered on the front end, directly links to another database table which contains approved service codes for the services/goods entered. This informs the case management system of which services codes VR staff can provide authorizations for particular vendors. In addition, state staff have the ability to review, edit, approve and not approve Vendor Registrations directly in the portal.
- **Security:** PCG's hosting environment and operations are SSAE 16 SOC 2 certified, and VR Billing includes configurable user security profiles for multiple

state user types, vendor entities, and individual practitioners to only access case information as appropriate, protecting PII and PHI.

Annually, PCG's systems and operations manage and pay billions of dollars in human service provider claims on behalf of our community services, education, employment services, early intervention and vocational rehabilitation state and local clients. VR Billing is part of PCG's portfolio of claims management tools used for this purpose.

As a recent example, PCG has implemented VR Billing for the State of Indiana Bureau of Rehabilitative Services, including the Vendor Registration Portal. This was deployed in two phases; Phase 1 – Vendor Portal in April 2018 and Phase 2 – Claiming Portal in May 2019. PCG manages all claiming, call center, banking, authorizations and registrations. Currently, there are over 2,100 vendor users with 750 vendor agencies or sole proprietors registered and actively receiving authorization. PCG has paid over 24,000 claims amounting to almost \$13 million dollars for VR services. In addition, we've received over 23,000 authorizations amounting to over \$28 million dollars authorized.

### **Customized Pre-ETS Curriculum and Resource Development**

PCG has the capability of developing customized instructional resources, guides, and other curriculum materials that can be used by MDRS and/or contracted vendors. We can provide expert-led, customized curriculum development designed specifically for Pre-Employment Transition Services, or focused areas as applied math and literacy instruction with industry-recognized career clusters. Our services include:

- Development of tailored transition skills, math and literacy units reflecting real-world applications
- Alignment of curriculum content with established career pathways
- Integration of industry standards and workplace skills into academic lessons
- Creation of interactive resources and student-centered activities
- Professional training and guidance for educators to effectively deliver career-focused instruction
- Support materials including instructional guides, lesson plans, and assessment tools

Accessibility is a key focus for our team, therefore an emphasis would be included to adapt curriculum tools for students and youth with significant disabilities. Our approach ensures students gain meaningful life skills directly connected to workforce readiness.

### **Event Management**

PCG has the capability to assist with the development and implementation of large scale events that support programs. As demonstrated in other states, PCG has the capability of managing logistics for events to be attended by community members including securing speakers and panelists, registration management, vendor and lodging logistics, and coordination with facilities, among other areas.

### **Transition Playbook Pre-ETS Curriculum**

To provide an innovative alternative for providing services, PCG can provide MDRS with licensed access to a student facing curriculum. The curriculum includes engaging videos

and lessons designed be meaningful and immediately applicable to students. The curriculum builds knowledge and skills through interactive and engaging content designed to meet needs of students at varying ability levels and contains various tools and inventories designed to assess interest and strengths and build a transition portfolio. Local or virtual instructors provide ongoing support and feedback as students progress through tasks and activities.

This offering provides an online learning experience with coaching that can be leveraged in partner districts where PCG is not assigned, or open to any student in the state (including out of school or incarcerated youth and students in private, online or home schools). The content is delivered on an accessible platform, individualized based on a needs assessment and is intentionally aligned to the five Pre-ETS components.

Following is a sample of the content included in Transition Playbook and aligned Pre-ETS component.

<b>Play/Lesson</b>	<b>Primary Domain Alignment</b>	<b>Secondary Domain Alignment</b>
<b>Understand Hard and Soft Skills</b>	Workplace Readiness	Self-Advocacy
<b>Research Job Opportunities</b>	Job Exploration Counseling	Post-Secondary Counseling
<b>Set Employment and Personal Goals</b>	Job Exploration Counseling	Self-Advocacy
<b>Identify Your Strengths and Weaknesses</b>	Post-Secondary Counseling	Job Exploration Counseling
<b>Create an Employment Portfolio</b>	Work-Based Learning	Job Exploration Counseling
<b>Prepare to Get Paid</b>	Post-Secondary Counseling	Workplace Readiness
<b>Build Your Social Skills</b>	Workplace Readiness	Self-Advocacy
<b>Use Your Traditional and Social Network</b>	Workplace Readiness	Self-Advocacy
<b>Prepare for Life After High School</b>	Post-Secondary Counseling	Workplace Readiness
<b>Practice New Hire Paperwork</b>	Workplace Readiness	Self-Advocacy
<b>Read Your Paycheck</b>	Workplace Readiness	Self-Advocacy
<b>Balance School, Work, and Life</b>	Self-Advocacy	Workplace Readiness

<b>Play/Lesson</b>	<b>Primary Domain Alignment</b>	<b>Secondary Domain Alignment</b>
<b>Understand How to Budget</b>	Workplace Readiness	Self-Advocacy
<b>Develop a Strong Work Ethic</b>	Work-Place Readiness	Self-Advocacy
<b>Explore Types of Work Experience</b>	Work-Based Learning	Workplace Readiness
<b>Deal with Conflict Positively in the Workplace</b>	Work Place Readiness	Self-Advocacy
<b>Create a Job Search Toolbox</b>	Job Exploration Counseling	Self-Advocacy
<b>Explore and Select Post-Secondary Schools</b>	Post-Secondary Counseling	Self-Advocacy
<b>Complete the FAFSA</b>	Post-Secondary Counseling	Self-Advocacy
<b>Use the Disability Services Department</b>	Post-Secondary Counseling	Self-Advocacy
<b>Answer Common Interview Questions</b>	Work-Based Learning	Workplace Readiness
<b>End an Interview and Following Up</b>	Work-Based Learning	Workplace Readiness
<b>Have Crucial Conversations in the Workplace</b>	Work-Based Learning	Workplace Readiness
<b>Fill Out the Sections of a Job Application</b>	Work-Based Learning	Workplace Readiness
<b>Gain Work Experience</b>	Job Exploration Counseling	Self-Advocacy
<b>Expect the Unexpected</b>	Job Exploration Counseling	Self-Advocacy
<b>Be a Smart Consumer</b>	Workplace Readiness	Self-Advocacy
<b>Plan to Live on Your Own</b>	Workplace Readiness	Self-Advocacy
<b>Connect School to Work</b>	Workplace Readiness	Self-Advocacy
<b>Develop Skills to Keep Your Job</b>	Work Place Readiness	Self-Advocacy
<b>Understand Your Rights</b>	Self-Advocacy	Work Place Readiness

Play/Lesson	Primary Domain Alignment	Secondary Domain Alignment
Leave Your Job Professionally	Workplace Readiness	Self-Advocacy
Request a Raise or Promotion	Self-Advocacy	Work Place Readiness
Promote Self Care	Self-Advocacy	Work Place Readiness
Prepare for an Interview	Work-Based Learning	Job Exploration Counseling
Explore Careers	Job Exploration Counseling	Post-Secondary Counseling

### Pre-ETS Playbook License

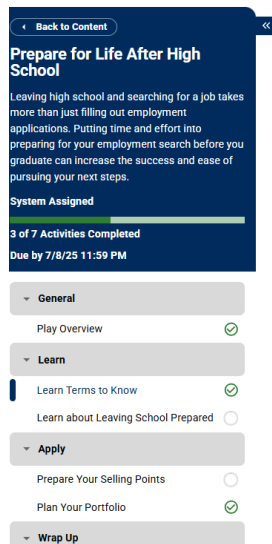
To provide an innovative alternative for providing services, PCG can provide MDRS with licensed access to a student facing curriculum. The curriculum includes engaging videos and lessons designed be meaningful and immediately applicable to students. The curriculum builds knowledge and skills through interactive and engaging content designed to meet needs of students at varying ability levels and contains various tools and inventories designed to assess interest and strengths and build a transition portfolio. Local or virtual instructors provide ongoing support and feedback as students progress through tasks and activities.



This offering provides an online learning experience with coaching that can be leveraged in partner districts where PCG is not assigned, or open to any student in the state (including out of school or incarcerated youth and students in private, online or home schools). The content is delivered on an accessible platform, individualized based on a needs assessment and is intentionally aligned to the five Pre-ETS components.

## Curriculum

Pre-ETS Playbook contains a library of interactive, online lessons along with supplemental resources for students with high support needs. It uses a structured approach to learning that provides educators with support from planning to implementation, and lesson plans include the necessary elements to deliver instruction successfully from start to finish. All the key vocabulary, materials, web links, and lesson attachments are provided, and lessons feature a variety of materials for instructor utilization such as videos, flashcards, forms, worksheets, and suggested activities. All activities can be implemented one on one, in small groups, or as a whole group activity.



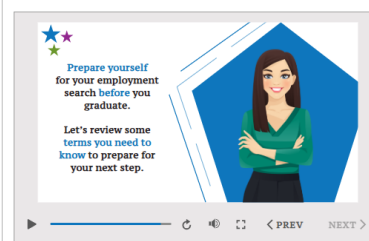
### Learn Terms to Know

#### Learn Terms to Know

As you work through this lesson, it is important that you are familiar with key terms related directly

- How to feature your strengths
- How to use your resources
- How to advocate for your needs

The Leaving School Prepared Terms to Know Activity below will present you with opportunities to



Students can access Playbook at any time and services can be set up to be self-paced, instructor driven through synchronous individual or small group sessions, or a combination of those options. Students can communicate with educators and other students in groups, share resources with each other, and post questions to the discussion board. Playbook provides rich content in a flexible system to best meet the needs of students.

Our Pre-ETS Playbook offering currently includes thirty-six (36) lessons and supplementary resources, with additional lessons planned each year. The content is delivered on an accessible platform, and the scope and sequence of content can be individualized based on the needs assessment. The following table provides a sample of lesson topics and descriptions.

Play Title	Brief Description
<b>Understand Hard and Soft Skills</b>	Students will learn and apply practice in identifying, communicating, and demonstrating both hard and soft skills – and understand it is an essential part of becoming employable long-term.
<b>Research Job Opportunities</b>	Researching job opportunities and companies can help you find a position that best suits you while also putting you ahead of the game when applying for a job.
<b>Set Employment and Personal Goals</b>	Goal setting is a key to success. Learning to set goals is a life skill that will allow you to determine what is valuable to you and assist you in steps to experience continual growth as a person and employee.

<b>Play Title</b>	<b>Brief Description</b>
<b>Identify Your Strengths and Weaknesses</b>	The best way to prepare yourself for employment and life outside high school is by identifying your strengths and weaknesses. You can use the skills you are good at to show off who you are and excel in the employment process. By reflecting on and identifying your weaknesses, you can start working on them and build your skills for success.
<b>Create an Employment Portfolio</b>	An employment portfolio is a way to stay organized in the employment process. An employment portfolio is a three-ring binder containing information, materials, and documents to help you fill out job applications, which you can use to prepare for a job interview.
<b>Prepare to Get Paid</b>	Understanding your banking options before you receive your first paycheck will help you plan to handle your hard-earned money well.
<b>Build Your Social Skills</b>	By familiarizing yourself with desirable social skills, you can seek opportunities within your daily life to grow and develop these skills, which will better prepare you for the world of work.
<b>Use Your Traditional and Social Network</b>	Networking is essential to the employment process. The more people you connect with, the more employment opportunities will present themselves.
<b>Prepare for Life After High School</b>	Leaving high school and searching for a job takes more than just filling out employment applications. Putting time and effort into preparing for your employment search before you graduate can increase the success and ease of pursuing your next steps.
<b>Practice New Hire Paperwork</b>	After accepting a new job, there will be paperwork you will need to fill out to figure out your tax deductions and prove eligibility to work in the United States. Paperwork will include completing an I-9 form, a W-4 tax form, and possibly reading and signing an employment contract.
<b>Read Your Paycheck</b>	It is important to know the definition of a paycheck and a pay stub. A “paycheck” is a check for wages made out to an employee, and the “pay stub” shows the amount of money the employee earned and the amount of money removed for taxes and other withholdings.
<b>Balance School, Work, and Life</b>	Balancing school, work, and life is necessary to be successful. It is important to develop strategies to maintain a healthy balance of your responsibilities and identify areas where adjustments are needed.
<b>Understand How to Budget</b>	Developing money management skills is necessary for people to successfully live independently. Using a monthly budget helps people organize finances into fixed and flexible expenses.
<b>Develop a Strong Work Ethic</b>	Showing a strong work ethic can lead to success in all areas of your life. A work ethic is a set of values based on discipline and

<b>Play Title</b>	<b>Brief Description</b>
	hard work ideals. There are some personality characteristics that can be developed to improve your work ethic, and developing these traits will lead to success in the workplace.
<b>Explore Types of Work Experience</b>	You can have many different work experiences during high school, such as volunteer experiences, paid employment, and training opportunities.
<b>Deal with Conflict Positively in the Workplace</b>	Conflict in the workplace happens. It is important to know how to deal with conflict respectfully and to be able to come up with a solution to address problems with colleagues.
<b>Create a Job Search Toolbox</b>	Gathering and organizing documents that will help you in your job search is important. This “toolbox” is a space where you keep important documents, such as your resume, letters of recommendation, and a practice application. These documents will be very important in helping you in your job search.
<b>Explore and Select Post-Secondary Schools</b>	As you consider college and post-secondary options, it is crucial to determine the best career training program for your needs and wants for your future. Start communicating with post-secondary representatives, like academic and financial aid advisors, to ensure your success by familiarizing yourself with your options.
<b>Complete the FAFSA</b>	As you consider college and post-secondary options, completing the Free Application for Federal Student Aid (FAFSA) is crucial to determining whether federal financial support is available to make college or career school more affordable.
<b>Use the Disability Services Department</b>	When considering college and other post-secondary options, it is important to determine the best career training path based on your needs and goals for the future. It is also crucial to start communicating with representatives in the Disability Services Department, to ensure you have access to the supports you need to be successful.
<b>Answer Common Interview Questions</b>	Often there are common or typical questions that hiring managers might ask during an interview. Being prepared with your answers to common interview questions asked by a potential employer during the interview process will help you to be a step ahead of your competition. It will also help you highlight your talents and skills during the interview.
<b>End an Interview and Following Up</b>	Your first impression with an employer is valuable, but the last impression is just as essential to winning over the hiring manager and earning your spot as an employee. Ending an interview on a high note and following up with an employer after the conversation is vital to your success in the employment process.

<b>Play Title</b>	<b>Brief Description</b>
<b>Have Crucial Conversations in the Workplace</b>	No matter where you work, there will be times when you must have hard conversations with your boss or supervisor. Because these conversations happen in every job, it is important to learn what you can do to make them go well.
<b>Fill Out the Sections of a Job Application</b>	A job application is a document a potential employee fills out to get a new job. Employers create job applications to help them find new employees when they have a job opening. Filling out each section of an application with accuracy will ensure you make a good impression within the application process and will positively impact your job search.
<b>Gain Work Experience</b>	Being aware of different work experiences available to you while you are still a student will help you identify where you should start in the employment process.
<b>Expect the Unexpected</b>	You've spent time preparing for all the common steps of getting a good job, but there are many things that can happen throughout the process that you might need to practice and prepare for. Be sure to consider all the unexpected events that could occur along the way. Being able to confidently handle these unexpected events will show employers that you are their best candidate.
<b>Be a Smart Consumer</b>	Being a smart consumer means managing and making informed choices about your money. Being employed and having a job means earning a paycheck consistently, and you need to know how to make positive decisions with your money. Learning how to organize, save, and budget your money is important.
<b>Plan to Live on Your Own</b>	Living on your own takes careful planning and consideration. You will need to determine how you will financially support yourself. You must also consider your ability to care for your basic needs independently.
<b>Connect School to Work</b>	As a high school student, the classroom is where you can show a strong work ethic and develop skills to impact you as a future employee. The classroom is a great place to develop the soft skills needed for future jobs, such as working hard to complete a task, compromising to meet a goal, and collaborating with different classmates to accomplish a task.
<b>Develop Skills to Keep Your Job</b>	As you enter your career, it will be important that you learn, practice, and implement daily habits to help you succeed, such as having a good attitude, staying positive, and beginning your tasks without needing to be asked by your employer.
<b>Understand Your Rights</b>	Self-advocacy is the action of representing oneself or one's views or interests. It means knowing yourself, what you need, and how to get the support needed. Learning how to advocate

Play Title	Brief Description
	for yourself is important to understanding your rights as an individual with a disability.
<b>Leave Your Job Professionally</b>	Leaving your current job properly and professionally is important. To leave a job professionally means to leave your employer with a strong, lasting impression of the good work you did. When leaving a job, it's a good idea to let your employer know you appreciated the opportunity to work for and with them. This job will be on your resume and leaving your job on good terms means they might serve as a reference in the future.
<b>Request a Raise or Promotion</b>	Knowing when and how to request a promotion or raise is essential. A promotion is when an employee advances within a company, taking on a job with higher responsibilities. A raise is when an employee's pay or salary increases. A promotion and a raise are earned through hard work.
<b>Promote Self-Care</b>	To live independently, you need to know how to maintain a healthy lifestyle. People do self-care for themselves to help maintain their health and well-being, such as exercising, getting enough sleep, or spending time with friends and family.
<b>Prepare for an Interview</b>	Interviewing for a job can be intimidating, but if you put some effort into preparing and practicing for the interview process, you'll find that you will have more success and confidence throughout the process.
<b>Explore Careers</b>	A great way to prepare for your future is to learn about what careers might be a good fit for you. Once you have an idea of careers that might suit you well, it is important to research and explore those jobs and careers. Career exploration helps you learn about requirements and the job outlook, encourages you to develop and work towards goals during high school, and puts you on the path to achieving the desired future.

PCG has experience developing learning opportunities for diverse audiences and delivering them in a variety of formats on multiple platforms. Regardless of the audience, delivery format or platform, the hallmark of our development process is to build supports into the course design, interactions and learning activities that are beneficial to diverse learners, particularly students with disabilities.

For example, in terms of course design, it is helpful for students with disabilities to have complex activities broken down into carefully sequenced small steps and to be provided with explicit instructions about what is to be done. Therefore, we simplify lessons into smaller components and provide explicit instruction about the learning targets for each lesson, as well as clear guides for transition specialists to provide additional support. The use of a consistent format for each lesson, graphic elements, and headings provides additional structural support.

Interactions in our lessons are visually engaging, incorporate multi-modal presentations, and involve active learner engagement. Specific learning activities are anchored in authentic tasks applicable to student's real-life experiences.

### ***Plays (Lessons)***

Each student typically begins the Pre-ETS Playbook learning experience with a needs assessment aligned to the five domain areas of Pre-ETS to determine focus areas and the content for each lesson includes engaging videos, interactives, printable resources, tips for instructors, opportunities for applications, and coaching supports. The table below provides additional details for how lessons are designed to be engaging and effective.

<b>Lesson Element</b>	<b>Description</b>
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Brief explanation of the purpose and learning objectives</li> <li>• Build vocabulary related to the topic</li> <li>• Learn foundational skills through videos, articles, and direct instruction</li> <li>• Engage in self-reflection of content</li> <li>• Set short-term goals and engage in formative assessment</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>• Practice and apply skills aligned within the transition process</li> <li>• Utilize templates, checklists, and protocols</li> <li>• Opportunity to learn from examples, practice self-determination skills within transition activities, and receive feedback and support from instructor</li> <li>• Develop long-term goals through transition planning</li> </ul>
<b>Extension</b>	<ul style="list-style-type: none"> <li>• Refine post-secondary goals to align with personal interests and community resources</li> <li>• Create a plan for participating in transition activities</li> <li>• Implement transition activities with support from instructor</li> <li>• Guidance and instructions, resources, materials, templates, and protocols to apply self-determination skills to the transition process in the community.</li> </ul>
<b>Wrap-Up</b>	<ul style="list-style-type: none"> <li>• Lesson summary and reflection on progress</li> <li>• Assessments and checks for understanding</li> <li>• Additional resources</li> <li>• Determine next steps</li> <li>• Coaching support</li> </ul>

### ***Supplemental Curriculum for Students with Complex Needs***

PCG understands that an effective Transition curriculum needs to align with the learning abilities for all students, including those with higher support needs. Therefore, our curriculum offering includes supplemental guidance for transition specialists as well as other adapted materials for student instruction. These materials can be utilized for instruction outside Playbook. Sample topics in this part of our curriculum include:

- Unit 1 - Who Am I?
- Unit 2 - What Are My Strengths?
- Unit 3 - What are My Career Options?
- Unit 4 - Application Overview
- Unit 5 - How to Read Your Paycheck
- Unit 6 - Budgeting and Living on Your Own
- Unit 7 - Circle of Support
- Unit 8 - Speak Up

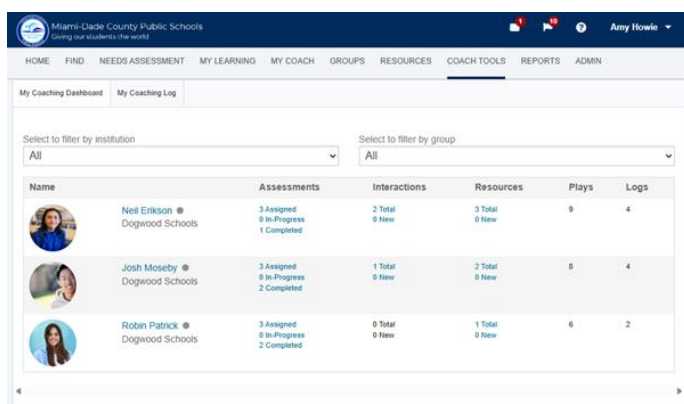
### Needs Assessment

The needs assessment provides valuable insights into each student's areas of strengths and opportunities for growth. The needs assessment provides students with an opportunity to self-assess their own skills, competencies, and experiences in a way that provides customized Plays (lessons) to meet self-identified areas of need. The needs assessment is aligned to three transition areas (employment, post-secondary education, and independent living skills) and offers students the opportunity to gauge their level of understanding of key knowledge, skills, and experiences on major indicators of success in each of the components. The key indicators are research based and have data, showing that students who are exposed to and master these indicators have better post-secondary employment and educational opportunities.

The needs assessment also serves as a progress monitoring tool to measure growth over time. An instructor or coach can also assess the key indicators they believe the student has as strengths and weaknesses in the five components. When utilized by staff the needs assessment can be used as a comparison tool to analyze the results from student to teacher or coach. The needs assessment can be taken multiple times to show growth over time.

### Coaching

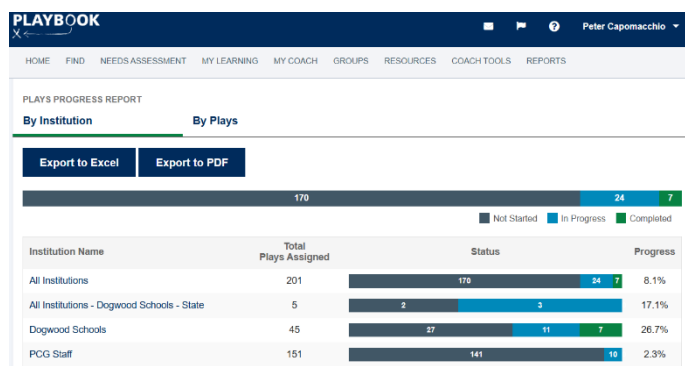
Instructors provide a combination of direct instruction, feedback, and coaching to students in person and/or virtually. They have access to a dashboard that provides a high-level view of their assigned students with the ability to drill down to get more detailed information on recent interactions, resources that have been shared, and progress on lessons. The coaching log allows coaches to document the date and time of an interaction, which students were involved in, and a summary of what was accomplished. In addition, instructors can manually assign additional lessons for the student, view the student portfolio, and take a needs assessment to compare results with the student's self-assessment.



Name	Assessments	Interactions	Resources	Plays	Logs
Neil Erikson Dogwood Schools	3 Assigned 0 In-Progress 1 Completed	2 Total 0 New	3 Total 0 New	9	4
Josh Moserby Dogwood Schools	3 Assigned 0 In-Progress 2 Completed	1 Total 0 New	2 Total 0 New	8	4
Robin Patrick Dogwood Schools	3 Assigned 0 In-Progress 2 Completed	0 Total 0 New	1 Total 0 New	6	2

## Reporting

Standard reporting capabilities are available within Playbook including details for coaches and a summary of statistics for agency leadership. Progress reports are available to individuals to track their own progress and to the client to monitor the learning of those they support throughout the implementation.



## Portfolio

Pre-ETS Playbook includes a digital resources page that provides students with a place to collect and store key artifacts that highlight interest, skills, and growth in various transition areas. Coaches can establish specific requirements and monitor the documents and information added to the portfolio.

## Accessibility

PCG is committed to making our live presentations, courses, and related materials accessible for students and educators. Our courses and live question-and-answer sessions will mirror the principles of Universal Design for Learning and include accessibility features such as:

- Closed captioning on videos, multimedia, live virtual sessions, audio only available, and written transcripts.
- On-screen content (including tables, charts, and infographics) that is readable using a screen reader.
- Heading and HTML hierarchy on the page to ensure ease of use with a screen reader.
- Color contrast of text and backgrounds.
- Alt text is used for images and other non-text items on the screen.
- Digital materials such as templates, teacher companion documents, and handouts are available for download.
- Shortened links, QR Codes, and hyperlinks.
- Handouts and resources are labeled clearly for ease of navigation.
- Multiple opportunities to review examples and to see visuals aligned to the concept.
- Numerous opportunities to ask and respond to questions during live sessions.

The Playbook curriculum can be implemented for self-paced learners in virtual environments, group sessions in a classroom or blended formats. It is a web-based platform and is fully accessible on devices with an internet connection. Playbook is equipped with User Way, a web accessibility feature that ensures compliance with the Americans with Disabilities Act (ADA). User Way also conforms with the Web Content Accessibility Guidelines (WCAG). User Way offers a range of accessibility solutions, and participants can select the accessibility features needed while interacting within Playbook.

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## **Pre-ETS Training Development and Delivery**

We are pleased to propose a comprehensive approach to develop and implement quality Pre-ETS authorized activity projects including curriculum development and training for VR youth counselors, contracted Pre-ETS staff, school personnel and other transition staff to improve services, and ultimately outcomes. The authorized activities addressed in our approach include the following:

- develop and improve strategies for individuals with intellectual and significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
- provide training to vocational rehabilitation counselors, school transition staff, and others supporting students with disabilities;
- disseminate information on innovative, effective, and efficient approaches to implement pre-employment transition services;
- coordinate activities with transition services provided by local educational agencies under IDEA;
- disseminate information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved.
- leverage adult learning principles in development of high quality professional development that includes asynchronous modules, video models, communities of practice, and onsite training.

## ***Training for Pre-Employment Transition Service Providers Supporting Students with Complex Needs***

PCG has implemented the development and dissemination of an online training series to provide Pre-ETS providers, both VR staff and contracted providers, with the skills needed to effectively support students with complex needs. Training is delivered through a Learning Management System to allow learners to access the course at their convenience. Learning is organized in modules and grouped into series. Modules average in time 45 minutes to one hour, with additional learning activities. The following learning series is proposed is comprised of three sections, and can be customized to meet the needs of providers:

### **Providing Quality Instruction for Students with Complex Needs**

- Understanding various modes of communication
- Adapting and modifying curriculum and instruction to support all students in a group setting
- Designing, implementing and fading appropriate supports
- Using data-based decision making to inform instruction

### **Effective Community-based Instruction for Students with Complex Needs**

- Assessing community opportunities
- Generalizing skills in the community
- Developing post-secondary education opportunities

### **Working Effectively with Partners for Students with Complex Needs**

- Communicating and collaborating with community partners

- Communicating and collaborating with LEAs
- Aligning Pre-ETS to alternate diploma / certificate of completion requirements

### **VR Supported Employment Provider Training**

PCG has developed and implemented technical assistance and training to providers contracted with Vocational Rehabilitation to provide employment services. The PCG VR team includes subject matter experts in the provision of supported employment, supporting transition-aged youth, and operations and management of technical assistance and training. PCG manages both quality content development, as well as implementation and delivery in various formats to meet the needs of learners who have limited time and travel budgets. In Indiana, PCG provides training and technical assistance to VR employment service providers. PCG can provide:

- Annual Needs Assessment
- ACRE training
- A coaching network
- Virtual Service Delivery Webinar Series
- Responsive and Inclusive Service Delivery
- Supporting Individuals with Mental Health Disabilities and Co-Occurring Disorders

We have provided customized technical assistance and training to vendors implementing three different evidence-based employment models including Discovery/Customized Employment, IPS, and Vermont Progressive Employment model. Training and technical assistance will be customized and delivered through face-to-face and online training to meet the needs of providers.

### **Pre-ETS Training and Technical Assistance**

This component provides a responsive, tiered model of training and technical assistance designed to meet the diverse needs of educators, service providers, and stakeholders involved in Pre-ETS delivery. The approach begins with a statewide needs assessment to identify service gaps and inform the development of targeted support strategies.

The technical assistance model includes three tiers:

- Universal TA offers broad access to a centralized online resource hub, curated training materials, and a statewide email listserv for ongoing communication and peer exchange.
- Targeted TA supports Communities of Practice (CoPs) focused on specific challenges such as rural service delivery, DEIA integration, and implementation of the LifeCourse framework. These CoPs foster collaboration, resource sharing, and problem-solving among practitioners.
- Intensive TA provides customized coaching and hands-on support for districts or providers requiring deeper engagement. This includes site visits, tailored training plans, and implementation assistance.

Training sessions cover a wide range of topics, including effective transition frameworks, community-based services, strategies for supporting students with high support needs, and coordination with IDEA and Pre-ETS services. This multi-tiered approach ensures

that all stakeholders receive the level of support necessary to deliver high-quality, equitable transition services and fosters a culture of continuous improvement.

### **Pre-ETS Education and Resource Sharing**

This service area emphasizes stakeholder engagement and the development of accessible resources that promote high expectations for students with disabilities. Through outreach and creative media, it fosters a shared understanding of effective transition practices and empowers families, students, and professionals to make informed decisions.

Engagement activities include listening sessions with youth, families, educators, and employers to gather insights and inform service design. Advisory committees are convened to guide strategic planning and ensure alignment with employment-first principles and community needs.

Resource development efforts focus on creating multimedia tools such as personal narrative videos, graphic novels, and animated content that illustrate diverse career pathways and encourage self-advocacy. These materials are designed to be engaging, relatable, and reflective of the lived experiences of students with disabilities.

Additionally, regional and virtual workshops using the Charting the LifeCourse framework are offered to support students, families, and professionals in transition planning. These sessions provide practical tools and strategies for navigating postsecondary options and building individualized transition plans. By centering the voices of stakeholders and providing high-quality resources, this component strengthens community partnerships and enhances the effectiveness of transition services.

### **Work-Based Learning (WBL) Toolkit Services**

Work-Based Learning services provide students with disabilities structured, authentic career exploration experiences that connect academic learning with real-world application. These experiences are designed to build employability skills, inform postsecondary planning, and foster meaningful school-to-work transitions.

WBL activities are sequenced to support progressive learning—from career awareness (e.g., field trips, guest speakers), to exploration (e.g., job shadowing), and hands-on preparation (e.g., internships, apprenticeships). Each experience is aligned with students' career interests, academic standards, and industry expectations to ensure relevance and impact.

To support implementation, a comprehensive WBL toolkit is provided, containing resources such as sample MOUs, communication plans, student WBL plans, evaluation forms, and training guides. These tools help educators and community partners plan, deliver, and assess WBL programs effectively.

The service also facilitates strong school-community partnerships through a four-phase model:

1. Establish Partnerships – Initial planning and goal setting with schools and community sites.
2. Design Program – Defining roles, training needs, and job criteria.
3. Implement Services – Delivering WBL experiences and supporting students throughout.
4. Evaluate Progress – Assessing student outcomes and program effectiveness, and planning for future growth.

By bridging classroom learning with hands-on experience, WBL services enhance career readiness, promote student confidence, and foster early connections between students and employers. These programs are a critical component of successful transition planning and contribute to long-term employment outcomes.

### **Perspective Videos and Multimedia Storytelling**

This service component enhances stakeholder engagement and student empowerment through the development and dissemination of multimedia resources that highlight real-life experiences of individuals with disabilities navigating education, employment, and independent living. These materials are designed to inspire, inform, and normalize diverse pathways to success.

The perspective videos feature authentic stories from students, families, educators, and employers, showcasing a range of transition journeys and employment outcomes. Each video is crafted to reflect the lived experiences of individuals with disabilities, emphasizing themes such as self-advocacy, resilience, and the value of inclusive employment practices.

These videos serve multiple purposes:

- Awareness and Inspiration: They help students envision their own futures by seeing relatable role models who have successfully transitioned to postsecondary education or employment.
- Professional Development: Educators and service providers use the videos as training tools to better understand the perspectives and needs of the populations they serve.
- Family Engagement: Families gain insight into the possibilities available to their children and are encouraged to support high expectations and active planning.
- Community Outreach: Employers and community partners are introduced to the benefits of inclusive hiring and the positive impact of supporting youth with disabilities.

By integrating storytelling into the broader education and transition strategy, this component humanizes the data, builds empathy, and reinforces the importance of person-centered planning. The videos are distributed through the online resource hub and incorporated into workshops, training sessions, and public awareness campaigns.

## **REDACTION NOTICE (ATTACHMENT H)**

**ATTACHMENT H****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.

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

**Company Name:** Public Consulting Group LLC

**Signature and Date:**  10/14/2025

**Name and Title:** William S. Mosakowski, President/ CEO

# INSURANCE

Following is our evidence of insurance, as requested in the RFQ. Upon contract PCG can provide a copy with MDRS named, if requested.

ACORD®		CERTIFICATE OF LIABILITY INSURANCE		DATE (MM/DD/YYYY) 3/27/2025															
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.																			
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).																			
<b>PRODUCER</b> Brown & Brown Insurance Services, Inc. 980 Washington Street Suite 325 Dedham MA 02026			<b>CONTACT NAME:</b> Rich Camelio <b>PHONE (A/C, No. Ext.):</b> <b>FAX (A/C, No.):</b> <b>E-MAIL ADDRESS:</b> Rich.Camelio@bbrown.com																
<b>INSURED</b> Public Consulting Group LLC Attn: Michael Marotta 148 State St., 10th Floor Boston MA 02109			<b>INSURER(S) AFFORDING COVERAGE</b> <table border="1"> <thead> <tr> <th>INSURER</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A: Great Northern Insurance Company</td> <td>20303</td> </tr> <tr> <td>INSURER B: Federal Insurance Company</td> <td>20281</td> </tr> <tr> <td>INSURER C: ACE American Insurance Company</td> <td>22667</td> </tr> <tr> <td>INSURER D: Allied World National Assurance Company</td> <td>10690</td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </tbody> </table>			INSURER	NAIC #	INSURER A: Great Northern Insurance Company	20303	INSURER B: Federal Insurance Company	20281	INSURER C: ACE American Insurance Company	22667	INSURER D: Allied World National Assurance Company	10690	INSURER E:		INSURER F:	
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<b>COVERAGES</b> <b>CERTIFICATE NUMBER:</b> 25-26 GL Auto UMB WC <b>REVISION NUMBER:</b>																			
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.																			
INSR LTR	TYPE OF INSURANCE	ADOL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS												
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			35855036	4/1/2025	4/1/2026	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ Included Employee Benefits \$ 1,000,000												
B	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS			(26) 73540440	4/1/2025	4/1/2026	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$												
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR			5672-10-14	4/1/2025	4/1/2026	EACH OCCURRENCE \$ 1,000,000												
D	<input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTION \$			0311-2674	4/1/2025	4/1/2026	AGGREGATE \$ 1,000,000 Each Occurrence/Aggregate \$ 9,000,000												
C	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	(26) 71724811	4/1/2025	4/1/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000												
C	<b>Professional/Cyber Liability/Technology E&amp;O: Claims Made</b>			D97157753	4/1/2025	4/1/2026	Each Claim/Aggregate: \$10,000,000 Retention: \$500,000												
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)																			
<b>CERTIFICATE HOLDER</b>				<b>CANCELLATION</b>															
Evidence of Insurance				SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.															
				<b>AUTHORIZED REPRESENTATIVE</b> Owen Callaghan/RASTAP <i>Owen F. Callaghan</i>															

ACORD 25 (2014/01)  
INS025 (201401)

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# AMENDMENT #1

## **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:** Public Consulting Group LLC

**Signature and Date:**  10/15/2025

**Name and Title:** William S. Mosakowski, President/ CEO

# APPENDIX

## Appendix A: Playbook Terms and Conditions

As described above, PCG may utilize our proprietary Transition Playbook online learning platform and curriculum to deliver Pre-ETS in the contract. This is a pre-existing solution that PCG will utilize during this contract and will maintain ownership. Following is a sample licensing agreement for Playbook.

### ADDITIONAL PCG ONLINE LEARNING PLATFORM LICENSE AND RELATED SERVICES TERMS AND CONDITIONS

**1. DEFINITIONS.** In addition to the terms defined elsewhere in this Agreement, terms appearing in initial capital letters shall have the following meanings:

**1.1. “Application Management”** means work related to how PCG’s Online Learning Platform is modified and includes resolving defects, updating PCG’s Online Learning Platform for PCG system-wide national releases to the base product rolled out on a predefined schedule, processing change requests to modify/change PCG’s Online Learning Platform, release schedules/processes, testing processes, and acceptance processes.

**1.2. “Confidential Information”** means information designated or treated as confidential by either party, or which under the circumstances surrounding disclosure should in good faith be treated as confidential, including but not limited to: (a) computer programs, electronic codes, algorithms, know-how, formulas, processes, ideas, data, inventions (whether or not subject to patent or copyright), schematics, teaching and development techniques, trade secrets, improvements, research projects, and code; (b) information about costs, profits, markets, sales, customers, or clients; (c) technical, business, and financial plans; (d) employee personnel files and compensation information; (e) discoveries, developments, designs, improvements, regardless of the form of communication in each case, including extracts or summaries; and (f) any record (whether in print, electronic, or any other medium) maintained by School System, a School System employee or agent, or a party acting on School System’s behalf, which is directly related to an identified student. “Confidential Information” also specifically includes PCG’s Online Learning Platform, any third-party information disclosed to either party under obligations of confidentiality, and the identity of or any medical, financial, or personal information pertaining to anyone within PCG or School System provided that PCG shall be permitted to disclose education records to any subcontractor, temporary staffer, or vendor which is bound by confidentiality and data security requirements for the exclusive purpose of supporting the provision of services under this Agreement. Notwithstanding the foregoing, however, “Confidential Information” does not include information that: (i) was rightfully in possession of or known to the receiving party without any obligation of confidentiality prior to receiving it from the disclosing party; (ii) is, or subsequently becomes, legally and publicly available without breach of this Agreement; (iii) is rightfully obtained by the receiving party from a source other than the disclosing party without any obligation of confidentiality; or (iv) is disclosed by the receiving party under a valid order of a court or government agency, provided that the receiving party provides prior written notice to the disclosing party of such obligation and the opportunity to oppose such disclosure.

**1.3. “Documentation”** means all technical information, training materials, instructions, manuals, and diagrams (in printed, electronic, or other media) pertaining to PCG’s Online Learning Platform.

**1.4. “Intellectual Property Rights”** means patent rights, copyrights, trade secret rights, trademark rights, and any other intellectual property rights recognized by the law of each applicable jurisdiction in which PCG may market or license PCG’s Online Learning Platform.

**1.5. “Production Support”** means ongoing operations and services to maintain user support of PCG’s Online Learning Platform, including work related to resolving unplanned system outages, work related to keeping PCG’s Online Learning Platform in tune and running properly, i.e., hosting, operating system updates, up time, and maintenance schedules (system unavailability), and Application Management.

**1.6. “School System User”** means any employee, contractor, and other authorized user of “School System” who will be granted access to PCG’s Online Learning Platform, provided that such contractors or

other non-School System employees are subject to terms and conditions concerning confidentiality and licensing that are materially similar to those set forth herein.

1.7. "Trademarks" means all trademarks, trade names, service marks, and logos now owned or hereinafter acquired by either party, and all other trademarks, trade names, service marks, and logos identifying or used in connection with their product or service offerings, whether or not registered under the laws of a particular jurisdiction or territory.

2. **ONLINE LEARNING PLATFORM.** Subject to the terms and conditions of this Agreement, including School System's performance of its obligations hereunder, PCG shall provide access to PCG's Online Learning Platform (including application, courses, content, and related supporting services) to School System, as more fully described in the Agreement.

2.1. **Grant of License for PCG's Online Learning Platform.** PCG grants to School System, and School System accepts, a non-exclusive, non-transferable, non-sublicensable, and revocable right and license, during the Term only, to access via the Internet and use PCG's Online Learning Platform to the extent reasonably necessary to support internal education-related purposes.

2.2. **Grant of License for Documentation.** PCG grants to School System, and School System accepts, a non-exclusive, non-transferable, non-sublicensable, and revocable royalty-free license under PCG's copyrights in PCG's Documentation, during the Term only to (i) incorporate PCG's Documentation, in whole or in part, into other written materials prepared by or for School System with respect to PCG's Online Learning Platform; and (ii) reproduce and distribute modified and original versions of PCG's Documentation, in hard copy or in an online format, as part of School System's Documentation for PCG's Online Learning Platform, and, if such School System's Documentation is in an online format, allow School System Users to make print copies of the same.

2.3. **Restrictions on License Grant.** Unless expressly authorized by this Agreement or in writing by PCG:

2.3.1. School System shall not use or grant to any person or entity other than authorized School System Users the right to access PCG's Online Learning Platform, which users shall be subject to the terms set forth herein. School System shall not distribute, market, or sublicense PCG's Online Learning Platform, and shall not permit any School System User or third party to do so.

2.3.2. School System shall ensure that appropriate proprietary notices indicating PCG's Intellectual Property Rights in PCG's Online Learning Platform, courses, and related Documentation are placed on all copies of written materials distributed by School System relating thereto. Examples of such documentation include training materials and manuals. School System shall not remove, modify, or suppress any confidentiality legends or proprietary notices placed on or contained within PCG's Online Learning Platform, and shall not permit any School System User or third party to do so.

2.3.3. School System shall not distribute any PCG documentation or intellectual property made available through this Agreement to any individual or organization that is not part of School System or an authorized School System User, and shall not permit any School System User or third party to do so.

2.3.4. School System shall not transfer, rent, or permit access to PCG's Online Learning Platform to any third party, and shall not permit any School System User or third party to do so.

2.3.5. School System shall not modify, decompile, disassemble, or otherwise attempt to reverse engineer PCG's Online Learning Platform or any portion thereof, and shall not permit any School System User or third party to do so.

2.3.6. School System shall not circumvent any security protection within PCG's Online Learning Platform, and shall not permit any School System User or third party (e.g. other vendors or consultants) to do so.

2.4. **Reservation of Rights.** Subject to the license rights granted to School System by this Section, all right, title, and interest in and to PCG's Online Learning Platform, including the Intellectual Property Rights and technology inherent in PCG's Online Learning Platform, are and at all times will remain the sole and exclusive property of PCG or, with respect to courses within the Online Learning Platform, have been properly licensed to PCG. No right to use, print, copy, distribute, integrate, or display PCG's Online Learning Platform, in whole or in part, is granted in this Agreement, except as is explicitly provided in this Agreement. Nothing contained in this Agreement will directly or indirectly be construed to assign or grant to School System any right, title, or interest in or to PCG's Intellectual Property Rights or other rights in and to PCG's Online Learning Platform, the courses in the Online Learning Platform, or PCG's Documentation or Trademarks. Except as expressly authorized by this Agreement, School System shall not use, display, copy, distribute, modify, or sublicense PCG's Online Learning Platform. PCG reserves all rights not expressly granted to School System by this Agreement.

3. **ACCESS TO ONLINE LEARNING PLATFORM.** PCG will provide access to the Online Learning Platform to School System. PCG does not provide Internet connectivity to School System, and obtaining and maintaining such connectivity will be the sole responsibility of School System.

#### 4. WARRANTIES

4.1. **Limited Warranty.** PCG represents and warrants that it has the right to license PCG's Online Learning Platform as specified by this Agreement, and that the use of PCG's Online Learning Platform contemplated in this Agreement does not infringe upon, violate, or constitute a misappropriation of any copyright, trademark, trade secret, or any other proprietary right of any third party. Under no circumstances will PCG be responsible for School System's hardware, software, browsers, or Internet connections that provide access to PCG's Online Learning Platform. PCG shall use reasonable efforts to maintain PCG's Online Learning Platform and to correct any problems that may arise with the use of PCG's Online Learning Platform. PCG's scheduled or emergency maintenance of PCG's Online Learning Platform, the scheduled maintenance of PCG's Internet provider, or any force majeure event, shall not be deemed a failure to provide PCG's Online Learning Platform.

4.2. **DISCLAIMER.** PCG specifically disclaims any other warranties, whether written or oral, expressed or implied, with respect to PCG's Online Learning Platform or related services provided by PCG under this Agreement, including any implied warranties or merchantability or fitness for a particular purpose.

#### 5. PROPRIETARY RIGHTS; PROTECTION OF CONFIDENTIAL INFORMATION

5.1. **Ownership.** School System acknowledges that PCG owns PCG's Online Learning Platform (or with respect to the course contained therein have been legally licensed to PCG), that PCG's

Online Learning Platform is not generally published, and that PCG's Online Learning Platform embodies the Confidential Information of PCG. All right, title, and interest in and to PCG's Online Learning Platform, including, without limitation, all copyrights, trade secret rights, and other Intellectual Property Rights pertaining in and to PCG's Online Learning Platform shall remain vested in PCG and its third-party licensors. PCG acknowledges that School System owns all of the data inputted by each School System User and any and all reports produced as a result of using PCG's Online Learning Platform during the Term. School System acknowledges that for PCG's own purposes PCG shall have the right to aggregate any data input by School System Users, but PCG shall not use or disclose personal or individual identifying information where the use or disclosure would constitute a breach of a violation of applicable law.

**5.2. Confidentiality Obligations.** Subject to any applicable public records law, each party agrees that: (i) neither party will disclose to any third party any of the other party's Confidential Information except to the receiving party's employees, subcontractors, and contractors with a need to know and who have agreed in writing to confidentiality and data security obligations substantially the same as those set forth herein; (ii) each party will use the same degree of care it uses to maintain the confidentiality of its own information of similar importance in its possession or control, but in no event less than a reasonable degree of care; and (iii) neither party will use or authorize the use of Confidential Information for any purpose other than to fulfill such party's obligations hereunder. Each party agrees that neither party will disclose to any third party any of the terms of this Agreement, which will be treated as Confidential Information, except to the receiving party's employees, contractors, and advisors with a need to know and who have agreed in writing to confidentiality obligations substantially the same as those set forth herein, and neither party will use the terms of this Agreement for any purpose other than to fulfill such party's obligations under this Agreement, except as either party is otherwise required by law.

**5.3. Injunctive Relief.** Each party acknowledges that the other party's Confidential Information contains trade secrets of such other party, the disclosure of which would cause substantial harm to such other party that could not be remedied by the payment of damages alone. Accordingly, such other party will be entitled to seek preliminary and permanent injunctive relief and other equitable relief for any breach of this Section 9.

**5.4. School System Duties.** School System will take reasonable steps to protect PCG's Online Learning Platform from unauthorized access, copying, dissemination, and disclosure, and from other unauthorized use, and will report promptly to PCG any such use of which School System becomes aware. School System shall be responsible for the quality, integrity, and accuracy of all data entered and used in connection with PCG's Online Learning Platform, including all deletions of such data by School System Users. School System is responsible for establishing and enforcing any School System policies related to data security, information management, account management of School System Users, and the proper handling of data extracted, reported, or otherwise removed by the system by School System personnel.

**5.5. PCG Duties.** PCG will take reasonable steps to protect the data that School System enters as part of its use of PCG's Online Learning Platform. PCG will use technical, administrative, and physical safeguards to protect against unintentional loss and against unauthorized access, destruction, misuse, modification, and disclosure, although both parties acknowledge that no computer system or information can ever be fully protected against every possible hazard. PCG recognizes that School System data is the property of School System. Upon termination or expiration of this Agreement and for a limited period of no more than thirty (30) days, or at School System's request during the Term, PCG will provide access to all data to School System. A fee equal to PCG's standard hourly rates will apply if School System requests PCG to download and transmit the data to School System. Notwithstanding anything to the contrary in this Agreement, PCG may keep a backup copy of the data unless otherwise agreed by the parties, subject to applicable law. Otherwise, PCG has no obligation to retain any data input by School System into the

EDPlan Service, unless otherwise required by law or as agreed upon by the parties, after the 30-day period set forth herein expires; accordingly, at such time, PCG shall have full discretion to destroy such data.

**5.6. Third Party Infringement.** PCG reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misappropriation of its Intellectual Property Rights in PCG's Online Learning Platform.

**5.7. Legal Obligation.** Nothing in this Agreement prohibits a party from disclosing Confidential Information pursuant to a lawful order of a court or government agency, but only to the extent of such order, and subject to such party giving prompt notice of such order to the other party so that it may seek a protective order or take other action to protect the information that was ordered to be disclosed.

**5.8. Termination Conditions.** Upon termination or expiration of this Agreement, each party shall cease use of Confidential Information received from the other party. In addition, to the conditions set forth above concerning School System data input into the PCG's Online Learning Platform, at the request of the disclosing party, the receiving party shall promptly destroy all physical copies of additional Confidential Information (i.e. non-School System data) in its possession, custody, or control and shall furnish a written certification of such destruction within thirty (30) days of such request. If destruction is not practicable because Confidential Information (including School System data) lies on disaster recovery systems or backup tapes, the receiving party shall so notify the disclosing party and shall keep such information secure and confidential in perpetuity or until such time as destruction is practicable. The termination or expiration of this Agreement for any reason shall not discharge the obligations of the parties with respect to the protection of Confidential Information set forth in this Section.

**6. PRODUCT MARKING.** School System acknowledges that PCG is and shall remain the owner of all right, title, and interest in and to each of PCG's Trademarks in any form or embodiment thereof, and is also the owner of all goodwill associated with PCG's Trademarks. All goodwill generated by School System use of PCG's Online Learning Platform with respect to PCG's Trademarks shall inure exclusively to the benefit of PCG. School System shall promptly notify PCG of any third-party infringements of any of the PCG Trademarks used in connection with PCG's Online Learning Platform, or any act of unfair competition by third parties relating to the PCG Trademarks, within a reasonable time of School System's knowledge of such infringements or acts. School System is also prohibited from altering, modifying, or creating any derivative trades names, service marks, and logos concerning the Online Learning Platform without the express written consent of PCG.

**7. LIMITATION OF LIABILITY.** NO PARTY SHALL BE LIABLE TO THE OTHER PARTY FOR CONSEQUENTIAL, INCIDENTAL, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES RESULTING FROM OR RELATING TO THE AGREEMENT, WHETHER BASED ON BREACH OF CONTRACT, TORT, OR OTHERWISE, EVEN IF SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN ADDITION, EXCEPT AS OTHERWISE PROVIDED IN THIS SECTION, THE TOTAL AGGREGATE LIABILITY OF EACH PARTY, ITS AFFILIATES, AND ALL OF ITS AND THEIR RESPECTIVE OFFICERS, DIRECTORS, EMPLOYEES, SUBCONTRACTORS, AGENTS, SUCCESSORS AND ASSIGNS UNDER THIS AGREEMENT (WHETHER IN CONTRACT, TORT, NEGLIGENCE, STRICT LIABILITY IN TORT, IN LAW OR EQUITY, OR OTHERWISE) SHALL NOT EXCEED, IN THE AGGREGATE, THE AMOUNT OF FEES PAID BY SCHOOL SYSTEM TO PCG, FOR THE SERVICE OR MODULE FROM WHICH THE LIABILITY ARISES, DURING THE TWELVE (12) MONTHS PRIOR TO THE MONTH IN WHICH THE FIRST EVENT GIVING RISE TO LIABILITY OCCURRED.

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## Appendix B: Instructor Job Description and Sample Resume

### *Pre-ETS Instructor Job Description*

#### **Contracted Position:**

Instructors work with consultant to deliver direct instruction to students in the areas of communication, life skills, and pre-employment skills.

The instructor is responsible for identifying and increasing a student's strengths, interests, and abilities related to employment skills acquisition and job development; and is responsible for ensuring that the students learn competitive, marketable skills during their work experiences.

#### **Performance Responsibilities:**

- Assess the learning strengths and areas of development and interests of the student.
- With the student's input and the results of the assessments, develop goals and outcomes.
- Instruct students on employability skills such as but not limited to communication, technology, problem solving/critical thinking, teamwork, personal appearance, financial management, professionalism, self-determination, self-advocacy, resume' writing, interview skills, and job search.
- Assist the student in developing a portfolio to include certificates of skills attained, letters of recommendation from internships, etc.
- Utilize teaching methods, materials, curriculum fidelity, and adaptations appropriate to meet individual student's needs.
- Assess student's progress in the classroom and at the work experience site.
- Monitor and record daily attendance in class and at the work experience site.
- Teach student to inform instructor or supervisors at the work experience site of absences/tardiness.
- Assist student in training about public transportation and teach student to access public or private transportation.
- Have monthly written communication with consultant and other parties as identified and meetings.as needed.

- Provide employers at the work experience sites information about disability awareness and strategies on how to supervise individuals with disabilities.
- Maintain accurate and complete files for each student.

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## Sample Resume #1

Ashley Wiley  
(317) 833-2212 • [adwiley317@gmail.com](mailto:adwiley317@gmail.com)

Ball State University (Muncie, IN)  
2020

May

Master of Arts in Applied Behavior Analysis with an Emphasis in Autism

Indiana University Purdue University Indianapolis (Indianapolis, IN) December 2014

Bachelor of Arts in General Studies, Minor in Medical Humanities

IVY Tech Community College (Indianapolis, IN) May 2012

Associate of Science: General Studies

### Professional Experience:

Village of Merici, Direct Support Professional and Coach, January 2019 - Current

- Assist clients in the acquisition, improvement, and retention of skills necessary to support the individuals in living successfully in their own home or community.
- Provides specific skills training in a variety of areas individualized to each client such as Daily Living Skills, Personal Safety Skills, Financial Skills, Vocational Skills, Behavioral Reduction Skills, and development of appropriate communication and Social Skills for integration into the community.
- Supports client's in fostering independence development and decision making and in building and sustaining Vocational Skills in the community.
- Maintains neat, chronological documentation of all goals and behaviors in an accurate, objective and legible manner.
- Completes incident reports, including reporting any suspected exploitation, abuse, or neglect of a client.
- Interacts professionally with parents, employers, medical personnel, and others using only excellent interpersonal and customer service skills.
- Attends meetings, conferences, and workshops as recommended by the leadership team.
- Shows initiative by identifying solutions to work towards improving stakeholder and employer satisfaction.
- Prioritizes duties in a manner consistent with organizational objectives and growth.
- Adherence to Behavioral Support Plan and Risk Plans.
- Certified in CPR.

Damar, Registered Behavior Technician, February 2017 – December 2018

- Provides direct implementation of behavior analytic services to children diagnosed with Autism Spectrum Disorder in an ABA setting, using the principles of Applied Behavior Analysis.

- Upholds the BACB's Professional and Ethical Compliance Codes for Behavioral Analysis in all areas of services provided.
- Maintains RBT Credential and practices under ongoing supervision of both a BCBA and a BCaBA.
- Maintains neat, chronological documentation of all goals and behaviors.
- Certified in Critical Moment Training and provides crisis intervention as necessary.
- Interacts professionally with parents, school, medical personnel, and others using only excellent interpersonal and customer service skills.
- Attends meetings, conferences, and workshops as recommended by the ABA leadership team.
- Maintains documentation that is accurate, objective and legible.
- Completes incident reports, including reporting any suspected exploitation, abuse, or neglect of a client.
- Actively participates in and/or oversees data collection and the use of data to improve outcomes, practices and service delivery.
- Shows initiative by identifying solutions to work towards improving stakeholder satisfaction.
- Prioritizes duties in a manner consistent with organizational objectives and growth.
- Strives to go Above and Beyond for clients, ABA therapy, and continued education.
- Manages and Leads Damar's Before and Aftercare Program in coordination with the Clinic Manager.
- Seeks the best use of materials, equipment and staff to maximize efficiency and effectiveness.
- Certified Mentor and responsible for the training of the incoming new hires on the principles of Applied Behavior Analysis and providing direct behavior analytic services to clients diagnosed with Autism Spectrum Disorder.
- Core A Certified in administering medications.
- Certified in CPR.

Furr Pet Spa and Wellness, General Manager, September 2014 – January 2017

- Has excellent communication skills using proper medical terminology when speaking and writing.
- Stays calm and effective during a crisis and quickly resolves challenges.
- Advocates for all employees and provides conflict resolution when necessary.
- Manage all daily operations and customer services while also maintaining satisfactory records/feedback and constantly seeking new ways to improve.
- Budget administration, revenue generation, and meets and achieves sales goals; (I have personally generated \$140,000.00 in sales in 2 years).

- Built and maintains client base, as well as, client relations for over 2,500 clients in 2 years.
- Marketing, Coordinating Events, and brand management through social media outlets, such as: News Broadcasts, Yelp Inc., and Angie's List.
- Team Leadership and coordinating monthly team and management meetings.
- Creates employee schedules, business policies and procedures, company documents, and payroll.
- Hiring, Training, and Supervising of new employees on company standards, as well as, performance reviews, and termination when justified.
- Focus on education and maintaining continued educational credits through VetMedTeam.

#### Honors, Achievements, and Skills

- Started up Damar's Before and Aftercare Program in coordination with the Clinic Manager.
- Certified Mentor and responsible for the training of the incoming new hires.
- Core A Certified in administering medications.
- Certified in CPR.
- Certified in Critical Moment Training
- Maintains RBT credential.
- Recognized as an ABA Therapist who consistently goes above and beyond by two teams of Program Managers and Coordinators.
- Assisted life skills students with moderate and severe disabilities for two years at Carmel High School, August 2006 - May 2008.
- Worked with Best Buddies to form one-to-one friendships, help integrated employment, and focus on leadership development for people with intellectual and developmental disabilities, August 2006 - May 2009.
- Received dual-enrollment college credits through Ivy Tech Community College for my one year teaching experience with the Kid's Corner Preschool Educational Program through Carmel High School, August 2007 - May 2008.
- Accepted into the Disney College Internship Program and was awarded several "Great Fanatic Cards" for outstanding education sessions, customer service, patience, and guest relations, August 2010 - January 2011.
- Received multiple Deans List Awards through Ivy Tech Community College and IUPUI for exceptional grades, GPA, and school performance, August 2008 - May 2014.
- Received numerous Certifications on several subject areas surrounding veterinary medicine through VetMedTeam.

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**Sample Resume #2**

Gloria Miriam Ortiz

130 Apple Valley Ct. Charleston, TN 37310•423-650-3047•miriamg.ortiz@gmail.com

**Objective:**

To obtain a position that will enable me to utilize my strong organizational skills, educational background, and ability to work well with others.

**Experience:**

June 2014 – Present

Prevent

Child Abuse TN  
Cleveland, TN

## Prevention Specialist

Facilitates individual and group parenting education sessions through evidence based Nurturing Parenting curriculum. Responsible for building trusting relationships with families and utilizing this connection to support families in identifying strengths and barriers, accessing resources and obtaining the knowledge and skills to achieve their goals.

Mar. 2011 – June 2014

Family

Resource Agency  
Cleveland, TN

## Bilingual Pre-K Teacher

Provided individualized positive interactions with children in a respectful manner. Provided daily opportunities to the children to make plans, choices, solve problems review and assess their actions. Developed teaching lesson plans in accordance with curriculum.

Nov. 2007 – May 2009

SAM

Management Co.  
Cleveland, TN

Cash

## Management Supervisor

Supervise cash management clerks. Reconcile and balance bank accounts. Transfer funds on a daily basis. Open and close bank accounts. Supervise accounts payable and accounts receivable.

Nov. 2004 – Nov. 2007

SAM

Management Co.

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Cleveland, TN

Cash

Management Clerk

Reconcile daily bank accounts for several companies. Transfer funds weekly to cover accounts payable and payroll. Communicate daily with financial institutions. Reconcile line of credits monthly. Enter accounts payable and accounts receivable on a daily basis.

Education & Special Training:

May 2012

Cleveland State Community College  
Cleveland, TN

Early

Childhood Education-AAS

Nov. 1997

International Business College  
El Paso, TX

Computerized Accounting Clerk

Skills:

Excel, Word, PowerPoint, Drake Tax Software, Teaching Strategies Gold, Promethean Boards, Salesforce program and Family Wise Datatude. Fluently speak, read, and write English and Spanish.

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### **Sample Resume #3**

Heather M. Gunn  
1420 County Road 306  
Walnut, MS 38683  
(662)223-0440  
heather\_m\_gunn@yahoo.com

#### **EDUCATION**

B.S. in

Educational Psychology, Mississippi State University,

Starkville, MS. December 2004. GPA: 3.42/4.0

Northeast Mississippi Community College, Booneville, MS.

Attended August 2000-May 2002. GPA: 3.37/4.0

#### **EXPERIENCE**

**Speech Therapist**, North Tippah School District, Walnut, MS. October 2007 to January 2008

- Worked with children individually on speech issues
- Documented progression on IEP's
- Tested children's hearing and vision

**Teacher**, Collierville Christian Academy, Collierville, TN. March 2006 to October 2007

- Taught children age appropriate skills
- Created weekly lesson plans and news letters
- Assessed each child's development level

**Teacher's Assistant**, T.K. Martin Center for Technology and Disability, Mississippi State, MS.

August 2003-May 2005

- Worked as a teacher's assistant to preschool age children with disabilities
- Created and designed activities for children
- Collaborated with other professionals to assess children's needs

**Volunteer**, AmeriCorps. Corinth, MS.

May-July 2000

- Helped kindergarten students with reading and speech
- Read books to elementary students at a local library
- Arranged tutor sessions for the students

#### COMPUTER SKILLS

- Microsoft Office

#### HONORS

- Kappa Delta Pi
- Alpha Theta Chi
- Dean's List at Mississippi State University

#### REFERENCES

- Available on request

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**Sample Resume #4**

MEREDITH M. MONFORTON  
509 VANCLEAVE AVENUE  
OCEAN SPRINGS, MS 39564  
228.382.6174  
mmonforton@gmail.com

**PROFESSIONAL EXPERIENCE:**

Mississippi Department of Health, Pascagoula, MS 07/2016- 07/2018

Disease Intervention Specialist

- Work included acquisition and investigation of confidential information pertaining to known and suspected cases of communicable diseases
- Conducted field investigations and extensive interviews to locate the source(s) of disease outbreak and prevent disease spread
- Provided health education counseling to patients explaining origin, symptoms, and consequences of disease, and encourages future preventive measures

Singing River Health System; Ocean Springs, MS 12/2011- 05/2016

Guest Relations Ambassador

- Focused on patient satisfaction and customer service in Emergency Room
- Rounded on patients hourly to communicate with patients and guest, provide comfort measures, check facility cleanliness and alert supervision to issues of concerns
- Provided communication from patients and family members to clinical staff

Back Bay Mission; Biloxi, MS 04/2006-11/2007

Emergency Assistance Case Manager 09/2007-11/2007

- Completed assessments and provided in depth case management to individuals seeking assistance
- Supported the Home at Last and Emergency Assistance programs through direct supervision of caseworkers
- Participated and represented the organization in community service groups and forums
- Prepared quarterly reports and maintained monthly statistics to be used for FEMA reporting, grant administration and demographic data

## Associate for Case Work

04/2006-09/2007

- Interviewed clients seeking financial assistance
- Provided direct financial assistance to eligible clients for rent, utilities, transportation and prescription assistance
- Oversaw and maintained food pantry, including arrangements for its supply through donations and food banks
- Referred clients to outside agencies for assistance and acted as an advocate on behalf of the client

## Wake County Human Services- Work First; Raleigh, NC

04/2001- 02/2006

## Employment Counselor

07/2003- 02/2006

- Conducted thorough family centered assessments
- Evaluated for crisis intervention supportive services to eliminate barriers needed to move the family toward self-sufficiency
- Provided employment focused case management services
- Made appropriate referrals to aid clients with barriers to employment including domestic violence, substance abuse, childcare, transportation, housing and mental health
- Created and implemented mutual responsibilities agreements to lead clients towards employment and self-sufficiency

## Case Manager

04/2001- 07/2003

- Provided case management services by completing an assessment and determining initial as well as on-going eligibility for public assistance
- Knowledge of policy and procedures of TANF/ Work First, Medicaid and Food Assistance

## AmeriCorps- Habitat for Humanity

09/1998-08/1999

VOLUNTEER SERVICE:

## Back Bay Mission

06/2019- Currently

## Duchess Club- Backpack Buddies

05/2019- Currently

## Ocean Springs Upper Elementary/Middle School

08/2018- Currently

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Magnolia Park Elementary- PTO President  
Junior Auxiliary-Biloxi/Ocean Springs

10/2014- 05/2015  
Life Member

EDUCATION:

North Carolina State University; Raleigh, NC  
Course work towards Masters of Social Work

08/2005- 02/2006

Appalachian State University; Boone, NC  
Bachelor of Science- Health Promotion  
Minor: Psychology

08/1994- 05/1998

## **Appendix C: PCG Team Resumes**

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## Appendix C – PCG Staff Resumes

### **Heidi Brett Baker**

Managing Education Advisor, Special Education  
Public Consulting Group LLC

#### **RELEVANT PROJECT EXPERIENCE**

##### **Transition Subject Matter Expert**

Consultant for PCG's Pre- Employment Transition Services, a program that provides transition services for youth with disabilities who are between the ages of 14-22 and who are still in a k-12 school setting. Consult for Project SUCCESS, a resource center developed and managed by PCG in collaboration with the Indiana Department of Education to support higher academic achievement for students with disabilities. Provides effective instructional strategies on academic and behavioral outcomes for students with multiple disabilities, the use of assistive technology to engage students with intellectual disabilities. Provides training and consultation to teachers, schools and districts on transition processes, positive behavior supports, co teaching strategies, and behavior support programs for students with emotional disabilities.

##### **Transition Services**

###### ***Content Lead, 2023-present***

Lead for PCG's Transition Services content providing solutions for students with disabilities as they prepare for adulthood. PCG is contracted in numerous states and large districts to provide direct student services, professional development, and a web-based student curriculum.

##### **Alabama State Department of Education**

###### ***Transition Content Lead, 2022-present***

Transition content lead for professional learning relating to transition for educator professional development and student success improvement in Special Education.

#### **PROFESSIONAL BACKGROUND**

- Transition Subject Matter Expert, current
- Director of Special Education, May 2016-2018
- Purdue University, Adjunct professor for the School of Education and Counseling, January 2016-current
- Independent Special Education Consultant, February 2010-current
- University of Cincinnati Director of the Transition and Access Program Adjunct Professor for the School of Education, February 2010-March 2016
- Hamilton County Developmental Disabilities Services Student Services Administrator, June 2007-January 2011

- Montgomery County Board of Developmental Disability Instructional Services Administrator, March 2006-June 2007

## **OTHER EXPERIENCES**

- Lead for Indiana and Mississippi Pre-ETS Statewide PCG Projects
- Lead for Technical support Pre-ETS provider training In Indiana
- Collaborator and Reviewer of online Pre-ETS modules for Vocational Rehabilitation staff and providers.
- Collaborator and Reviewer of Professional Development and resource toolkit for Pre-ETS-Providers.
- Writer and review of Pre-ETS curriculum for providers.
- Principal of K-12 buildings various years
- Director of Education for specialized school
- Transition specialist
- Taught in various grades K-12 for 15 years in self-contained classrooms, co-teaching assignments for students with mild, moderate, and emotional disabilities.

## **RELEVANT CONTRACTS AND GRANTS**

- Carnahan, C., Brett, H., Goings, J., & Wallace, F. (2015). \$16,000. College Success: Supporting University Students with Autism Spectrum Disorders. Diversity and Inclusion Grant Program. University of Cincinnati.
- Carnahan, C., Goings, J., Brett, H. (2015). \$2,000. College Success Camp: Preparing Students with ASD for College. College of Education Diversity Grant. University of Cincinnati.
- Carnahan, C., Brett, H., Goings, J. (2015). \$25,000, Autism Speaks Grants 2015
- Principal Investigator of Sub award 140,000 October 2015 – September 2019 Title: Ohio's Statewide Consortia: Enhancing Employment Outcomes through Postsecondary
- Education Sponsor: Office of Postsecondary Education, U.S. Department of Education
- College of Education, Criminal Justice, and Human Services Technology Grant Program 2014
- Principal Investigator of Sub award October 2013 – September 2014 Title: Transition Options in Postsecondary Settings for Students with Intellectual
- Disabilities Sponsor: Office of Postsecondary Education, U.S. Department of Education

## **PUBLICATIONS**

Marita, S., Hord, C., Mendez, B. M., & Wiles, B. (2015, May). Students with Disabilities Create Models for Money Management Utilizing Software. Midwestern Psychological Association, Chicago, IL

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## EDUCATION

**Oakland City University**  
EdD Special education (ABD)

**Xavier University**  
M.A. Education Administration

**Purdue University Calumet**  
B. A. Major: Elementary Education with Special Education Endorsement

## UNDERGRADUATE/GRADUATE COURSES TAUGHT

### **Sped 1001 /6001 Individuals with Exceptionalities**

This is a survey course addressing identification, developmental characteristics, and intervention strategies for individuals with exceptionalities across educational and community settings.

### **Sped 3008/7008 Curriculum Planning & Instructional Strategies: Mild to Moderate**

This course provides foundational understanding of curriculum development and instructional planning for individuals with mild to moderate disabilities. Course content covers service delivery, service delivery roles of the special educators, Individual Education Plan (IEP) development, instructional planning and transition preparation and programming. Teacher candidates will develop knowledge and skills in supporting various learning environments, providing for transition, and IEP development.

### **Sped 4017 Student Teaching Students with Moderate to Intense Educational Needs**

A full time, supervised, mentored, clinical experience with students who have moderate or intense educational needs.

### **Sped 4020 Fostering Relationships with Diverse Learners**

This course will partner University of Cincinnati (UC) students with young adults with disabilities who are enrolled in a high school transition class on campus. UC students will participate in academic and recreational activities under direct supervision in order to foster the development of authentic relationships between all participants.

### **Sped 7053 Foundations in Transitions**

Legal and ethical foundation knowledge for the transition to work specialist endorsement.

### **EDPS 66400 Seminar in Special Education- Collaboration**

A critical analysis of or special assignments related to research, practice, and selected problems in special education or in specific disability areas. One topic is considered in each enrollment. For advanced graduate students. Permission of instructor required.

**EDPS 45902 Assistive Technology**

Use of technological applications in special education, including microcomputers, interactive video, auditory and visual enhancement, and other adaptive devices with individuals experiencing disabilities including learning disabilities, intellectual disabilities, sensory and physical disabilities.

**EDPS 56300 Identification, evaluation & Assessment of Exceptional Individuals**

Advanced procedures for educational assessment of exceptional individuals: norm-referenced and curriculum-based measurement, error analyses, and observational ratings. Adaptations and selections of tests for sensory impairments, behavioral styles, different intelligence levels and ages.

***Peter Capomacchio***

Associate Manager  
Public Consulting Group LLC

**RELEVANT PROJECT EXPERIENCE****Pre-ETS and Transition Services**

(2023-present)

Manage PCG's Transition Services business line providing online solutions for students with disabilities as they prepare for adulthood. PCG is contracted in numerous states and large school districts to provide direct student services (Pre-Employment Transition Services), professional development, and online student curriculum. Key clients include:

- Iowa Department for the Blind
- Indiana Family and Social Services Administration
- Idaho Division of Vocational Rehabilitation
- Mississippi Department of Rehabilitative Services
- New York State Education Department
- Utah Workforce Department

**Online Professional Development**

(2022-2024)

Manage PCG's professional learning business line that provides online learning solutions for educators with state education agencies, large school districts and schools across multiple content areas. Key clients include:

- Colorado Department of Education
- Vermont Agency of Education
- New York City Department of Education

**Title Document Management**

(2022-2024)

Manage PCG's document management and compliance workflow system for state and local education agencies seeking to effectively organize data for federal grant programs. Key clients include:

- Hawaii State Department of Education

- Kentucky Department of Education

**State Department of Education, Alabama**

## Project

(2022–present)

Engagement Manager: Client management lead for professional learning management program with ALSDE, including delivery of 194 deliverables related to educator professional development and student success improvement in Special Education.

**Department of Education and Human Resources Administration, New York City**

## Federal Reimbursement Optimization Program

(2012–2022)

Project Director: Project lead for revenue optimization initiative with the New York City Department of Education. Initial focus on designing program to optimize compliance requirements along with PCG's EasyTrac software for ~200 non-public schools throughout the city and state. Goal is to enhance Medicaid- reimbursement generated for NYC DOE and maintain IDEA compliance of related service mandates within an IEP, for population of approximately 20,000 special education students. Partnership with NYC DOE has expanded to include additional federal/state revenue opportunities that may need operational review before implementation or expansion, including Free Care.

**Agency of Education, Vermont**

## Flexible Pathways Initiative

(2017–2022)

Project Director: Project lead for technology initiative with the Agency of Education. Focus on designing management portal to bring multiple stakeholders together in dual enrollment, career and technical education and early college program. Achieved goal to provide a streamlined, singular module that will allow all high students in Vermont select available college courses statewide.

**New Jersey Department of Education, New Jersey**

## Special Education Data Management

(2009–2013)

Project Manager: Team lead for New Jersey's EDPlan Management Module, an internet based special education data management system, overseeing staff and product development. Collaborate best practices amongst school districts to build project efficiencies and common practices. Configure EDPlan to fit New Jersey regulatory requirements and district client needs. Design reports necessary for state reporting and

school district management purposes in both Excel and Business Objects. Develop specifications to synchronize special education data with student information system databases. Client lead for urban district tracking behavior incidences. Trained district staff to utilize mobile devices in conjunction with online software.

### **Department of Education and Treasury, New Jersey**

Special Education Medicaid Initiative (SEMI) Reimbursement Program

(2009–2013)

Client Representative: Lead for largest urban school districts (Newark and Paterson) in school-based Medicaid reimbursement program (SEMI). Focus on assisting districts with software technical assistance and revenue optimization.

### **School District Consortia, Pennsylvania**

Special Education Data Management

(2010–2011)

Client Representative: Support for Pennsylvania districts utilizing iep.online application. Designed new feature requests with district leadership and trained LEA staff in new software and reporting functionality.

## **POLICY AND EVALUATION STUDIES**

*Ensuring Sustainable Funding in New York City Schools: An Evaluation of School-based Medicaid Expansion via Free Care Policy, 2019*

## **EDUCATION**

### **Clark University**

*Master's of Business Administration*

### **Seton Hall University**

*Bachelor of Science in Business Administration, Economics*

*Certificate, Non-Profit Financial Management*

## **SOFTWARE PROFICIENCY**

- Microsoft Office Suite, SAP Business Objects, JIRA, asana, Microsoft Power Platform

## **PROFESSIONAL ASSOCIATIONS**

- Children's Aid Society, Associate's Council

**Amy Howie**

Associate Manager  
Public Consulting Group LLC

**RELEVANT PROJECT EXPERIENCE****Boston Public Schools (2023 - present)***Implementing Effective IEPs Professional Development*

Creating and delivering customized onsite professional development and online modules to support implementation of the new state IEP form and updated IEP case management system. The onsite professional development is targeting the coordinators of special education (COSE) and includes a series of seven sessions designed around various topics including goals, assessment, and specially designed instruction. Modules provide a self-paced option geared for district teachers, leaders, and paraprofessionals and serve to provide a consistent foundation for all BPS staff.

**Alabama State Department of Education (2022 – present)***Comprehensive Professional Development and Coaching*

Partnered to develop and deliver a comprehensive system of professional learning and coaching statewide. Universal and targeted training and resources were developed and delivered in multiple formats including onsite, virtually, and asynchronous modules. Topics included literacy, math, inclusive practices, leadership, alternate achievement standards, high leverage practices, and support for new teachers. A [website](#) was also designed and maintained to support registration and house session materials and resources.

**Oklahoma Department of Education (2022- present)***Playbook for Service Providers of Infants and Toddlers with Disabilities*

Working collaboratively with department staff to design, develop, and deliver customized needs assessments and professional development for case managers and service providers to improve consistent implementation of evidence-based practices. Training is provided leveraging the Playbook™ platform and will include action steps for implementation and coaching supports.

**PCG's Project Success Resource Center (2021 – present)***Supporting Teachers and Leaders of Students with Significant Disabilities*

[PCG's Project Success Resource Center](#) partners with districts across the country to provide professional development and coaching for teachers and leaders supporting students with significant disabilities. The blended professional development includes

synchronous and asynchronous training and coaching including quarterly trainings, 24/7 access to high quality professional development in PCG's *Playbook*™, and individualized coaching from experienced subject matter experts.

### **Louisiana Department of Education (2021 – 2023)**

#### *Special Education Guidance*

Designing, developing, and delivering a set of professional development materials and corresponding webinars that provide information, resources, and tools to special education coordinators and directors across the state. Topics incorporate Louisiana priorities and provide high quality, research-based strategies to support leaders in the field. In collaboration with the department and key advisors, we are creating materials each month that are timely and provide supports for developing leadership skills to impact changes focused on student outcomes.

### **Indiana Family and Social Services Administration, Office of Vocational Rehabilitation**

**(2018 – present)**

### **Mississippi Department of Rehabilitation Services, Office of Vocational Rehabilitation**

**(2019 – present)**

#### *Pre-employment and Transition Services (Pre-ETS) Provider*

Providing Pre-ETS to students ages 14-21 in assigned counties. Responsible for all aspects of coordination and communication with special education directors, staff at local school districts, and community employers to plan, design, and deliver appropriate and meaningful services for students. Services include a comprehensive curriculum designed to provide content for all ages and ability levels in each of the five Pre-ETS components (Job Exploration and Counseling, Work-based Learning Experiences, Counseling on postsecondary opportunities, Workplace Readiness Training, Self-Advocacy), and that is aligned to transition activities.

Providing pre-ETS to students ages 14-21 in identified priority counties. Responsible for all aspects of coordination and communication with special education directors, staff at local school districts, and community employers to plan, design and deliver appropriate and meaningful services for students. Highlights include:

- Development of comprehensive curriculum designed to provide content for all ages and ability levels in each of the five pre-ETS components (
- Align services to transition activities and, when appropriate, the Alternate Diploma

- Train direct services providers in using evidence-based practices with students

**Louisiana Department of Education (2020 – 2023)****Office of Special Education*****Louisiana's Special Education Leader Fellowship***

Leading partnership with LDOE to develop and deliver a series of professional development for a group of new special education directors across the state that includes onsite professional development grounded in current research that incorporates state priorities and leadership practices; virtual check-ins to support directors and facilitate development of network across the state; and an executive learning project that is unique to a problem of practice identified by each director.

**Louisiana Virtual Academy (2021 – present)*****Special Education Train-the-Trainer Materials and Training***

Designing and developing train-the-trainer materials and delivering sessions to school coaches. Content includes a series of trainings covering High Leverage Practices, Unpacking Standards, and Universal Design for Learning.

**Cumberland County Schools (2020 – present)****Cumberland, North Carolina*****Special Education Playbook for Teachers and Direct Services Provider***

Designed needs assessment and aligned professional development (plays) for more than 200 special education teachers and related service providers and nearly 50 instructional coaches and district leaders. Providing ongoing support and resources to coaches and preparing for *Playbook* and PCG's *EdPlan*™ data integration for year two.

**AWS Foundation, Fort Wayne, Indiana (2020 – 2021)****Lafayette Parrish School District (2020 – 2021)****Richmond Public Schools, Richmond, VA (2021 – 2022)****Clover Park School District, Lakewood, WA (2021 – 20202)****Garland ISD, Garland, TX (2021 – present)****Orangeburg Schools, Orangeburg, SC (2022 – present)*****Special Education Playbook*****Miami-Dade County Schools (2022 – present)**

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### *High Leverage Practices Playbook*

Provide needs assessment and aligned professional development (plays) in collaboration for leadership and teams of teachers with partner districts. Implementing *Playbook* for new teachers in partner districts and providing ongoing support and resources to coaches. Virtual professional development and coaching combined with onsite sessions as COVID restrictions lifted.

### **Indiana Department of Education (2013 - 2021)**

#### **Office of Special Education**

##### *Project SUCCESS: Indiana Resource Network for Common Core State Standards for Students with Disabilities*

Lead efforts of the statewide resource center to increase academic achievement of all students by designing and providing universal and targeted supports for teachers and administrators, including onsite professional development and targeted technical assistance. Managed staff, budget and oversee operations of the resource center.

- Planned and provided universal and targeted supports for teachers and administrators.
- Provided weekly, monthly and quarterly information, ideas, and updates to all stakeholders.
- Provided on-site technical assistance and targeted training to implement alternate academic standards, align curriculum, develop lesson plans, support transition services, write effective IEP goals, support core vocabulary and AT/AAC, and maintain high expectations.
- Communicated and collaborated frequently with Indiana Department of Education staff to share information and plan for statewide training.
- Managed staff, budget and day to day operations of the resource center.

### **Indiana Department of Education (2016 – 2021)**

#### **Office of Special Education**

##### *External Evaluator for the State Systemic Improvement Plan (SSIP)*

Work closely with various IDOE leads responsible for implementing the SSIP to design and carry out evaluation activities. Provide evaluation report and recommendations for continual improvement in the SSIP process.

### **Indiana Department of Education (2019 – 2021)**

#### **Office of Special Education**

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*Research Study: 1% Cap on the Alternate Assessment*

Completing research study to better understand the state and local processes that impact the 1% cap on student participation in the alternate assessment in Indiana. Research includes state interviews, district focus groups, statewide school and parent surveys, and participation data analysis. Data collected will be presented to IDOE in a report with recommendations for reducing the number of students assessed on the alternate assessment.

**Indiana Family and Social Services Agency (2019 – 2020)****Bureau of Developmental Disabilities Services***LifeCourse and Pre-ETS Training Modules*

Supporting the coordination activities of LifeCourse trainings and leading the development of four online modules for Pre-ETS providers to develop skills to effectively support students with complex needs. Content of each module includes evidence-based practices, resources to support learning and implementation in Pre-ETS, and examples. Modules also include videos within to demonstrate Pre-ETS for students with complex needs being supported by Pre-ETS providers effectively using evidence-based practices.

**Rich Township High School District 227 (2019 – 2021)****Matteson, IL***Writing Standards Aligned IEP Goals (2 years)*

Designed and delivered professional development to teachers, leaders and related services staff to support the writing of strong, standards aligned, IEP goals. District leaders and coordinators were provided additional training and materials that included presentation, tools, resources and facilitator guide to support implementation and provide future training. Project included collaborative consultation to ensure best practices were integrated into the current district structures, language and processes.

*Paraprofessional Courses (2020 – 2021)*

Provided access to 36 paraprofessionals during district professional development days and supported the completion of 167 courses. Collaborated with district leadership to monitor progress, review completion reports and analyze end of course evaluation survey data.

*Co-Teaching Professional Development (2020 – 2021)*

Providing six professional development sessions focused on increasing the inclusive practices of co-teaching teams. Session content includes pre-learning, session, and post-learning activities designed to establish high expectations, create a common

vision, build effective teams, and increase instructional capacity of co-teaching partners.

**Atlanta Public Schools (2020)****Atlanta, GA***Facilities Study of Low Incident Programs*

Completed onsite focus groups, data and document review, and principal and leader surveys, to provide recommendations for effective and efficient programming and transportation for students in low incident programs.

**Chicago Public Schools (2019 – 2020)****Chicago, IL****Department of Arts Education***Development of Arts Scope and Sequence*

Developing and delivering professional development, guidance and project management to teams of teachers in the development of a prek-12 arts scope in sequence in four disciplines (dance, music, theatre, and visual arts).

**Clover Park School District (2018 – 2019)****Lakewood, WA*****Playbook to Support New Special Education Teachers***

Serving as lead subject matter expert for the development of a virtual coaching platform to support new, non-traditional special education teachers and support paraeducator training. Develop content and resources that are engaging, research based, aligned to district initiatives and that provides immediate, job embedded supports for new teachers.

**Hillsborough County Community Schools (2018 – 2019)****Hillsborough County, FL***Paths to College and Career Implementation Services*

Delivered introductory training institute to teachers implementing PCG's *Paths to College and Career* curriculum. Training provided participants with understanding of the structure and design principles of the curriculum was designed to be immediately useful for teachers in their classrooms. Training supported teachers in how to plan for a lesson and the need for subtractive planning and gave them confidence in their abilities to teach the first set of modules.

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**Fort Wayne Community Schools (2019)****Fort Wayne, IN***Curriculum Writing for Applied Courses*

Facilitated the planning, preparation, training and work to develop scope and sequence aligned to alternate standards and lesson plans utilizing various curriculum resources. Designed the templates, protocols and processes in partnership with FWCS to support groups of teachers in writing rigorous standards aligned lessons for students with significant disabilities.

**Southwest Cook County Cooperative Association for Special Education (2019)****Oak Forest, IL***Writing Standards Aligned IEP Goals*

Developed customized Train the Trainer materials that included presentation, tools, resources and facilitator guide to support district coaches in training staff to write measurable, standards aligned IEP goals. Project included collaborative consultation to ensure best practices were integrated into the current district structures, language and processes.

**Washington Professional Educators Standards Board (2018 – 2019)***Development of Online Courses for Administrators and Teachers*

Designed, planned and created a series of modules to support paraeducators working with students with disabilities. The course was designed to increase knowledge and skills that meet the learning objectives and standards for the Special Education Subject Matter Certificate. The courses were designed to be delivered through Canvas learning management platform and included the development of a facilitator's guide to support blended learning opportunities.

**The School District of Philadelphia (2018)****Office of Charter Schools***Analysis of Curriculum Alignment to Standards*

Analyzed alignment of curriculum proposed in new charter school application to the PA Core and Academic Standards. Led team of PCG subject matter experts in K-12 curriculum and instruction in the review of applications based on applicant provided scope and sequence, curriculum maps and/or excerpts from curriculum for Math, ELA, PE/Health, Science, Social Studies, Spanish, Art, Business/Entrepreneurship, Computer Science, and Cooperative Play containing:

- Detailed analysis of each New Charter Application's curriculum documents, which identified the selected curriculum for each subject area and grade level;
- Checklist specifying alignment between individual PA Core and Academic Standards and module or unit of the proposed curriculum;
- Rubric explaining score(s) for curriculum alignment with each primary standard, as well as an overall alignment score for the proposed curriculum;
- Gap analysis of missing, misaligned, or incomplete standards for each subject area;
- Summary of deficiencies in proposed curriculum and provide references to support.

**Liberty Public Schools 53 (2018)****Liberty, MO**

Designed and delivered onsite professional development to teachers, leaders and related services staff to support the writing of strong, standards aligned, IEP goals and to support implementation of Progress Track, a progress monitoring tool. Materials included presentation, tools, resources and guidance documents to support teachers and related services staff in writing measurable, standards aligned IEP goals. Project included collaborative consultation to ensure best practices were integrated into the current district structures, language and processes.

**Vancouver Public Schools (2018)****Vancouver, WA***Writing Standards Aligned IEP Goals*

Designed and delivered onsite professional development to teachers, leaders and related services staff to support the writing of strong, standards aligned, IEP goals and to support implementation of EDPlan Progress Track™, a progress monitoring tool. Materials included presentation, tools, resources and guidance documents to support teachers and related services staff in writing measurable, standards aligned IEP goals. Project included collaborative consultation to ensure best practices were integrated into the current district structures, language, and processes.

**Washington Office of Public Instruction (2017 – 2018)***Development of Online Courses for Administrators and Teachers*

Designed, planned, and created a series of 11 online courses, related materials, and facilitator guides to support teachers and administrators working with paraprofessionals. The modules were designed in collaboration with WA OSPI and include a variety of rich

resources, activities and ideas for building and retaining strong paraprofessional supports in districts and schools.

### **Washington Professional Educators Standards Board (2018)**

#### *Development of Online Courses for Administrators and Teachers*

Designed, planned and created a series of modules to support paraeducators working with students with disabilities. The course was designed to increase knowledge and skills that meet the learning objectives and standards for the Special Education Subject Matter Certificate. The courses were designed to be delivered through Canvas learning management platform and included the development of a facilitator's guide to support blended learning opportunities.

### **Shelby County Schools (2017)**

#### **Shelby, TN**

#### *Develop Special Education Resource Guide*

Developed special education resource guide to support the implementation of *Paths to College and Career* curriculum for students with disabilities. The guidance was carefully aligned to the curriculum, maintained high expectations for all students and provided tools, resources, annotated lessons, and examples for teacher to apply to their instruction.

### **South Carolina Public Charter School District (2017)**

#### *Building Capacity in Special Education*

Designed and delivered training sessions for school and district teams. The content of the workshops was designed based on needs collaboratively identified throughout the consultative process and prioritized based on survey results.

### **Durham Public Schools (2017)**

#### **Durham, NC**

#### *Paraprofessional to Teacher Pathway*

Designed program to support internal candidates with at pathway from paraeducator to licensed teacher. Provided district guidance on program implementation and onsite professional develop, virtual training and test prep, and coaching.

### **Passaic Schools (2016)**

#### **Passaic, NJ**

#### *Standards-Aligned Goal Writing Professional Development*

Provided onsite professional development to teachers, related services staff and leaders on standards aligned goal writing. Training provided participants with engaging activities and useful tools to develop understanding of state standards, writing and using present levels of academic and functional performance, and writing meaningful, measurable IEP goals.

**Montcalm Area ISD (2015 – 2017)****Posey County Schools, MI***Multi-Tiered System of Supports (MTSS): Professional Development to Support Technology Implementation*

Supported MTSS technology implementation by providing consultation and training to districts. Support includes establishing solid local process and procedures for collecting and documenting data, identifying appropriate assessments and interventions and monitoring progress.

**New York State Education Department (2013 – 2014)***EngageNY Professional Development*

Created and implemented professional development in collaboration with NYSED for Network Teacher Institutes. Professional development focused on increasing the effectiveness of teachers and leaders in implementing Common Core State Standards and the 9-12 *EngageNY ELA Curriculum*. Training included specific tools and processes for maintaining rigor while meeting the unique needs of all students, including providing adequate scaffolds and supports for students with disabilities.

**PROFESSIONAL BACKGROUND****Center Grove High School, Greenwood, IN***Assistant Principal*

July 2009 to July 2013

Educational supervisor and instructional leader for various academic departments as well as support staff. Directed programming for 2400 high school students and supported 130 staff members. Responsible for professional development restructuring, creation and implementation. Systematically reviewed a variety of data points and lead team in designing tier two and three academic and behavioral interventions.

Responsible for development of master schedule and managed project to transition to arena scheduling. Responsible for screening, interviewing and hiring various teaching and support personnel. Successfully lead School Wide Positive Behavioral Support initiative. Developed CONNECT Mentor program and related staff developments

**Anderson High School, Anderson, IN***Assistant Principal*

July 2008 to July 2009

Served as assistant principal in an urban high school serving 1700 students in grades 9-12. Responsible for professional development and oversight of all academic programs including ELL, special education and counseling department. Continuously reviewed discipline, attendance and student achievement data, presented information and made recommendations to staff. Led PL221 Team in creating and monitoring school improvement plan. Responsible for administration and supervision of assessments. Responsible for all aspects of curriculum development and implementation including alternative educational options, ENL, content specific interventions, Rtl and all special services.

**Anderson Elementary School, Anderson, IN***Assistant Principal*

August 2007 to June 2008

Served as assistant principal in an urban elementary school serving students in grades 3-5. Lead team through SWPBS development and created and presented all related staff development and parent sessions. Effectively applied discipline consequences for students. Communicated with staff and parents regarding behavioral concerns. Developed relationships with at-risk students and their families to support individual needs. Maintained accurate discipline and attendance records. Responsible for developing and programming daily schedules and all modifications to the schedule for special events. Maintained school website.

**Anderson Community School Corporation, Anderson, IN***Special Education Teacher*

August 1999 to August 2007

Taught students with a variety of disabilities and in several settings including collaborative, self-contained, and vocational. Demonstrated leadership skills through various leadership roles, responsibilities, initiatives, and projects related to student achievement.

**Alexandria Monroe Middle School, Alexandria, IN***Special Education Teacher*

August 1995 to June 1998

Taught middle school students with learning, emotional and mild cognitive disabilities, emotional disabilities. Accurately maintained records and communicated effectively with parents and teachers.

## **PUBLICATIONS**

*Meller, J., Howie, A., Keedy-Merk, M., and Scott, M. (2021). PCG's Special Education Effectiveness Framework. A PCG Education White Paper. Boston: Public Consulting Group.*

## **SPEAKING ENGAGEMENTS**

*Accelerating Learning Recovery Through High-Leverage Practices*

CEC Convention and Expo

January 2022

*Indiana's Alternate Assessment Evolution and Embedded Professional Development*

CEC Convention and Expo

April 2016

*Increasing Academic Instruction for Students with Significant Needs*

26<sup>th</sup> Annual CASE Conference

Atlanta, Georgia October 2015

*Professional Development Critical for Successful Collaboration*

MAASE Conference

Traverse City, Michigan August 2015

*Leadership Series: Supporting All Students*

Indiana Focus and Priority School Leaders Conference

Indianapolis, Indiana, November 2014

*Project SUCCESS State Update*

Presented with Indiana Department of Education and Arizona Department of Education

ICASE Fall Conference

Indianapolis, Indiana, October 2014

*The 1% Can Do it!*

Ohio's Special Education Leadership Conference

Columbus, Ohio October 2014

*The 1% Can Do it!*

Michigan Association of Administrators of Special Education Conference (MAASE)  
Traverse City, Michigan, August 2014

*Next Generation Alternate Assessment: Professional Development Designed for  
Special Education Teachers Who Support Students with Disabilities in Reaching  
College, Career, and Community Read*

National Conference on Student Assessment (NCSA)  
New Orleans, Louisiana, June 2014

*Project SUCCESS: What You Need to Know to Support Your Schools and How We Can  
Help*

Indiana Department of Education Outreach Coordinators  
Indianapolis, Indiana, April 2014

*The 1% Can Do it!*

Michigan Council of Exceptional Children (MCEC)  
Traverse City, Michigan, March 2014

*Driving Towards Success*

Presented with Indiana Department of Education  
ICASE Spring Conference  
Indianapolis, Indiana, February 2014

## **EDUCATION**

### **Ball State University**

*M.A.E. and Certification in K-12 Administration*  
Muncie, Indiana  
June, 2008

### **Indiana University-Purdue University at Indianapolis**

*Bachelor of Arts, Severe Disabilities Education, Learning Disabilities minor*  
Indianapolis, Indiana  
1995

## **AWARDS**

### *Outstanding Service Award*

Center Grove High School, 2012

### *Recipient of Fulbright Scholar from Turkey*

Awarded by the USDA for the 2008-09 school year

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**Alison Flinchum**

Consultant  
Public Consulting Group LLC

A dually degreed education professional and certified project manager offering more than 15 years of experience, Alison excels in strategizing, developing, and implementing innovative, complex educational projects and instructional designs. Recognized as a knowledgeable manager, trainer, and mentor, Alison is a steady resource for educators, partners, and clients.

**RELEVANT PROJECT EXPERIENCE****Pre-Employment Transition Services, Mississippi, Indiana, and New York**  
*Project Manager, 2023-present*

Oversaw the project management, communication, budgeting, and billing for a comprehensive, multi-year, state-wide pre-employment services engagement.

**PCG's Project Success, Indiana and Louisiana**

Project Manager, 2023- present

Project management, communication, and budgeting lead for a national professional learning management program focused on providing special education teachers and paraprofessionals with resources, training, and community to continuously improve their practice.

**Alabama State Department of Education- Professional Development Program for Teachers of Students with Significant Disabilities, Alabama**

*Project Manager, 2022-2023*

Project management lead for professional learning management program with ALSDE, including delivery of 27 deliverables related to educator professional development and student success improvement in Special Education.

**Alabama State Department of Education- Professional Development Program for Mathematics Teachers, Alabama**

*Project Manager, 2022-2023*

Project management lead for professional learning management program with ALSDE, including delivery of 30 deliverables related to educator professional development and student success improvement in Special Education.

**Alabama State Department of Education- The New Special Education Director Academy, Alabama**

Project Manager, 2022-2023

Project management lead for professional learning management program with ALSDE, including delivery of thirteen deliverables related to educator professional development and student success improvement in Special Education leadership.

## **PROFESSIONAL BACKGROUND**

### **Consultant, Public Consulting Group**

2022- Present

### **K-2 Program Manager, Prenda**

2020-2022

### **Pre-School and Lower School Principal, Saint Paul's School**

2017-2020

### **Early Childhood Curriculum Coordinator, International Baccalaureate PD Facilitator; EtonHouse School, Singapore**

2012-2017

### **Kindergarten Teacher; Iale School (Spain) and Changchun American International School (China)**

2008-2012

## **EDUCATION**

### **Clark University**

M.B.A., Business Administration (expected 2026)

### **The Education University of Hong Kong**

M.A., School Leadership and Change

### **Rutgers University**

Ed.M., Human Growth and Development

### **Emory and Henry College**

B.A, Education and Spanish

## **CERTIFICATIONS**

PMP, Project Management Institute

## **SPECIAL SKILLS**

Languages: English, Spanish, and Mandarin Chinese

Agile Methodologies

Learning Design

## **SPEAKING ENGAGEMENTS**

*Assessment in Early Education*

Annual European Regional Conference on International Education, 2018  
Billund, Denmark

*Designing a Student-Centered Early Education Program*

Annual Asia-Pacific Regional Conference on International Education, 2017  
Hong Kong, Hong Kong SAR

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**Melissa Mullen**

Project Manager  
Public Consulting Group LLC

Melissa Mullen has worked in the Education Technology space since 2005, and in Training & Development since 1995. She is a client-focused professional with more than 25 years of experience in Project Implementation, Business Development, Client Relations, Account Management, and Training and Development. She has extensive experience in all aspects of the training lifecycle, including needs assessment, curriculum planning, instructional design and development, trainer certification, and instructor-led facilitation.

**RELEVANT PROJECT EXPERIENCE****PCG Educational Consulting Team****Project Manager**

April 2019 - Present

Implementation & on-going management of PCG's Playbook product with clients in Florida, South Carolina, & Texas.

Development & implementation of a technology system pilot with the state-level Migrant Education Programs (MEP) in Nebraska, Kansas, and Tennessee.

**PCG Educational Consulting Team****Pepper Professional Learning Network – Business Development Manager**

June 2015 – April 2019

Identified and developed strategic relationships with partners, clients, and prospects. Collaborated with regional teams to market & grow the Pepper brand across the country. Managed the sales pipeline process & online system to ensure accurate tracking & reporting of prospects and client activity. Responsible for the ongoing management & overall satisfaction of existing Pepper clients.

**PCG Educational Consulting Team****Early Warning System – Client Services Manager**

May 2013 – June 2015

Coordinated the design, development & pilot launch of a new product. Consulted with school districts, educational service districts & state departments of education for the purposes of needs-analysis & solution design.

**PCG Revenue Services and Case Management Team****Goalview™ Special Education Management – Client Services & Product Manager**

May 2009 – June 2015

Managed the implementation, training & ongoing support for eighty-six clients nationwide. Coordinated and conducted training for new users, existing staff, and district level personnel. Consulted with school districts about special education management, 504 Accommodations, and Intervention needs. Design solutions to better help districts stay in compliance and spend more time serving students.

**EDUCATION**

Bowling Green State University  
*Bachelor of Arts in Communication*