

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: WESSON-MONROE, LLC

Address: 683 HILLCREST LOOP

City/State/Zip: PETAL, MS 39465

Telephone: 601-550-9554

Fax Number: _____

E-Mail Address: wessonmonroe@gmail.com

Printed Name of Authorized Signer: Stephanie S. Howze

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

ATTACHMENT B

Authorization and Acknowledgements

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

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

Company Name: WESSON-MONROE, LLC

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

Name and Title: President and CEO

ATTACHMENT C

Certifications and Assurances

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

1. Representation Regarding Contingent Fees.

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

2. Representation Regarding Gratuities.

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

3. Certification of Independent Price Determination.

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

4. Prospective Contractor's Representation Regarding Contingent Fees.

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

Company Name: **WESSON-MONROE, LLC**

Signature and Date:

Stephanie Howze

10/15/2025

Name and Title: **President and CEO**

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

ATTACHMENT D

Company Questionnaire

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

1. Corporate Experience and Capacity

Wesson-Monroe, LLC, established in February 2019, is now in its sixth year of delivering high-quality workforce development services. As a contracted Pre-Employment Transition Services (Pre-ETS) provider for the Mississippi Department of Rehabilitation Services (MDRS), we have consistently delivered interactive, engaging, transformational instruction and activities across all five required Pre-ETS categories. Over the past two years, we have also served as a Job Extravaganza provider, expanding our services with students across five of the ten MDRS districts. We have experienced enormous success creating empowering learning experiences and opportunities for students with diverse learning styles and abilities. This is evident by the fact that students, families, and school personnel consistently request us as a provider.

Our success stems from our ability to rapidly employ highly qualified, skilled, and experienced trainers to meet the diverse needs of the students we serve. This is made possible by our core team and a broad network of professionals—most of which have advanced degrees, are deeply embedded in their communities, are dedicated to equipping students for success, and are united by the belief that every student deserves a fair opportunity to achieve meaningful employment. Our ability to mobilize exceptional talent is a direct reflection of the strength, reach, and shared purpose of our network.

Wesson-Monroe's core team brings over 75 years of combined experience in education, human resources, workforce training, and disability services. Individually, members have guided students through college admissions, selection of majors, career planning, and job placement. Individual members have developed and implemented work based learning and training opportunities for both traditional and non-traditional students. Members of our team have created job descriptions, established skills, knowledge, and abilities requirements for jobs, and administered skills assessments. Additionally, each one of our team members has worked with underrepresented or marginalized communities and strongly holds the belief that self-advocacy is central to one's success. Collectively, our team's experience, knowledge and skills will allow us to continue delivering services that seek to help students become more prepared to thrive in a competitive integrated employment environment.

With a dedicated core team and a robust network, Wesson-Monroe has the capacity to provide comprehensive and collaborative services across all counties and for every module specified in our proposal. We will not require any corporate expansion to continue providing services. Backed by a highly trained team, a resilient infrastructure, and a steadfast commitment to readiness, we are fully equipped to deliver timely and effective Pre-ETS to MDRS clients. We are eager to continue providing Pre-ETS to MDRS clients and remain committed to delivering impactful, innovative services with integrity and care.

Company Name: WESSON, MONROE, LLC

ATTACHMENT D
Company Questionnaire (Page 2 of 3)

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

2. Service Location

Wesson-Monroe will coordinate with MDRS personnel, school representatives, businesses, and others to provide services in locations such as:

- Schools
- Community/Civic Centers
- Multi-Purpose Centers
- Libraries
- Local colleges and universities
- Businesses and industries
- Appropriately sized public and private venues

3. Personnel

As you review the attached resumes, we ask that you consider our core team's experience, relevant knowledge, and transferable skills. Each member has experience working directly or indirectly to prepare students and/or other individuals to obtain or retain competitive integrated employment. Our proposed team has experience collaborating with business and industry, partnering with educators, and, most importantly, creating learning opportunities for students. Collectively our team has a skill set that is conducive to instructional design and program development, to facilitate delivery of effective Pre-ETS. We are confident that our team's diverse skillset, depth of knowledge, and relevant experience will allow Wesson-Monroe to create and deliver evidence-based Pre-ETS.

In addition to our proposed team, we utilize a business model that allows for the quick onboarding of additional qualified individuals to serve students, as needed. We take great care to recruit individuals who have the appropriate knowledge and skill to provide Pre-ETS for students with disabilities. Our current pool of potential team members resides within commuting distances of our proposed service area. Everyone that we hire for the purpose of providing Pre-ETS has the specific or transferable skills and experience necessary to successfully provide instruction and guided learning, as well as facilitate hands on activities, as needed. In addition to being knowledgeable and skilled in the appropriate subject matter, our prn team members are flexible and mobile, so that we can serve the students in the most desirable location.

Our principal owners are Stephanie Howze, Kori Howze, and Kovi Howze. The resumes of our core members are provided. While our personnel serve on a PRN (as-needed) basis, all individuals will meet or exceed the required education and experience qualifications and will be subjected to all hiring criteria outlined in the RFQ.

Company Name: WESSON-MONROE, LLC

BEVERLY ELLIS-JACKSON

PROFESSIONAL EXPERIENCE

United States Navy (Active Duty)

Chaplain,

Newport, Rhode Island and Ft. Jackson, South Carolina. U.S.A.,
March 2011 to May 2012.

United States Army Reserve and National Guard

Chaplain, Patient Administrator and Administrative Specialist

Hattiesburg, Mississippi and Ellenwood, Georgia. U.S.A.,
April 1995 to March 2011.

Families United Services Social Worker (Contractor)

Fayetteville, Georgia. U.S.A.,
October 2010 to February 2011.

Georgia Army National Guard

Behavioral Health Services

Behavioral Health Specialist and Case Manager

Ellenwood, Georgia. U.S.A.,
April 2010 to September 2010.

Dobbins Army Air Base Regional Care Team Chaplain

Marietta, Georgia. U.S.A.,
November 2006 to April 2010.

Georgia Department of Family and Children Services

Certified Supervisor and Case Manager

Clayton and DeKalb County Georgia.
August 2006 to April 2010.

Pine Belt Mental Healthcare Resources

Program Coordinator, Outreach Specialist, Grant Manager,

Adult and Children's Clinician, Adult Case Manager and Day Treatment Specialist

Hattiesburg, Mississippi. U.S.A.,
September 1993 to June 1996.
August 1999 to June 2006.

Sickle Cell Foundation

Supportive Services Counselor

Tallahassee, Florida. U.S.A.,
August 1998 to March 1999.

State of Georgia,

Georgia Highland Center Director

Dalton, Georgia. U.S.A.,
July 1996 to July 1997.

State of Florida,

Health and Rehabilitative Services Public Assistant

Specialist II

Tallahassee, Florida. U.S.A.,

BEVERLY ELLIS-JACKSON

EDUCATION

Clark Atlanta University, Atlanta, GA. U.S.A.

PHD Candidate. Social Work (Social Policy/Administration)

Cognate: Masters Public Administration

PH.D Courses. Clinical Psychology Jackson State University. Jackson, MS

Luther Rice Seminary and University. Lithonia, Georgia

M.DIV.-Theology

May 2010

The Florida State University School of Social Work, Tallahassee, Fl

M.S.W-Clinical Social

August 1999

The University of Southern Mississippi School of Social Work, Hattiesburg, Mississippi

B.S.W- Social Work

May 1993

PROFESSIONAL, ACADEMIC, COMMUNITY, AND SCIENTIFIC EXPERIENCE

- National Association of Social Workers (NASW, Georgia)
- Member National Baptist Association
- Member of the Professional Black Officer's Association
- City of Hattiesburg, Medal of Valor, Hattiesburg, Mississippi. U.S.A., January 1999.
- Certified Traumatologist Specialist
- Florida State University Traumatology Institute
- Certified Eye Movement and Desensitization Reprocessing Level I and II (EMDR)
- Certified Grief and Bereavement Counselor
- Member American Businesswomen Association
- Member of National Association of Professional Women
- United States Navy, Naval Air Station Pensacola Clinical Social Worker (Intern)

JAMMIECA GODFREY

PROFESSIONAL PROFILE

- Innovative and results-driven professional Educator with excellent ability to encourage and motivate learners
- Experienced in developing and implementing learning strategies and techniques to help students succeed
- Strong ability to utilize data to increase student programs and outcomes
- Proven ability to develop collaboratives within the school and community to foster exceptional outcome

EXPERIENCE

Assistant Visiting Instructor

University of Southern Mississippi

Aug. 2022 – Aug. 2024

- Created student-centered, critical inquiry-based preparation program for teacher candidates and students
- Established a strong orientation to retain, support, and mentor students
- Researched, developed, and revised strategies aligned for achieving overall course objectives
- Utilized differentiated instructional approaches, assignments, resources, and teaching strategies
- Implemented innovative assignments and projects aligned with state and national standards
- Provided instructional training in elementary education, curriculum and instruction, and special education
- Analyzed and evaluated student performance to provide constructive, professional feedback
- Provided support for short-term and long-term academic achievement

Educator/Edgenuity Site Facilitator

Lamar County School District

Jul. 2013 – Aug. 2022

- Contributed to development, implementation, and updating of educational plans for special needs students
- Assisted with 504 plans, transition plans (post-secondary plans), and IEPs (Individual Education Programs)
- Utilized data to develop instructional resources aimed at providing an accommodation and modifications
- Tracked student progress and prepared reports for parental and student informational sessions
- Maintained accurate/complete student records required by laws, district policies, and administration
- Analyzed students' strengths/weaknesses and reviewed past performances on state tests, semester exams,
- Planned and organized cooperative teaching arrangements to deliver dynamic learning experiences

Middle School Instructor

ST. Tammany Parrish School Board/ Pine View Middle School

Jul. 2011 - Jul. 2013

- Created working relationships with students, parents, teachers, administrators, and school personnel
- Partnered with community members for the success of career day and reward breaks.
- Conducted analysis to evaluate student performance and develop processes for improvement
- Optimized student achievement through the integration of math, science, and social studies
- Leveraged advanced learning tools and technologies to meet the emerging needs of education
- Formulated results-driven lesson plans, resulting in boosting students' engagement
- Conducted analysis to gather data and submitted it to management to streamline decision-making
- Organized, and chaired class projects, field trips, guest speakers, and experiential activities
- Delivered appropriate guidance to students on learning from those activities

JAMMIECA GODFREY

Instructor

Jefferson Davis County School District

Jul. 2009 to Jul. 2011

G.W. Carver Elementary School/ Bassfield Elementary School

- Strategized, scheduled, and conducted assessments in compliance to inform instruction
- Delivered classroom instruction, formulated daily lesson plans and testing material
- Administered assessments, recommended learning achievements, and generated improvements
- Leveraged advanced, innovative methods/materials to produce effective learning experiences
- Provided vital leadership in driving increased student performance on standardized testing
- Boosted students' confidence and competencies by mentoring and coaching students
- Through coaching and mentoring of students, optimized performance scores and completion of work
- Ensured and maintained compliance with state administrative regulations and board of education policies
- Adhered to school and local school system procedures and rules.

EDUCATION

University of Southern Mississippi -Hattiesburg, MS

**Ph.D. – Education Research, Evaluation, Statistics, and Assessment
(Student)**

University of Southern Mississippi – Hattiesburg, MS

M.S – Education Research, Evaluation, Statistics, and Assessment, 2021

Liberty University – Lynchburg, VA

M.Ed. – Administration and Supervision 2011

B.S. – Business & Finance 2009

KEY COMPETENCIES

Curriculum Development

Data Analyses

Events Management

Instructional Design

Lesson Planning

Program Management

Record-Keeping

Regulatory Compliance

Report Writing

Stakeholder Coordination

Technology Application

Technology Integration

Testing

Training

ASSOCIATIONS/CERTIFICATIONS/CIVIC AFFILIATIONS

- Mississippi Teacher and Administration License American
- Statistical Association
- Quality Matters Applying the QM Rubric
- Hattiesburg Alumnae Chapter of Delta Sigma Theta Sorority, Inc.
 - 1st Vice President
 - Risk Management Coordinator
 - 2nd Vice President
- National Pan-Hellenic Council of Hattiesburg ▪ Treasurer

KORI HOWZE

PROFESSIONAL PROFILE

- Skilled in the creation and delivery of customized training and professional development materials and events
- Training and development professional with passion to assist non-traditional job applicants/employees
- Advocate and supporter of guided personal and professional development programs for youth
- Promoter of inclusive and acceptable workplace
- Experienced and skilled organizer and facilitator of large public and private training events

Trainer

Summer 2020 – present

Wesson Monroe

- Provide Pre-ETS for eligible high school students
- Design and develop appropriate curriculum to facilitate student learning
- Engage and instruct students in various training modules and components of pre-employment
- Coordinated local resources and personnel to expand learning opportunities for students
- Develop opportunities for students to engage with public & private entities for Pre-ETS
- Maintain appropriate documentation to record & track student participation & progress

Human Resources

May 2022 – May 2025

City of Meridian

- Provided administrative support and assistance to Human Resource Director
- Coordinated hiring process for vacant city positions
- Conducted screening and second interviews with applicants
- Conducted orientation and onboarding activities for new employees, including review of documentation
- Attended and participated, as needed, in Civil Service and City Council meetings
- Assisted with the development, design, and delivery of HR related training for city employees
- Enrolled and registered city employees in various benefit and wellness programs
- Established and managed employment related documents, forms, and records for city employees

Branch Circulation Clerk & Volunteer Recruiter

Spring 2017 – Summer 2020

Orange County Library System, West Oaks Library Branch

- Utilized library's systems, policies & procedures to accurately process patron and library activities
- Provided ongoing administrative support to the branch's management team
- Planned & implemented 3 library programs per month for large public population
- Assisted with major biannual programs, designed to attract large public crowds
- Composed & proofread memos, letters, reports, and presentations

Volunteer Recruiter

- Attained and reviewed all volunteer applications-assisted manager with interview and selection
- Coordinated initial and ongoing volunteer training as needed
- Evaluated and provided monthly feedback on dress code compliance, attendance, and job performance
- Documented volunteer disciplinary issues, termination, and/or separation

KORI HOWZE

EXPERIENCE

Substitute Teacher

Fall 2014 - Spring 2017

Kelly Educational Staffing

- Helped students remain on tasks, engaged, and focused
- Monitored and documented attendance, grades, student successes & disciplinary actions
- Managed daily classroom activities to comply with the school's policies and procedures

Community Support Specialist: Adult Services

Spring 2013 – Spring 2014

Pine Belt Mental Healthcare Resources

- Communicated and engaged with 75 clients to assess mental health & medication compliance
- Collaborated with health and wellness professionals to address and evaluate client's needs
- Responded, investigated, & reported emergency and crisis conditions, such as abuse & neglect
- Utilized de-escalation and conflict resolution strategies as needed

Camp Counselor

Spring 2011 – Spring 2013

YMCA Birmingham

- Supervised 30 youth ages 6-12 while engaged in homework assignments, activities, and games
- Developed and implemented interactive learning activities and customized events
- Chaperoned and insured a safe and friendly environment on field trips

Office Assistant

Spring 2011- Spring 2011

VA Medical Center at Birmingham

- Provided clerical support to department nurse practitioner and other department staff
- Assisted employees with scheduling appointments with nurse practitioners
- Attained, processed, and filed confidential documentation

EDUCATION

Louisiana State University-Shreveport, LA

MBA Concentration: Human Resource Management

University of Alabama at Birmingham

B.S. Concentration: Exercise Science

Minor: Psychology

RELEVANT COURSEWORK:

General Psychology

Psychopathology and Culture Personality Introduction to Sociology

Human Behavior and the Social Environment Leadership and Development

Labor and Employment Law

Leadership Communication

STEPHANIE S. HOWZE

PROFESSIONAL PROFILE

- Committed to leading with honesty, integrity, compassion, humility, purpose, and vision
- Proven ability to develop teams for implementation of successful training programs and initiatives
- Skilled in developing and implementing customized organizational strategies
- Experienced implementing and managing state and federally funded grants
- Resolute and motivated to help others maximize their potential

EXPERIENCE

Chief Executive Officer **Wesson-Monroe, LLC**

Feb 2019 – present

- Oversee the strategic direction of company to promote growth
- Lead efforts in planning and developing services and products
- Engage with other businesses and organizations to develop partnerships
- Establish programmatic and financial policies and procedures for contracts
- Identify and pursue new business opportunities
- Responsible for overall accountability and integrity of services and products
- Interact with other team members to develop a positive company culture
- Lead efforts in developing management team
- Advise and assist with the development of trainers
- Oversee company's compliance to local, state, and federal business regulations and laws

Project Director/Business Specialist/Workforce Project Manager **Pearl River Community College**

Jan 2013 – May 2019

- Implemented the college's first registered apprenticeship program-first in state for community college
- Implemented use of WET-Funds internship set-aside funds to create WBL for short-term training
- Provided financial and administrative oversight for \$500,000.00/year 5-college consortium project
- Served as project manager for SMPDD/MS Works \$125,000.00 contract
- Coordinated and cooperated with MDES staff on accessing WIOA funds for training program participants
- Successfully implemented week-long skills training for approximately 135 Camp Shelby soldiers
- Worked with MDRS staff to provide training for eligible participants
- Designed short-term skills training plan to offer customer service, warehouse, and trades-helper training
- Provided career guidance to unemployed, underemployed, and incumbent workers and trainees
- Supervised and evaluated contracted instructors and staff
- Collaborated with companies to develop training plans and curriculum to meet their workforce training needs
- Procured training curricula, equipment, and supplies, negotiating with vendors, when necessary
- Monitored financials and prepared monthly requests for reimbursement
- Collaborated & coordinated with partner agencies to achieve grant objectives and contract deliverables
- Ensured grants and contracts comply with Federal and State Regulations
- Prepared and submitted requests for grant modification and extensions
- Worked with economic development, government, and area businesses to offer relevant quality training
- No findings or deficiencies reported by State or Federal Monitors and Auditors

STEPHANIE S. HOWZE

Project Manager

July 2006 - July 2012

Jones County Junior College

- Managed DOL Funded H1B High Growth and Pathways to Construction Grants and MDES funded Inmate Training Grant. Total of all grants exceeded \$1.5M
- Developed, established, & monitored short-training programs
- Developed and implemented participant selection criteria
- Coordinated with MDES to provide follow-up services to program participants
- Supervised contracted instructors and staff
- Procured training material, equipment, and supplies
- Monitored financials and prepared monthly requests for reimbursement
- Collaborated & coordinated with partner agencies to achieve grant objectives
- Ensured grant activities complied with Federal and State Regulations
- Prepared and submitted requests for grant modification and extensions
- Achieved 100% of program goals and met performance measures
- No findings or deficiencies reported by State or Federal Monitors and Auditors

Dislocated Worker Program Coordinator

September 2003 – July 2006

Pearl River Community College

- Facilitated communication, coordination, and collaboration between government agencies and colleges to promote and provide Rapid Response Services to dislocated workers
- Established partnerships and networks to provide supportive services and resources to clients
- Collaborated with clients and college personnel to develop individual training plans
- Conducted employment training workshops and classes for clients
- Developed program procedures that became the state's model to service clients
- Developed and implemented participant tracking system that served as program's best practice
- Created and maintained database on all clients, documented services, training & outcomes
- Worked with college personnel to write and submit requests for training grants
- No findings or deficiencies reported by State or Federal Monitors and Auditors
- Achieved 100% of program goals and met or exceeded performance measures

Supervisor, Storeroom-(I)/(Asst. Materials Analyst)

August 2000 – May 2002

Georgia Pacific

- Monitored, evaluated, and analyzed inventory (approximate value, \$9M) activity
- Coordinated sale of surplus assets, consumables, and scrap –increased recovery by 25%
- Compiled budgetary and cost savings analysis
- Managed daily operations of storeroom
- Supervised and evaluated performance and efficiency of department and seven (7) personnel
- Enforced OSHA and company safety standards
- Served as a Safety Team Leader and United Way Campaign Coordinator and Team Leader

Senior Buyer/Planner

January 2000 – July 2000

York International ESG

- Developed supplier partnerships & agreements: negotiated contracts, monitored/evaluated performance
- Implemented credit card purchasing & corporate national account program to purchase supplies & equipment
- Served as ISO Auditor and Plant Safety Auditor
- Coordinated participation in Angel Tree Project & Salvation Army Bell Ringers

STEPHANIE S. HOWZE

Manufacturing Support Services Manager Beloit MillPro Services

April 1991 – December 1999

- Directed and managed activities of the Manufacturing Support Services Unit: Customer Services & Sales, Purchasing, Quality Assurance, and Production Control
- Orchestrated unit reorganization and restructuring plan
- Established Standard Operating Procedures for business unit
- Initiated and developed employee evaluation policies and procedures
- Developed and implemented training programs at both the local and national level
- Prepared budgets, forecasts, and benchmarks for business unit
- Managed Capital Improvement Projects for business unit and southeastern region
- Leadership Facilitator on World-Wide Quality Council & North America ISO Committee
- Champion for installation of MAPICS XA Software – \$20M project

EDUCATION

Belhaven University-Jackson, MS MPA

William Carey College (Carey University)-Hattiesburg, MS MBA-Executive Leadership

University of Southern Mississippi-Hattiesburg, MS BS-Paralegal Studies; Minor, Accounting

PAST AFFILIATIONS & TRAININGS

- SETA, member
- National Council Workforce Education (NCEW), member
- NCEW, Graduate, Inaugural Leadership Development for Workforce Professionals Class
- National Council Workforce Education, Panelist, 2018
- SHRM, attendee of monthly meetings
- ATD, Association for Talent Development
- ADP, Leadership Pinebelt
- Mid-South Community College Fellowship
- Hattiesburg Little League Association, Board Member
- Zion Chapel AME Church, Feeding Ministry, Coordinator
- United Way Giving Campaign Chair, Georgia Pacific & York International

GAY MAGEE

PROFESSIONAL PROFILE

- Proficient in administering and interpreting standardized assessments
- Skilled in conducting comprehensive developmental evaluations
- Experienced in writing detailed assessment reports
- Adept at engaging individuals across diverse backgrounds
- Strong presentation and communication abilities
- Data-driven approach to goal setting and progress monitoring

EXPERIENCE

Disability Consultant

PRVO HeadStart

August 2020-December 2024

- Supported children with disabilities through tailored service plans
- Coordinated access to educational and developmental resources
- Advised families on school accommodations and support options
- Monitored child progress and adjusted services as needed
- Promoted disability awareness in school and community settings

Positive Behavior Specialist

Lamar County Schools

August 2006-June 2020

- Designed and implemented individualized behavior intervention plans (BIPs)
- Conducted functional behavior assessments to guide targeted interventions
- Collaborated with staff to promote positive behavior strategies school-wide
- Provided direct support to students with behavioral and social-emotional needs
- Delivered staff training on behavior management and trauma-informed practices
- Maintained detailed documentation in compliance with district and state guidelines

Transition Counselor

Mississippi Department of Rehabilitation Services

August 1996-August 2006

- Guided students with disabilities through education-to-employment transitions
- Developed individualized plans to support career and post-secondary goals
- Coordinated services with schools, families, and community partners
- Conducted assessments to identify strengths and vocational interests
- Delivered job readiness training and workplace preparation
- Linked students to vocational rehab and employment resources

EDUCATION

Jackson State University-Jackson MS

Master's degree in education—Emphasis in Rehabilitation Counseling, 2002

Educational Specialist in Education—Emphasis in Psychometric Testing, 2018

Licenses and Certifications

Mississippi Educator License/Class AAA

Mississippi Educator Endorsements: 213 Psychometry; 171 Psychology; 224 Mild/Moderate

TITANIA PAGE

PROFESSIONAL PROFILE

- Resourceful and result-driven professional Educator, specializing in Special Education
- Trained in artistic mediums, including Mild/Moderate Behavior, Severe/Profound, and Disability Studies
- Skilled at helping individuals reach their optimum potential and become lifelong learners
- Deliver differentiated learning experiences for students with varying needs & abilities
- Collaborative educator with outstanding people skills to cultivate and sustain strong relationships

EXPERIENCE

Exceptional Inclusion Educator – 8th Grade ELA

Hattiesburg Public School District

- Lead the educational goals of students annually
- Used differentiated instruction, hands-on activities, and technology to teach core curriculum to students
- Met needs of students with various physical, cognitive, emotional, and Language skills challenges
- Created lesson plans aligned with common core and district guidelines
- Developed Individualized Education Programs (IEP's) for students
- Assisted failing and advanced students per tutoring

Reading/ELA, Community Based, Behavior Modification, Transitional Position

Jackson Public School District

- Assessed students' skills and determined their educational needs
- Collaborated with General Education Teachers to coordinate lesson plans according to students' IEPs
- Planned and used appropriate instructional and learning strategies, activities, materials, and equipment
- Worked with gen ed teachers to modify regular curricula for special education students with assignments
- Implemented instructional, therapeutic, and/or skill development program for assigned students
- Collaborated with students, parents, and other members of staff to develop IEP with selected committee

Reader/Scriber

Jackson State University – Office of Disability Accommodations

- Provided aid with academic and daily living skills to people with disabilities
- Provided services to support mission of The Office of Disability Accommodations Department
- Collaborated and communicated with faculty and staff during semester, regarding students' needs
- Provided strong oral, verbal, and vocabulary skills to read standardized paragraphs at screening

Reader/Scriber

The University of Southern Mississippi – Office of Disability Accommodations

- Provided aid with academic and daily living skills to people with disabilities
- Collaborated and communicated with faculty and staff to meet students' needs during semester
- Kept supervisor abreast of additional services needed from students
- Read textbooks, exams, and course work into audio format or directly to students with a disability
- Provided strong oral, verbal, and vocabulary skills to read standardized paragraphs at screening

TITANIA PAGE

Exceptional Education Educator: PK – 2nd Grade Hattiesburg Public School District

- Managed time within the classroom to keep to a schedule of core curriculum
- Lead the educational goals of students annually
- Used differentiated instruction, hands-on activities, and technology to teach core curriculum to students
- Created lesson plans aligned with common core and district guidelines
- Developed Individualized Education Programs (IEPs) for students
- Assist failing and advanced students through tutoring
- Promoted student motivation, participation, and effective listening skills

EDUCATION

Jackson State University – Jackson, MS
Educational Specialist – Special Education
Degree Conferred: Current

Jackson State University – Jackson, MS
M.A. – Special Education
Degree Conferred: December 2009

Jackson State University Jackson, MS
B.S. – Special Education Severe and Profound
Degree Conferred: August 2005

Jackson State University – Jackson, MS
B.S. – Special Edu. Mild to Moderate/Disability Studies
Degree Conferred: Selective Classes

CERTIFICATIONS & CREDENTIALS

Licensure Specialty Areas:

Inclusion Specialist: 6th -8th Grade

Transition Specialist: 6th -Post Secondary

Behavior Modification

Learning Strategies Intervention – ELA/Reading

KEY COMPETENCIES

Curriculum Development
Differentiated Instruction
IEP Modification
Mild/Moderate Disabilities

Program Development
Special Education
Teaching
Training

NELLIE SATCHER

PROFESSIONAL PROFILE

- Hands-on, results-driven Human Resources/Workforce Development/ Talent Management Professional
- Develops and implements programs to attract, hire, and retain a diverse workforce
- Strategic Partner to Government agencies, Municipalities, Employers, Colleges, and nonprofits
- Experienced working with budgets following Local, State, and Federal guidelines
- Experienced solving problems related to attracting and retaining highly qualified diverse talent
- Superior people skills with the ability to motivate and influence a diverse audience

EXPERIENCE

Human Resources Director

City of Laurel

2017- 2025

- Administer outreach and other activities to attract, hire, and retain a diverse workforce
- Oversee and monitor various programs to ensure all program/contract goals are met
- Oversee department budgets to ensure positions are available and filled within financial guidelines
- Communicate with the media and represent the city in various diverse functions
- Administer, coach, and facilitate HR and employment related training for department heads and staff
- Manage and investigate employee grievances
- Compile reports and documentation according to master schedule

Branch Director II/Human Resources Manager

**MS Department of Employment Security (Meridian WIN Job Center)
(Meridian, Philadelphia, and Kemper WIN Job Centers)**

2010 - 2017

- Managed daily branch operations, activities, and other duties associated with WIOA for 3 WIN Job Centers
- Conducted outreach and activities as part of the MDES mission of “Helping Mississippians Get Jobs”
- Facilitated government programs and monitored workforce funds to meet all programs/contract goals
- Partnered with colleges and employers to train workers for public and private sector jobs
- Communicated with media and represented MDES in various capacities and functions
- Administered, coached, and facilitated Benefits, EEOC, Sexual Harassment and Workplace Safety training
- Managed and analyzed daily, weekly, and quarterly reports for reporting data
- Devised and implemented performance strategy to promote Center improvement

Employment Interviewer II/ Human Resources Specialist

MS Department of Employment Security (Hattiesburg WIN Job Center)

2001-2010

- Implemented “Hire Expectations” training program to develop marketable jobseekers
- Provided marketing, recruitment, scheduling, and job placement for diverse applicants
- Partnered with local employers to facilitate and implement “On-The-Job” training for employees
- Developed relationships with employers to solicit job listings for talent pipeline development strategies
- Interviewed potential applicants and referred qualified applicants for job placement
- Accurately ensured applicant and employer records met government compliant requirements

NELLIE SATCHER

EDUCATION AND TRAINING

**Grand Canyon University – Phoenix,
AZ Doctor of Education in Organization
Leadership Emphasis in Christian
Ministry – student**

**William Carey College - Hattiesburg, MS
Master of Business Administration
B.S. in Psychology, Minor- English
Gerontology Certification**

Mississippi Department of Employment Security- Jackson, MS

- MDES-Managers Basic Supervisor Training
- NVTI-Leadership for Integration of Veteran Services
- Empowered Hiring: Employees with Disabilities
- ABC's of Customer Service
- Steven Covey- 7 Habits of Highly Effective People

PROFESSIONAL ACTIVITIES

- Member of Society for Human Resource Management (SHRM) 2018 - present.
- MS President of International Association of Workforce Professionals 2009 -2013
- Member of Chamber of Commerce Meridian, MS (EMBDC) 2010-2018
- District VII Area President (MS, Al, and TN) I.A.W.P. 2012-2013
- Notary, State of Mississippi

HOPE WHITESIDE

PROFESSIONAL PROFILE

- Instructional design director and principal learning design consultant
- Utilizes technology to spark interactive digital teaching, e-learning, and research solutions
- Creates innovative e-learning programs for educators and instructors.
- Resolves issues, mitigates risks, and leverages decision making, through engagement with stakeholders
- Skilled project manager with talent and technical knowledge for problem-solving and evaluation

EXPERIENCE

Director-Level Instructional Designer & Principal Learning Design Consultant

The University of Alabama

April 2017 – Present

Instructional Learning Design & Dev.

- Design user-friendly course content aligning with industry standards, to meet client needs
- Ensure curriculum development, design, and delivery of instructional materials align with standards
- Leverage planning and technology to spark positive, interactive learning for the organization,
- Devise consultative strategies and analytical abilities to deduce training needs and effectiveness
- Evaluate existing learning materials, instructional plans, and syllabus content
- Design content (i.e., e-learning modules, educational videos and content, and storyboards)

Project Management & Leadership Focus:

- Manage full project life cycle: planning, monitoring, control, communication, and documentation
- Orchestrate meetings, updates, and project reports to build awareness
- Foster project performance and data integrity by leveraging project management tools
- Track goal attainment and progress and maintain accurate project information
- Deduce challenges and render consistent feedback for processes, scope changes, and budgets

Educational Technologist

Synergetics DCS, Inc.

Oct. 2015 – Nov. 2016

- Infused job aids, presentation collateral, and support materials and generated digital assets
- Enhanced and customized educational technology content for targeted learning groups
- Enhanced training effectiveness and fostered cultural change by conducting needs assessments
- Functioned as technical expert, evaluating training effectiveness, impact, and completion
- Implemented evaluation techniques and leveraged psychological research and measurement tools
- Fostered efficiency and information gathering through online repository of resources and services

WIN Office Technology Instructor

Pearl River Community College

Sept. 2011 – Oct 2015

- Conducted hands-on learning sessions to ascertain technology usage and implementation
- Conceptualized, designed, delivered & evaluated learning programs, materials, & curriculum
- Designed curriculum with measurable objectives, assessments, & instructional plans/syllabus content
- Leveraged adult learning guidelines and principles to facilitate classroom instruction
- Offered individualized learning plans to address student learning challenges and obstacles

HOPE WHITESIDE

Intern

DOT USA, Cisco 21st Century School Program TeachUp!

Apr. 2008 – May 2009

- Conceptualized, designed, and wrote school website content from start-to-finish
- Collaborated on instructional design and learning objectives with teachers
- Designed and produced instructional material and implemented new instructional technology tools
- Facilitated professional development workshops and training
- Catalyzed the effective usage of instructional technology and best practices
- Researched innovative methods to incorporate technology into teaching strategies

EDUCATION

The University of Alabama-Tuscaloosa, AL

Ph. D-Instructional Leadership w/ a minor in Instructional Technology

May 2022

College Teaching Certificate

Aug 2020

The University of Southern Mississippi-Hattiesburg MS

M.S.- Instructional Technology & Design

May 2012

B.S.- Instructional Technology & Design

May 2008

KEY COMPETENCIES

Adobe Suite	Instructor Training & Development
Articulate Rise 360	Microsoft Office Suite
Articulate Storyline	Microsoft Teams
Curriculum Development	Project Management & Performance
Google Suite	Instructional & User Experience Design
Hybrid, Blended, Online & Distance Learning	Instructor Training & Development Quality
Learner Assessments	Web Design
Instructional Design Theories & Models	WordPress

GRANTS and PROJECTS

- The National Science Foundation's Racial Equity in STEM Education Program
- Promoting STEM Literacy Among African American Families in Rural Alabama
- Project IMPACTSS (Industry and Mentorship Partnerships to enhance Agency and Career awareness for Teachers and Students through STEM) |Spring 2023
- Rural Water Education (RWE) Partnership for Place Based STEM Learning in Out-of-School Programs |Spring 2023
- University of Alabama Graduate School Conference and Research Support Funding, Spring 2019

ATTACHMENT D
Company Questionnaire (Page 3 of 3)

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

4. References

Wesson-Monroe's primary contract, for the past 6+ years, has been with MDRS. Therefore, we ask that you consider our current and previous service to MDRS, as evidence of our ability to continue delivering comprehensive Pre-ETS to eligible students.

In addition to our service to MDRS, we respectfully request consideration of endorsements from leading Mississippi workforce officials who can attest to our company's ability to successfully execute any contract resulting from this RFQ—particularly through the leadership of Stephanie Howze. With over 20 years of experience in workforce development, Stephanie has partnered with businesses and industries to train, up-skill, and retain qualified employees. Her success in guiding students from training to employment is rooted in deep collaboration with employers, educators, and economic developers committed to building a stronger workforce.

Stephanie's expertise in aligning training programs and advising students on labor market needs, combined with her dedication to employment outcomes, has helped her forge relationships across Mississippi. Through these relationships, she remains actively engaged in statewide workforce initiatives. Many of her colleagues—leaders in education, industry, and economic development—serve as references who can speak directly to her professionalism, strategic insight, and ability to foster impactful partnerships. Each of which is critical to the design of services needed to prepare students with disabilities for entry into competitive integrated employment.

References we submit for consideration:

Mr. Dexter Holloway,
Assistant Executive Director for Accountability and Monitoring
Mississippi Community College Board
Jackson MS 39211
601-432-6518

Ms. Shalika Hooker, Program Manager Accelerate MS
Jackson, MS 39215-1699
shooker@acceleratems.org
601-757-0291

Mr. Tom Hewlett, Director
Community Development
City of Moss Point, MS 39563
228-474-2345

Company Name: WESSON-MONROE, LLC

ATTACHMENT F

Areas of Coverage

List of Counties where training events can be performed:

Adams	Jackson	Pearl River
Amite	Jasper	Perry
Claiborne	Jefferson	Pike
Clarke	Jefferson Davis	Rankin
Copiah	Jones	Scott
Covington	Kemper	Simpson
Forrest	Lamar	Smith
Franklin	Lauderdale	Stone
George	Lawrence	Walthall
Greene	Leake	Wayne
Hancock	Lincoln	Warren
Harrison	Marion	Wilkinson
Hinds	Neshoba	Winston
Holmes	Newton	
	Noxubee	

Company Name: WESSON -MONROE, LLC

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

Name and Title: STEPHANIE HOWZE, PRESIDENT AND CEO

WESSON-MONROE, LLC

P.O. BOX 1028
PETAL MS 39465

601-602-4112
wessonmonroe@gmail.com

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

Re: RFx Number: RFQ No. 3120003211

On behalf of Wesson-Monroe, LLC (Wesson-Monroe), I am pleased to submit our qualifications in response to RFQ No. 3120003211. For more than six years, we have proudly contracted with the Mississippi Department of Rehabilitation Services (MDRS) as a Third-Party Service Provider, delivering high-quality Pre-Employment Transition Services (Pre-ETS) to eligible Mississippi students with disabilities. Our programs equip students with the skills, confidence, and experience necessary to transition successfully into competitive integrated employment. It would be an honor to continue serving in this capacity.

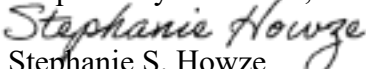
At Wesson-Monroe, our program design philosophy is rooted in a values-driven approach that places students at the center of every decision. We believe that effective Pre-ETS must go beyond compliance- they must be transformative. Guided by seven core principles—student-centered design, collaborative delivery, inclusivity, innovation, empowerment, compliance, and mission-driven service—we create programs that are accessible, personalized, and impactful. Each initiative we deliver ensures both regulatory integrity and meaningful outcomes.

Our hiring and staffing philosophy reflects our commitment to excellence, equity, and impact. We build high-performing teams by recruiting professionals with expertise in not only teaching and training, but also in curriculum design, program management, and/or regulatory compliance—everyone shares a deep dedication to student success. Our infrastructure and systems are designed to support scalable service delivery across all designated counties, and our staffing model remains agile and responsive to evolving needs.

Our flexible service model allows us to work with individuals or groups of varying sizes. Services are delivered in close coordination with MDRS Counselors, schools, students, and families, using in-school, after-school, in-person, virtual, and hybrid formats. We offer comprehensive services across all five Pre-ETS categories and are prepared to meet the needs of diverse student populations.

We respectfully request your consideration for selection under RFQ No. 3120003211. Wesson-Monroe is ready, equipped, and enthusiastic about the opportunity to continue supporting MDRS and the students we serve. Please feel free to contact me at 601-550-9554 or wessonmoroe@gmail.com, with any questions or requests for clarification.

Respectfully submitted,


Stephanie S. Howze
President/CEO

MANAGEMENT SUMMARY

Our organization brings a proven track record of delivering high-quality Pre-Employment Transition Services (Pre-ETS) through a management structure designed to ensure efficiency, accountability, and responsiveness. Our leadership team is composed of seasoned professionals with extensive experience in education, vocational rehabilitation, human resources, workforce development and disability services. This depth of expertise allows us to strategically deploy resources, maintain compliance with all MDRS requirements, and adapt swiftly to evolving service needs.

We operate with a streamlined management structure that ensures strategic oversight, operational agility, and consistent service quality. Utilizing a centralized coordination model, coupled with a geographically based network of professionals, we can quickly assemble and dispatch personnel to deliver services within any of the counties specified in our proposal. Our recruitment and onboarding processes ensure rapid placement of qualified staff—most of whom hold advanced degrees and possess deep community ties.

Our infrastructure includes a holistic data management system, ongoing staff training protocols, and quality assurance mechanisms that collectively support program compliance, scalability, and continuance improvement. Although our network of facilitators serves on a PRN basis, we are deeply committed to equipping them with the tools and training necessary to effectively support each student's success.

Our commitment to program quality is reflected in every phase of our service delivery—from initial planning to final outcomes. We implement evidence-based practices, maintain rigorous standards, and continuously evaluate performance to ensure that all services meet or exceed expectations. Staff are equipped with ongoing training, clear protocols, and access to the tools they need to deliver consistent, high-impact support. We prioritize student-centered approaches and maintain a responsive feedback loop to adapt services to evolving needs.

Wesson Monroe will manage all aspects of our services internally. Our internal quality assurance protocols include regular fidelity checks, feedback collection, and data-driven performance monitoring to ensure compliance and continuous improvement. To ensure transparency and accountability, we will adhere to both our contractual obligation and our own internal reporting system that tracks key performance indicators, compliance benchmarks, and client outcomes. We are committed to delivering services with excellence, innovation, and integrity, and we welcome the opportunity to continue supporting MDRS in its mission to empower students with disabilities for successful transitions into competitive integrated employment.

Wesson Monroe is fully prepared to deliver high-quality Pre-Employment Transition Services (Pre-ETS) across Mississippi in alignment with the scope and expectations outlined in RFQ 3120003211. Our services are aligned with MDRS objectives and built to support long-term success. Our staffing capacity, service delivery framework, program management skills, and commitment to excellence position us to continue serving MDRS clients with integrity, innovation, and measurable impact.

PROPOSAL

Wesson-Monroe is pleased to present our comprehensive plan for providing Pre-Employment Transition Services (Pre-ETS) to eligible students within a specified geographical area. Our approach to delivering services is grounded in a deep understanding of the unique needs of students with disabilities and a commitment to empowering them with the skills, confidence, and resources necessary for successful transitions into employment and post-secondary education.

We bring a scalable service model that reaches both large and small schools across all designated regions. Services are delivered in close coordination with MDRS Counselors, schools, students, and families, using flexible methods— in-school, after-school, in-person, virtual, and hybrid. Program components include all 5 Pre-ETS modules. We will implement a structured, yet flexible, training plan that includes components such as individualized assessments, targeted skill-building modules, career exploration activities, and coordinated work based learning opportunities.

While we encourage and promote innovation and creativity in the delivery of our services, we will also duplicate best practices, utilize existing resources, and implement proven methodologies to contain costs. However, we will never sacrifice the quality of our services. As a provider of workforce solutions, we seek to lead by learning. We will diligently work to increase our knowledge and sharpen our skills, so that we might be better able to serve the students.

Having previously responded to MDRS RFQs seeking the service of contracted providers, we believe the most effective way to demonstrate our ability to deliver services across the specified geographical areas within our response, while maintaining close coordination with MDRS staff throughout program administration, evaluation, monthly reporting, and quarterly site visit, is to present our methodology using the framework outlined within the current RFQ. Our use of verbatim RFQ language is intentional and is not meant to be presented as original content but is used to reinforce the agency's specificity around required practices and service components. This framework will anchor all the services we will provide under any contract resulting from this RFQ.

Pre-ETS Modules

In accordance with MDRS protocol, our Pre-ETS services will be provided to eligible and authorized students through close coordination with and under the direction of the MDRS Transition Counselors to ensure alignment with the student's Pre-ETS needs, goals and intended purpose of participation. Our services will focus on helping meet the goals and objectives defined on the student's completed MDRS-VR-100: Referral for Contracted Pre-ETS Services Form, received from the transition counselor, prior to beginning services. Equity and inclusion are central to our design. We adapt services for students with mobility, intellectual, or other disabilities, and ensure that all materials are responsive, easy to use, and engaging.

Wesson Monroe will manage the full lifecycle of all MDRS contracted Pre-Employment Transition Services (Pre-ETS). From receipt of referral through closeout, all processes will be internally coordinated to ensure compliance, consistency, and measurable outcomes.

Upon receipt of an Authorization for Purchase at rates listed in the established Fee schedule:

- We will collaborate with counselors, schools, students and families/guardians to tailor delivery methods and frequencies to accommodate student availability. We will offer services in multiple formats and frequencies—in-school, after-school, in-person, virtual, and hybrid, meeting weekly, bi-weekly, monthly, and extreme rarities-daily.
- Wesson-Monroe will offer services across all five categories and, at a minimum, complete the services and activities specified in the RFQ for each category. Our company has the requisite knowledge, skills, capacity, and resources to provide all activities and services listed below, as well as other services and activities that might be necessary to meet additional needs of the students or the agency.

Job Exploration Counseling. Wesson-Monroe will support students to learn about career pathways, in-demand industries and occupations, the labor market and explore careers that fit within their interests, skills, and abilities. At a minimum, services will include, but are not limited to:

- Providing and explaining labor market information and in-demand industries/occupations;
- Defining career pathways;
- Assisting students with exploration of career pathways of interest;
- Assessing student skills and providing instruction on how these skills translate to careers;
- Assisting students in the identification of their work environment preferences; and
- Increasing awareness of nontraditional career and entrepreneurial opportunities

Typical Delivery Models:

- Individual Career Coaching:
- Group Career Workshops:
- Career Mapping Projects:

Work-Based Learning Experiences. Wesson-Monroe will support students to further explore the world of work, including various occupations and career pathways. We will provide students with opportunities to practice and improve their workplace skills. Work-Based Learning Experiences may include opportunities that are both during and after school and both inside and outside the traditional school setting. These experiences will be provided in an integrated setting to the maximum extent possible. At a minimum, services will include, but are not limited to:

- Exposing students to the world of work to learn duties associated with a job/career
- Providing opportunities for students to experience common workplace rules;
- Identifying an area for students to grow their work skills;
- Coordinating a school-based or community-based job training programs;
- Arranging informational interviews for students to research employers;
- Setting up Job shadowing events;
- Arranging volunteering opportunities
- Connecting students to mentoring opportunities in the community;
- Providing information and guidance on Apprenticeships;
- Facilitating and assisting with short-term employment opportunities;

- Creating and/or arranging on-the-job training; and
- Evaluating and monitoring the students' performance on the job.

Possible Delivery Models:

- Job Shadowing
- Internships & Work Simulations
- Project-Based Learning

Counseling on Post Secondary Education and Training Opportunities. Wesson-Monroe will support students to develop awareness of the range of postsecondary educational and occupational training opportunities and emphasize the career pathways approach. At a minimum, services will include, but are not limited to:

- Helping students distinguish between high school and postsecondary education/training;
- Facilitate student exploration of several types of postsecondary academic and occupational training options and how these will support high-quality careers;
- Helping students identify one postsecondary academic or occupational training of interest;
- Instruct students on the college application and admission process;
- Facilitating student learning about Federal Financial Aid options, accessing, and applying for grants /scholarships, and receiving assistance completing applications
- Helping students learn the process for requesting and accessing an accommodation for postsecondary education/training programs;
- Helping students learn to identify information on career options, course offerings, types of academic and occupational training needed to succeed in the workplace, and postsecondary opportunities associated with career fields or pathways; and

Typical Delivery Models:

- College & Training Advising
- Postsecondary Planning Workshops
- Campus Visits & Virtual Tours

Workplace Readiness Training. Wesson-Monroe will help students prepare for adult life and develop commonly expected skills employers seek from most employees. Wesson-Monroe will help students develop independent living and work readiness skills in consideration of their unique needs. Wesson-Monroe will provide training/instruction on in the use of transportation. At a minimum, other services will include, but are not limited to, the following:

- Instructing students on where and how to search for work (including networking);
- Facilitating student learning and practice to effectively complete a job application;
- Instructing students on behavioral interview questions and how to practice;
- Providing instructions on professionally asking for help on the job;
- Providing financial empowerment through training and instruction in financial literacy;
- Conducting resume writing sessions;

- Explaining workplace expectations/relationships;
- Instructing on communication and interpersonal skills;
- Helping students identify and access transportation resources; and
- Providing connections and support to peer counseling and other resources

Examples of Delivery Models:

- Soft Skills Bootcamps
- Interactive Real World Applications
- Role-Playing & Simulations

Instruction in Self-Advocacy. Wesson-Monroe will support students' development of effective communication and decision-making skills and emphasize self-determination. Wesson-Monroe will provide self-advocacy instruction based on the unique needs of the student(s). Services will include, but are not limited to, the following:

- Assisting students, through assessments, to identify their strengths;
- Helping students learn to identify support needs;
- Instructing students on disclosure related to their disability and who is responsible for doing this;
- Instructing students on how to effectively request and utilize an accommodation;
- Instructing students on effective ways to self-advocate;
- Providing students with positive strategies to support effective problem solving;
- Guiding students through informed decision making;
- Instructing students on the use of assistive technology, if applicable;
- Providing students with instruction and resources to foster understanding of government benefits;
- Explaining Individualized Education Plan (IEP) and Personal as well as Educational rights regarding the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) to students and how to effectively advocate for their rights.

Delivery Models:

- Mentorship & Coaching:
- Self-Advocacy Curriculum:
- Role-Playing/Peer Coupling

OUTREACH AND MARKETING

Our staff will also work in coordination with MDRS VR Counselors and local school districts to conduct outreach regarding the availability of Pre-ETS. As outlined in the RFQ, all publicity efforts will be coordinated with appropriate MDRS staff and management. MDRS policies regarding co-branding, media releases and promotional content will be followed.

REPORTING

Wesson-Monroe will follow reporting requirements as outlined in the RFQ:

Provision Forms will be submitted no later than the seventh business day of the month, following the delivery of services. A provision form will be submitted for each participant, every month services are provided. Wesson-Monroe will document:

1. Provision of Services:

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

2. Student-Specific Observations:

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

3. Accommodations & Support:

- a. Any accommodation, compensatory techniques, or specialized training required.

4. Provider Signatures & Approval:

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

Surveys

Pre and Post service surveys will be conducted with all participants and forwarded to counselor as outlined in RFQ.

In accordance with MDRS procurement policies and requirements, Wesson Monroe will submit timely monthly invoices for services provided, at the established agreed rate. Invoices will be forwarded to the appropriate OVR Transition Counselor, along with appropriate supporting documentation. Documentation will include an itemized list of services and be signed by the Provider, certifying that the participant received the authorized services as billed

Invoices will include:

- 1) Provider's # and address
- 2) Invoice number
- 3) Participants' name;
- 4) The amount of time/units billed for the participant's involvement in each Pre-ETS activity;
- 5) Service date(s); and the
- 6) Appropriate service fee.

Wesson-Monroe will not provide services without a completed Referral for Contracted Pre-ETS Services Form (MDRS VR-100).

Wesson-Monroe will participate in quarterly meetings with MDRS staff.

Evaluation Criteria:

Services provided by Wesson-Monroe, under this contract, will meet or exceed the requirements outlined in the RFQ in the Roles and Responsibilities (Scope of Services) section.

Specifically, Wesson Monroe will:

1. Effectively address students' Pre-ETS needs, document student progress, capture post-service feedback
2. Wesson-Monroe will submit comprehensive summary reports upon completion of services. Reports will include: an overview of the student's participation and experience; observations regarding the student's progress in making informed decisions related to careers and adult life; and recommendations for meaningful transition goals, additional Pre-ETS needs, and, where applicable, suggested educational, vocational rehabilitation, or community resources that may enhance transition planning and support the student's preparation for employment and independent adult living.
3. Wesson-Monroe will submit to the OVR Transition Counselor a copy of all materials developed by the student or products resulting from the service (e.g., résumé, completed sample job application, disability disclosure script, personal budget, elevator pitch, etc.).
4. Wesson-Monroe will promptly and timely submit all required invoices and reports.
5. Wesson-Monroe will maintain and adhere to the terms of a current and valid Provider Agreement.

In full compliance with all federal and state regulations—and in alignment with the requirements outlined in this RFQ—we are proud to present a service model built on integrity, innovation, and measurable outcomes. We are confident in our ability to deliver high-quality comprehensive Pre-ETS that meet MDRS's strategic goals while maintaining strict adherence to governance and reporting standards. Our current and prior contract with MDRS reflects our deep commitment to expanding opportunities for Mississippi students with disabilities. Through engaging, student-centered materials and audit-ready documentation, we ensure that every student we serve—regardless of setting—receives equitable access to meaningful transition services.

We welcome the opportunity to continue serving as a contract services provider for MDRS.

Acceptance of Conditions:

Wesson-Monroe LLC has no exceptions to the general terms and conditions of the Request for Qualifications document and to insurance, bonding, and other requirements listed.

ATTACHMENT G

Additional Data

Company Name: WESSON-MONROE, LLC

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

Name and Title: President and CEO

ATTACHMENT H

Redaction Notice

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

_____ 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: WESSON-MONROE, LLC

Signature and Date: Stephanie Howze 10/15/2025

Name and Title: President and CEO

Insurance:

Wesson-Monroe, LLC meets all insurance requirements specified for doing business within the State of Mississippi and with state agency. All required insurance certificates will be provided, if selected for a contract award. Wesson-Monroe is not required to carry Workman's Compensation Insurance.