RFP-23-72518

Attachment F

Technical Proposal

DDRS Authorized Activities for Pre-employment Transition Services

Respondents must address questions only for the components (A, B, C, D and/or E) for which they wish to bid. For instance, if a respondent is submitting proposal for Pre-ETS Curricula only, then respondent only needs to address the questions under component A below. If respondent wishes to bid on all five RFP components, then all questions below for components A, B, C, D. & E must be completed.

* + 1. General Requirements and Definitions
       1. Please list any additional terms and definitions used by your company or industry that you would like the State to consider incorporating in the contract. The State will not accept terms and definitions introduced after award during contract finalization and implementation.

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| PCG-Indiana, Inc. will be referred to as PCG-Indiana. Public Consulting Group LLC will be referred to as PCG. |

* + - 1. Please confirm you have carefully reviewed all requirements listed in RFP Section 1.4. Should your company have any exceptions, substitutions, or conditions for the State’s consideration, please list them below. The State will not accept exceptions, substitutions, or conditions introduced after award, during contract finalization and implementation.

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| PCG-Indiana, Inc. has carefully reviewed all requirements listed in RFP Section 1.4. and does not have any exceptions, substitutions, or conditions for consideration. |

Respondents submitting a proposal addressing only Component A: Pre-ETS Curricula, should respond to questions 1-4 below:

1. Proposed Solution and Features

Provide an overview of how the proposed strategies meet the requirements for Pre-ETS authorized activities as outlined in the scope of work. Describe in detail the strategies, including any measures related to diversity, equity and inclusion, for developing and carrying out the specific Pre-ETS authorized activity project you are responding to, including the following questions:

* 1. What form would this activity take (e.g., video, webinar, regional trainings, symposium, etc.)?
  2. What are the specific measures or objectives for this project?
  3. What, if any, follow-up will be provided?
  4. Who is the intended audience and how will you reach them (outline how you will reach out to students, parents, school staff, etc. in the community to ensure appropriate attendance)?
  5. In what way did you determine there was a training need for the selected audience (e.g., communication from stakeholders, survey results, etc.)?
  6. Describe how you will ensure that ALL training is easily accessible for all end users, including those who utilize assistive technology or other accommodations (e.g., screen readers, JAWS, Zoom text, Dragon, CART, ASL, etc.)

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| Overview We are pleased to propose a comprehensive approach to develop and implement quality Pre-ETS authorized activity projects. Component A represents a portion of our approach and includes 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.   Our approach aligns with Indiana’s priorities and an established body of research. At the center of our approach is **person-centered thinking and doing**. Our team is trained in Charting the LifeCourse Framework, which the Division of Disability and Rehabilitative Services (DDRS) uses to drive change and improve outcomes. We are pleased to share these core values with the agency. On top of person-centered thinking, we embody a lens of **diversity, equity, inclusion, and accessibility**. We firmly believe that employment first means creating systems, services, supports, and communities that provide equitable access for individuals with diverse lived experiences. Finally, we use data-based decision-making to do what works. Mazzotti[[1]](#footnote-2) (2021) establishes body of research that tells us how to improve the likelihood of post-secondary success of students with disabilities. We will leverage this knowledge to refine and target the technical services offered through this engagement. Combined, this groundwork provides a solid foundation through which we will provide technical assistance and training. We provide further detail on each part of our approach in the following narrative.  **Person-Centered Thinking and Doing:** At the end of the day, we are working to support each individual’s good life. Our team, led by professionals who understand this from a personal and professional perspective, see this at the center of everything we do. PCG-Indiana’s team follows the core tenet of LifeCourse:  All people have the right to live, love, work, play and pursue their life aspirations in their community.  We use the following LifeCourse2 core principles and values:   |  |  | | --- | --- | | All People | ALL people are considered in our vision, values, policies, and practices for supporting people with intellectual and developmental disabilities. | | Family System and Cycles | People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age. | | Life Stages and Trajectory | Individuals and families can focus on a specific life stage, with an awareness of how prior, current, and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences, and support to move the life trajectory in a positive direction. | | Life Outcomes | Individuals and families plan for present and future life outcomes that consider all facets of life and have life experiences that build self-determination, social capital, economic sufficiency, and community inclusion. | | Life Domains | People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life. | | Three Buckets | Supports address all facets of life and adjust as roles and needs of all family members change. | | Integrated Supports | Individuals and families access an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility; community supports that are available to anyone; relationship-based Supports; technology; and that consider the assets and strengths of the individual and family. | | Policy and Systems | Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, evaluation, and revision of the practices that affect them. Every program, organization, system, and policymaker must always think about a person in the context of family. |   PCG-Indiana staff are trained on the LifeCourse tools, including individuals trained as LifeCourse Ambassadors, a course specifically focused on a deep dive into the principles and framework of person-centered planning and LifeCourse. PCG-Indiana staff members have also received The Learning Community for Person Centered Practices (TLCPCP) Person-Centered Thinking training; and one of our staff members is a Certified Person-Centered Thinking Trainer through TLCPCP.  **Diversity, Equity, Inclusion, and Accessibility (DEIA)**: PCG-Indiana also recognizes that youth with disabilities from multicultural families experience significantly poorer adult outcomes than their white peers with disabilities. Youth who identify with other minority populations often have limited opportunities for work experiences. In addition to research and employing Charting the LifeCourse as our person-centered framework, we build our approach and outlook on the lens of diversity, equity, inclusion, and accessibility. To improve outcomes, it’s imperative that we consider the intersectionality of each individual’s lived experience in supporting them to reach their good life. As a firm and as a team, we work to embed DEIA into everything we do. From our hiring practices to communication with clients, and ultimately the work we produce, we seek to incorporate and empower individuals from diverse lived experiences.  Within each curricula and training opportunity, PCG-Indiana will include strategies and supports for infusing diversity, equity, inclusion and accessibility components into existing curricula. Our goal is to support and train Pre-ETS providers to deliver culturally responsive services to racial and ethnic minorities, individuals identifying as LGBTQIA+, religious minorities, rural residents and individuals who benefit from using technology for accessing materials and services. We are pleased to propose the following technical assistance plan based on these important tenets.  **Data-based decision making:** This is integrated into our proposed approach, as well as within the contents of the training curriculum. To start, BRS has prioritized improving the employment outcomes of individuals 22-24 years old. One of the strategies specified in the CSNA was increasing work-based learning opportunities for transition-age youth. Because work-based learning has been identified as an evidence-based predictor to improve transition-aged youth enrollment in post-secondary institutions and employment outcomes, we propose prioritizing technical assistance in this area. Multiple skills gained through work experiences have been identified as research-based predictors for post-secondary employment, including student support, self-realization, and self-advocacy (Mazzotti et al, 2021)[[2]](#footnote-3). Therefore, PCG-Indiana’s proposal addresses these findings and VR’s priority to improve employment outcomes of transition-age youth. The training curriculum and practices proposed by PCG-Indiana include guidebooks for Pre-ETS providers with guidance on implementing quality instruction, examples of practical application strategies, and pre-/post- evaluation methods to ensure that Indiana Pre-ETS are effective and that we are continuously improving our training methods and content to meet the providers’ needs and provide quality services to participants.  PCG-Indiana is pleased to propose three projects for Component A: Supporting Students with High Support Needs, Level Up Your Leadership Training, and Foundational Training for Career Coaches. Each of these projects are described in the following section. Form and Description of ActivitiesSupporting Students with High Support Needs PCG-Indiana is excited to offer our experiences and background knowledge that includes a deep and specialized understanding of the alternate content standards and assessment structure, as well as increasing academic performance of students with High Support Needs (SWHSN).  PCG-Indiana has worked in partnership with other specialized centers in the Indiana Resource Network and national centers. PCG-Indiana strives to support teams of teachers, administrators, coaches, and parents as they work to implement instruction for SWHSN. PCG-Indiana’s Project Success is a long-standing national project who provides current, research-based resources related to content standards, instructional design, and student outcomes and is specifically designed to meet the needs of SWHSN.  To support effective instruction and implementation of high quality Pre-ETS for SWHSN, PCG-Indiana will design and deliver statewide professional development, modules, virtual office hours, and quarterly Community of Practice meetings that align with authorized activities for increasing access and efficacy of Pre-ETS with SWHSN. Professional development will be configured using the Needs Assessment outlined in Component C.  Our team proposes the development of up to six one-hour modules of online training. PCG-Indiana proposes that the particular content of these modules is determined based on the needs assessment process outlined in Component C. This process will summarize and analyze existing information from multiple sources, like the most recent Comprehensive Statewide Needs Assessment, and collect new data to fully inform the breadth and scope of training needs. PCG-Indiana proposes developing training curricula outline based on the needs of contracted providers, VR Youth Counselors, and school personnel. PCG-Indiana will present this outline to VR and any stakeholders they identify for review, feedback, and ultimate approval of the approach.  In addition to curricula development, PCG-Indiana proposes the development of two videos demonstrating successful career coaches supporting students with high support needs in Pre-ETS. The intent of these videos is to document successful practices and provide a model for career coaches who may not have seen these practices in action. Level Up Your Leadership Training for Pre-ETS Leadership PCG-Indiana is pleased to propose the use of Level Up Your Leadership training. This curriculum, adapted from PCG’s trademarked Coaching for Success Curriculum, has been used nationally to improve coaching and supervision practices. Currently, our content has been configured for IN VR employment coaches, Lead EC’s, managers, and supervisors. As a part of this proposal, we further differentiate the content for leaders of Pre-ETS.  Level Up Your Leadership provides training using reflective supervision approach. Reflective supervision is a supervisor-supervisee relationship that pays attention to the influence of relationships on other relationships – the parallel process. It empowers the supervisee to integrate knowledge and discover solutions through consciously using reflective, practice strategies that include active listening, reflective questions, and the space to consider one’s own feelings, reactions, and ideas as they carry out their job tasks. Building upon the foundation of relationship-based and culturally responsive practice, reflective supervision results in staff feeling supported and less stressed in their work. We know that this feeling of support results in greater employee satisfaction and a reduction in work-related burnout in direct support occupations.  The reflective process is one of a supervisor and their employee wondering together about what history, feelings, and expectations each person might bring to the event or interaction. During this process a safe space is created where staff can explore, consider and plan. The reflective supervision process benefits both staff members and supervisors. Staff are supported in thinking about their work experiences, knowledge and skills and incorporating those skills in their current role. Supervisors better understand each person they supervise. This understanding can lead to strategies that deepen and strengthen relationships at every level and improve the quality of services while improving employee satisfaction.  PCG-Indiana proposes that this three-day training, with 18 hours of direct instruction, is provided regionally in North, Central, and Southern Indiana. We propose that content is split over several months to allow for opportunities for application, feedback, and improvement. Regional delivery will maximize engagement across the state and reduce the cost for providers. Foundational Training for Career Coaches Indiana employment providers’ staff knowledge and experience of Pre-ETS varies from introductory to expertise. Frequently, there is inconsistent implementation of Pre-ETS between and within agencies. It is likely these inconsistencies result in frustrations with school personnel, VR career counselors, and fewer participants being provided Pre-ETS. **Therefore, PCG-Indiana proposes developing a statewide foundational training curriculum for career coaches in partnership with Easterseals Crossroads**. This foundational training could be used by Pre-ETS providers during their onboarding process to train career coaches for their unique roles within their organization. The proposed curriculum builds upon and broadens Easterseals Crossroads’ existing internal training for career coaches which they have refined over the last six years to onboard over 30 new career coaches. We anticipate this foundational training will provide an understanding of Pre-ETS core services and increase consistency in quality service delivery across the state.  PCG-Indiana proposes developing online foundational training accessible via website. PCG-Indiana will work with IN VR to determine the optimal location of this website: either housed by VR or PCG-Indiana’s existing infrastructure. The modules will be designed to address specific content and not be required to take in sequence. This design will increase the flexibility providers have to utilize the modules. A virtual roll-out training will be provided by project staff to providers on the foundational training and strategies for using the foundational training as part of agencies’ onboarding processes or as stand-alone training for career coaches.  Content of the foundational training will be based on the revision of Crossroads’ existing Career Coach Foundational Training: The proposed foundational training content would build upon existing content including (1) Pre-ETS requirements and history, (2) student enrollment and documentation, (3) billing documentation, (4) VR transition portal and program management, (5) vocational rehabilitation, and (6) student portfolios. The current content will be modified to be applicable to any Pre-ETS provider.  The training content will also be enhanced to include and align with the Division of Career Development and Transition (DCDT) transition specialist competencies to ensure that all essential areas of transition are included in the training. In addition, the foundational training curriculum will be evaluated to ensure the removal of any systemic bias in the Pre-ETS processes. Additional guidance for embedding respect and cultural humility when enrolling and providing services to students will also be included in the content.  We anticipate the proposed foundational training will provide a strong foundation of Pre-ETS knowledge to Pre-ETS career coaches and Pre-ETS instructors to improve their delivery of services and promote consistency in Pre-ETS across Indiana. PCG-Indiana will collaborate with our partners and VR leadership to determine the most efficient way to implement the training and adapt our approach to improve access and efficacy based on feedback from our partners, training participants, and VR. We are pleased to partner with Easterseals Crossroads to produce and promote the development and delivery of this training across the State. In their Letter of Support, please find their commitment supporting both the development and the delivery across the state, including their collaborative. Please reference in *Appendix Letters of Support*. In addition to their support, we are pleased to have the support of Developmental Services Inc. (DSI), who has also provided a Letter of Support to indicate that they will support the use of this training and technical assistance proposed in a separate section of this proposal. Specific Measures and Objectives The specific measures and objectives for each Pre-ETS training curriculum are outlined in Table 1. PCG-Indiana has aligned the curriculum objectives, measurement tools, and the frequency of measurements to demonstrate our evaluation plan. PCG-Indiana will collect data related to participation, completion, and objectives for each respective activity. PCG-Indiana will also conduct pre- and post-training assessments and will collect and analyze the results. These assessments can be conducted online via Qualtrics, an accessible survey platform.  Table 1. Component A: Specific Measures and Objectives   | **Objective** | **Measurement Tool(s)** | **Frequency of Measurement** | **Anticipated Benefit** | | --- | --- | --- | --- | | Supporting Students With High Support Needs | | | | | Increase career coaches’ knowledge of students with high support needs including general characteristics, common instructional needs, and specific communication supports. | Pre/Post survey | 1 time per learner | Improve knowledge of students with high support needs and how to effectively work with SWHSN. | | Strengthen career coaches' skills when working with students with high support needs. (Identifying modifications and accommodations needed) | Pre/Post survey | Quarterly | Improve application of skills and access to resources through technical support and collaboration with fellow career coaches. | | Increase the number of students with high support needs who are served by Pre-ETS | Enrollment and completion rates | Per semester | Increase the access of students with high support needs to quality Pre-ETS services | | Level Up Your Leadership Training | | | | | Strengthen supervisory and mentoring skills demonstrated by 15% increase in pre/post assessment results | Pre-/Post- self-assessment (Qualtrics survey)  Learner’s employer survey (Qualtrics survey) | 1 time per learner | Improve supervisory skills and mentoring skills within their agency and with future career coach learners. | | Increase use of Reflective Supervision methods to identify benefits of and strategies for supporting Pre-ETS staff | Qualitative focus groups – gathering information on:  Relationship-based and reflective practice  Pro-active vs. reactive responses  Supporting emotional labor and staff burnout | Semi-annually with learners | Improve the leaders’ skills by evaluating their supervisory experience with learners. | | Foundational Training for Career Coaches | | | | | Increase supervisors' access to quality training for career coach staff | Supervisor satisfaction survey  Employment provider needs assessment results | Quarterly  1 time per year | Increase the amount and quality of training provided by organizations to their career coaches | | Increase the supervisor’s and learner’s knowledge of Pre-ETS | Pre- and Post- Assessment of career coaches  Employment provider needs assessment results | 1 time per learner | Increase consistency of training and preparation of career coaches across Indiana | | Increase the career coaches understanding of the referral process to traditional VR services demonstrated by an increase in the number of Pre-ETS participants receiving VR services | Pre- and Post- Assessment  VR Data: Number of VR referrals of former Pre-ETS participants compared prior to training to post-training referrals | 1 time per learner  1 time per year | Increase consistency of training and preparation of career coaches across Indiana.  Increase the number of VR referrals from Pre-ETS providers | | Increase knowledge of learners on their roles and responsibilities | Pre- and post- assessment results | 1 time per learner | Increase the consistency of career coach activities within the state | | Increase the quality of Pre-ETS provided by learner | Learner’s self-evaluation  Special education staff evaluation | At the conclusion of each Pre-ETS cycle (e.g., 4 wks., 6 wks, semester) | Increase the amount of evidence-based and external resources used to provide instruction | | Increase learners’ understanding the necessity of age-appropriate supports which promote social inclusion | Learner self-evaluation  Youth/Participation evaluation | At the conclusion of each Pre-ETS cycle (e.g., 4 wks, 6 wks, semester) | Improve the quality of supports to promote inclusion and reduce the stigma of youth with disabilities | | Increase learner’s knowledge of the cultural expectations of multicultural families for their transitioning youth | Pre- and post- assessment | 1 time per learner | Improve recruitment, enrollment, and service delivery for youth from diverse backgrounds | | Create evaluation process to assess the partnership with providers and evaluate Pre-ETS provided at individual schools | Special education teacher or administrator survey | At the conclusion of each Pre-ETS cycle (e.g., 4 wks, 6 wks, semester) | Develop a continuous improvement strategy for data collection of foundational training to identify revisions at school-level for agency |  Follow-up **Supporting Students with High Support Needs.** PCG-Indiana will develop a community of practice (CoP) for career coaches to be co-facilitated by a PCG-Indiana consultant and a successful coach who currently provides support to students with high support needs. The co-facilitators will discuss areas of transition that have been identified as a challenge or training need by the attendees or their supervisors. This monthly follow-up session is designed to provide ongoing support of career coaches to increase consistency in services and promote/encourage promising practices that are being implemented across the state.  Supervisors utilizing the curriculum will also be surveyed semi-annually to determine their satisfaction with the training. Survey results will also be used to make modifications and revisions to the Foundational Training. This continuous feedback loop will allow for refinement of the guidebook to meet the needs across the state.  **Level Up Your Leadership for Pre-ETS Leadership**. Level Up Indiana will develop a community of practice (CoP) for Pre-ETS leaders who complete the Level Up Your Leadership training. The CoP will be co-facilitated by a PCG-Indiana consultant and one alumni of transition services. The co-facilitators will discuss transition topics that have been identified as a challenge or training needed by the attendees or their supervisors. This monthly CoP session will be designed to provide ongoing support to Pre-ETS leadership with the goal of increasing consistency in services and sharing promising practices that are being implemented across the state.  The CoP will provide opportunities for learners’ reflection on their experiences, identify additional training needs, provide feedback on the Level UP Leadership structure, and provide ideas for refining and improving the Level UP Your Leadership training. PCG-Indiana is committed to continuous improvement of our training opportunities by refining our processes and training plans through data-based decision making. As reflected in Table 1, PCG-Indiana has identified multiple points of data collection from Pre-ETS leadership to provide a wholistic analysis of our training method.  **Foundational Training for Career Coaches.** PCG-Indiana will develop a community of practice (CoP)n for career coaches to be co-facilitated by a PCG-Indiana consultant and an alumni of transition services. The co-facilitators will discuss areas of transition that have been identified as a challenge or training need by the attendees or their supervisors. This monthly follow-up session is designed to provide ongoing support of career coaches to increase consistency in services and promote/encourage promising practices that are being implemented across the state.  Supervisors utilizing the Foundational Training will also be surveyed semi-annually to determine their satisfaction with the training. Survey results will also be used to make modifications and revisions to the Foundational Training Guidebook. This continuous feedback loop will allow for refinement of the guidebook to meet the needs across the state. Reaching the Intended Audience: The proposed Pre-ETS curriculum will be universally available to all Pre-ETS providers. If VR administration would like to provide this training to other stakeholders or staff, PCG-Indiana would be willing to include them in existing opportunities. PCG-Indiana proposes utilizing and building upon our current infrastructure to market and access the proposed training curriculum.  **Website:** PCG-Indiana proposes the development and maintenance of a landing page that consolidates and includes links to training opportunities and resources.  **Learning Management System**: To house and facilitate the web-based virtual foundational training, PCG-Indiana will work with IN VR to upload content into the preferred platform. Pre-ETS providers will be able to register their career coaches for the virtual trainings and complete online.  **Resource Distribution via Email listserv:** To communicate training information PCG-Indiana will develop, monitor, and maintain an email listserv. Through this listserv, we propose disseminating training opportunities on a regular basis. We will work with key partners, such as our project partner, Easterseals Crossroads, as well as our state partners such as VR, INARF, and INAPSE, to distribute this information widely. Determine Need For the last year, PCG-Indiana has collected quarterly survey data from Indiana employment providers to identify the organization’s current job openings and hiring/termination activities for employment specialists. Survey results indicate that Indiana employment providers mirror the national crisis of obtaining and retaining employees. In addition to quarterly data, during employment providers supervisor circle meetings, attendees have discussed their challenges maintaining a reliable workforce and finding applicants with the unique skills set required for career counselors.  Based on the June 2022 Employer Needs Assessment Survey results, the majority of employment providers are conducting most of the training for new staff without any additional outside support. This lack of uniform training and materials may be contributing to inconsistencies in Pre-ETS between agencies. In addition, because career coaches have a unique role, they often lack a peer group to collaborate, and their supervisors may struggle with providing adequate training and materials. As the training organization for VR, PCG-Indiana has gotten multiple requests through our website for training materials, resources, and assessments for transition-age youth. While only 19% of providers use an outside vendor for staff training, the Quarterly Employment Provider Capacity Survey data has indicated challenges for supervisors to provide staff training. The proposed Pre-ETS curriculum would provide learning opportunities for both supervisors and Pre-ETS staff to develop their skills and knowledge. The proposed training curriculum offers opportunities for providers to receive quality training at no cost. Accessibility of Training Materials For all three deliverable curricula identified above, PCG-Indiana will meet the Americans with Disabilities Act (ADA) compliance requirements. PCG-Indiana takes pride in its commitment to ADA compliance and to accessibility. We use a training development and delivery methodology that considers accessibility at every step.  To support a wide range of learners using and absorbing resources, PCG-Indiana uses plain language, universal design for learning concepts, and a number of visuals. When delivering live training, PCG-Indiana has an entry for accommodation requests to make sure that individuals needing ASL, CART, large print, and other accommodations receive the supports needed to participate in training. Materials will be sent in advance to allow those providing accommodations to preview and prepare for training activities. All training locations must also be wheelchair accessible including the parking, restrooms, entrance to the building, and entrance to the training room. All videos are close captioned, and materials are assessed for accessibility to support integration with JAWS and other accommodations.  PCG-Indiana will make sure that all products and services provided under this contract meet federal accessibility standards and guidelines. PCG-Indiana has previously done work where we have had to meet accessibility standards, and we are versed in the Web Content Accessibility Guidelines 2.0 and Section 508 of the Rehabilitation Act of 1973. PCG-Indiana fully supports making sure all materials are available to and accessible to all interested in it.  PCG-Indiana will work with the State of Indiana and its stakeholders to determine the most appropriate ways to make materials accessible. When appropriate, we will engage stakeholders and subject matter experts in accessibility, to consult and verify that our approach maximizes accessibility. Additionally, as we develop materials for this project, we’ll follow the process below:   1. Develop initial content. 2. Review content for accessibility needs. We anticipate this will include using plain language, and accessible or alternative formats, and alternative language as needed. 3. Develop accessibility features for materials. The PCG-Indiana team will create a standardized process to developing accessibility features including scripts, tools, video changes, closed captioning, and other features as well as make language edits that will make the materials more usable as well as all-inclusive. 4. Work with the State’s project leadership to review quality. Prior to the distribution or publication of materials we will conduct a quality assurance process to determine whether the materials are:    1. Aligned with the identified accessibility needs;    2. Compatible with assistive technology;    3. Consistent in information presented and shared across all formats;    4. Consistent across all alternative materials. |

1. Work Approach

Include a project plan and timeline for implementation of the proposed solution. Proposed project plan should include a tentative implementation schedule. The plan must identify all major phases and deliverables of the project.

Provide a detailed description of your work approach, including the following:

* + How would you organize this project in order to be able to manage the workload?
  + Provide a high-level project plan, based on the information provided in this RFP. The project plan should include a timeline that shows specific tasks that must be done in sequence to ensure that project will be done in a timely manner.
  + Indicate how you will track and report activities and outputs, including any supporting documentation.
  + Describe how you would staff this project to ensure capacity to carry out the scope of work. Identify key staff and their roles and responsibilities. Ensure that the staffing plan is consistent with cost proposal.
  + Describe how you would evaluate the effectiveness of services provided.

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| Project Management Methodology How would you organize this project in order to be able to manage the workload?  PCG-Indiana will keep our project organized using our project management methodology (PMM), tailored to support the objectives of this scope. By focusing on the right combination of stakeholders and their level of involvement, communication, and scope management, PCG-Indiana will manage the project efficiently while mitigating risks, so that it progresses to a successful conclusion.  **Project Communications:** Consistent, effective communication among stakeholders is key to project success. It is a critical criterion of getting tasks done in the right way, on schedule, and on budget. We value shared knowledge and empower project stakeholders with frequent, dependable project communication. PCG-Indiana will take the leadership role in seeing the initiative through fruition, while maintaining open and transparent communication among all stakeholders.  **Regular Project Status Meetings and Reporting:** PCG-Indiana proposes conducting regular (typically bi-weekly or weekly) status meetings with the Pre-ETS project manager. We will review each Project Status Report with VR project management and stakeholders, typically via Microsoft Teams or Zoom. Project status meetings will be used to keep all parties informed of project progress, risks, and upcoming activities. We will make sure the format, content, level-of-detail, and method of delivery for regular status reporting meet the requirements of both VR and PCG-Indiana.  **Project Work Plan/Schedule Maintenance:** Effective project management is more than building a schedule, assigning tasks, and monitoring progress. Project management requires looking at a challenge, understanding the goal, assessing the resources available, plotting a course, and keeping things on track until completion. PCG-Indiana’s Project Management Methodology (PMM) draws upon formal processes and standards established by industry leaders; it has been customized based on our hands-on project delivery expertise; and it acknowledges that as each project is unique it must have the flexibility to respond to specific needs and challenges.  PCG-Indiana’s PMM is built on three tenants that serve as its cornerstone. These reinforce the notion that projects require a commitment that starts on day one:   * **Understand the Goal**: Success begins with an understanding of the project. Project Managers must be active listeners, avid consumers of information, and facilitators of structured discussion that results in a common understanding of the project goals by all parties. * **Be Proactive and Stay on Task**: Progress is maintained by thinking ahead, communicating actively, being collaborative, leading decisively, and accepting responsibility for outcomes. * **Deliver Results**: Success is realized when a project is delivered on time, in scope, and on budget – and we have exceeded our clients’ expectations.   Using our proven approach and methodology, the PCG-Indiana team will provide effective, efficient project support throughout this engagement. High Level Workplan As shown in the following graphic, these proposed training curricula projects will be developed and revised based on a continuous improvement process. PCG-Indiana recognizes that ongoing curriculum evaluation and refinement is essential for reflecting current state policies and practices, demographic changes within our state, and adjusting for the local community’s needs and preferences. First, revisions to an existing curriculum will be made to allow its implementation with a pilot organization (for example removing specific agency protocols). Next, we would pilot curriculum. The curriculum will be evaluated to determine its impact being replicated within the pilot agency (measurements shown in Table 1). Finally, at the conclusion of the pilot, we would review and revise the curriculum based on the evaluation results for future replication and implementation.  The following table presents a high-level project plan, based on the information provided in this RFP, including a timeline that shows specific tasks that must be done in sequence to ensure that each project will be completed in a timely manner.   |  |  |  |  | | --- | --- | --- | --- | |  | **PROJECT PHASE/TASK** | **START DATE** | **END**  **DATE** | | **I** | **SWHSN Curriculum Development (assume 6 modules + 2 videos)** | **Month 3** | **Month 24** | | **I.1** | **Develop outline** | **Month 3** | **Month 4** | |  | Review and approve outline |  |  | | **I.2** | **Develop content** | **Month 4** | **Month 24** | |  | Review and approve script |  |  | |  | Develop PPT + SCORM |  |  | |  | Develop voice over |  |  | |  | Review and approve SCORM |  |  | |  | Plug into LMS |  |  | | **I.3** | **Video development (assume 2 videos)** | **Month 6** | **Month 12** | |  | Scripts |  |  | |  | Idea development and coordination |  |  | |  | Onsite execution |  |  | |  | Execution and finalizing |  |  | | **I.4** | **Community of practice (assume 18 mos.)** | **Month 6** | **Month 24** | |  | Develop and schedule |  |  | |  | Recruit and communicate |  |  | |  | Prep for session |  |  | |  | Execute |  |  | |  | Evaluation, reporting, recommendations re: community of practice (biannually = 3 times in 18 mos.) | **Month 12** | **Month 24** | |  |  |  |  | | **II** | **Level Up Your Leadership for Career Coaches** |  |  | | **II.1** | **Revise leadership curriculum** | **Month 9** | **Month 12** | |  | Draft outline including highlighting areas for revision and addition |  |  | |  | PCG revise Level up your Leadership to include Career Coaches/Pre-ETS supervisors |  |  | |  | Curriculum modification and accessibility check |  |  | |  | Create accompanying training materials |  |  | | **II.2** | **Implementation/Training** |  |  | |  | Coordinate and schedule | **Month 9** | **Month 12** | |  | Manage registration |  |  | |  | Develop and disseminate web-based registration and advertisement |  |  | |  | Coordinate accommodations |  |  | |  | Execution: Regional training For Pre-ETS leadership and supervisors (3 locations, 3 days of training) | **Month 12** | **Month 18** | |  | Conduct mini-training at INAPSE conference |  |  | | **II.3** | **Evaluation** | **Month 12** | **Month 18** | |  | Measure achievement of attain objectives with learner post-assessment survey |  |  | |  | Follow-up training questionnaire regarding effectiveness and additional needs |  |  | | **II.4** | **Community of practice (assume 12 mos.)** | **Month 12** | **Month 24** | |  | Develop and schedule |  |  | |  | Recruit and communicate |  |  | |  | Prep for session |  |  | |  | Execute |  |  | |  | Evaluation, reporting, recommendations (biannually = 2 times in 12 mos.) |  |  | |  |  |  |  | | **III** | **Foundational training for Pre-ETS providers** | **Month 1** | **Month 24** | | **III.1** | **Curriculum Development** | **Month 1** | **Month 6** | |  | Coordination with Crossroads to prepare for distribution |  |  | |  | Support implementation online |  |  | | **III.2** | **Implementation/Training** | **Month 4** | **Month 24** | |  | Pilot training with 3 providers |  |  | |  | Quarterly virtual training on curriculum implementation |  |  | |  | Ongoing Maintenance and updates |  |  | | **III.3** | **Community of practice (assume 12 mos.)** | **Month 12** | **Month 24** | |  | Develop and schedule |  |  | |  | Recruit and communicate |  |  | |  | Prep for session |  |  | |  | Execute |  |  | |  | Evaluation, reporting, recommendations (biannually = 2 times in 12 mos.) |  |  | | **III.4** | **Evaluation (pre-post training assessment)** | **Month 4** | **Month 24** |  Tracking Activities and Outputs We will leverage our proven project management methodology described above to effectively track and report activities and outputs. Through our previous experience, we have developed effective strategies to communicate activities and outputs internally and externally. Internally, we leverage standardized tools to monitor progress. For example, we often track our project activities using the project management tool, Microsoft Projects. With our external partners, such as VR, we establish agreed upon timelines, templates, roles, and responsibilities. We propose offering the following activities to track activities and outputs:   * Starting the project with a kickoff meeting to confirm timelines, deliverables, and expectations. * Regularly scheduled check-ins with updates on key activities. * Quarterly reports to summarize contract activities and outputs.   While these are our typical practices, we individualize our approach for each contract based on the needs of the client and the scope of work. PCG-Indiana is happy to collaborate with Indiana to configure a unique approach that meets the particular demands of this engagement. Staffing Plan To effectively staff this opportunity, PCG-Indiana proposes leveraging both our own team as well as our partners. In collaboration with Knowledge Services, PCG-Indiana is proud to propose partnership with Easterseals Crossroads, an Indiana leader in training Pre-ETS career coaches. Below, we outline both our key project staff, as well as our key advisors who we feel are exceptional partners for this engagement.   |  |  |  | | --- | --- | --- | | **Key Project Staff** | **Role** | **Responsibility** | | Sarah Salisbury | Engagement Manager | Oversees client engagement, including contract negotiations, oversight of deliverables, and client satisfaction. | | Amy Howie | Consulting Manager | Provide consultation in client engagement, contract negotiations, oversight of deliverables, and client satisfaction. | | Maya Cox | Project Director | Provide oversight and guidance over all components to support an integrated, effective approach to meeting both project objectives and DDRS goals. | | Elsa Bock | Project Manager | Manages the project team, timelines, and day to day operations of the project. With extensive experience in large-scale implementation of person-centered planning, including cultural humility, she comes to this engagement with the experience needed to manage this scope. | | Faith Thomas | Senior Consulting Advisor | Provide subject matter expertise in the development and delivery of all curriculum development to support alignment with evidence-based and successful practices. |  |  |  |  | | --- | --- | --- | | **Key Advisor** | **Role** | **Responsibilities** | | Karen Papp | Pre-ETS Career Coach Training Subject Matter Expert | We are pleased to partner with Easterseals Crossroads’ Karen Papp, who will advise and lead the development and delivery of the statewide foundational training. Her responsibilities will include, but are not limited to, providing leadership and guidance in the review of materials and configuration for statewide use. |   In addition to our key staff, we are pleased to have an extensive team of professionals who are well qualified to conduct this scope of work. In the following section, we are pleased to provide additional details regarding this team.  The prompt requests that we verify that our staffing plan aligns with our cost proposal. As a part of our planning process, we develop a workplan using resources who have the strengths, skills, and availability to complete tasks as described. If for unforeseen circumstances a team member is unable to participate as intended, PCG-Indiana will provide a substitute that meets or exceeds the qualifications of the original team member. Evaluation PCG-Indiana’s evaluation approach seeks a wholistic view of the training provided and the impact that it has on participants’ ability to perform their job. Our aggregation and analysis processes provide insights on how to improve training based on the results received.  PCG-Indiana will collect data related to participation, completion, and objectives for each respective activity. PCG-Indiana may also conduct pre- and post-training assessments and will collect and analyze the results. These assessments can be conducted online via Qualtrics, an accessible survey platform. Reporting Effectiveness PCG-Indiana will report on the effectiveness of training on a quarterly basis. Reports will follow a standard format, which will be submitted for review and approval prior to the completion of the first training report. Our reports may include information such as data on training participation, evaluative data as reported in pre- and post-training assessments, and qualitative data gathered via unstructured feedback (as available). Quantitative data will be aggregated and presented as averages, to present a clear picture of overall effectiveness and to maintain respondent confidentiality. Following the initial quarterly report, PCG-Indiana will include analysis of trends in the report, to clearly articulate how effectiveness is improving, or diminishing, over time. Samples from PCG-developed training evaluation reports are shown in the next section. Examples of Measurable Outcomes from Training The following are several examples of evaluations conducted on trainings Public Consulting Group LLC provided. We summarize the evaluation results and share them with project managers on a routine basis to help understand the impact and return on investment of training. The results help improve our training efforts and understand continuing or existing gaps in learner knowledge or skills that can be addressed in future trainings. Example Training Evaluation Results from New York State Department of Health Project: **Trainer Evaluation (out of 5)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Expertise | Clarity | Culturally Appropriate | Time Management | Responsiveness | Overall | | 4.72 | 4.70 | 4.76 | 4.75 | 4.79 | 4.74 | | **Knowledge Evaluation** | |  |  |  |  | | Average Before | Average After | Average Change |  |  |  | | 3.29 | 4.48 | 36% |  |  |  | | **Overall Evaluation** | |  |  |  |  | | The difficulty level was about right. | | | | | 4.37 | | I can apply the information in my practice/service setting. | | | | | 4.56 | | The presentation met my professional educational needs. | | | | | 4.44 | | The trainer actively involved me in the learning process. | | | | | 4.62 | | As a result of this training, I feel more confident in my person  centered skills. | | | | | 4.54 | |  | |  |  | Overall: | 4.50 |    ***Example Training Evaluation Results from Michigan Department of Education Provider Training Series: Blueprint for Action!*** **Train the Trainor Sessions**   |  |  |  | | --- | --- | --- | | Region/ Location: | Training Delivery: | Sessions Covered: | | Grand Rapids | Tuesday, June 5  8:30 am-4:30 pm | Time Management  Personnel & Program Management  Getting Organized  Budgeting  Legal Considerations  Collecting Fees  Leadership and Program Evaluation | | Howell | Wednesday, June 6  8:30 am-4:30 pm | | Grayling | Thursday, June 7  8:30am-4:30 pm |     **Participant Evaluation Responses**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | General | | | | | | | | Evaluations Submitted | |  | # Returned | | Percent of Total | | |  | Grand Rapids | | 15 | | 31.5% | | |  | Howell | | 19 | | 39.5% | | |  | Grayling | | 14 | | 29% | | |  | Total | | 48 | | 100% | | | Survey Questions | | | | | | | | 1. The training prepared me to deliver the Blueprint for Action Training Series | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 8 | | 17% | | |  | 4- Agree | | 27 | | 58% | | |  | 5- Very Much Agree | | 11 | | 24% | | |  | Total | | 46 | | 100% | | |  | | | | | | | | 2. I know how I will implement the training curriculum when I use the training materials | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 4 | | 8.5% | | |  | 4- Agree | | 30 | | 64% | | |  | 5- Very Much Agree | | 13 | | 27.5% | | |  | Total | | 47 | | 100% | | |  | | | | | | | | 3. Compared with my knowledge and comfort level prior to the training, I feel more confident in delivering all components of the training series | |  | | Count | | Percent | |  | | 1- Very Much Disagree | | 0 | | 0% | |  | | 2- Disagree | | 0 | | 0% | |  | | 3- Neither | | 6 | | 12.5% | |  | | 4- Agree | | 30 | | 62.5% | |  | | 5- Very Much Agree | | 12 | | 25% | |  | | Total | | 48 | | 100% | |  | | | | | | | |
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1. Staffing

Describe relevant experience and qualifications in the provision of training and technical assistance to individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP. Responses must also include background and expertise of staff who would play a substantial role in the delivery of services. Experience and qualifications for both respondent as well as any partner organizations, as applicable, must be included in the response. Provide resumes for key staff.

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| PCG-Indiana is pleased to leverage our experience, capacity, staff, and partners to support quality Pre-ETS curricula development. Specifically, we can use our knowledge of evidence-based and successful practices working with students with high support needs, developing innovative Pre-ETS practices and community-based work-based learning experiences, and collaborating with career and technical education centers. Additionally, our staff have both expertise within Indiana, as well as being deeply embedded in national priorities and trends through our parent company’s work with clients across the country.  The following table, and subsequent project summaries, provide a brief description of PCG’s prior experience and individuals serving students with disabilities or other populations that align with the authorized Pre-ETS activities described in this RFP.   |  |  |  |  | | --- | --- | --- | --- | | **Project** | **Statewide Training & TA** | **Improving Employment Outcomes** | **Transition-aged youth** | | IN VR Pre-ETS | X | X | X | | IN VR Provider Training | X | X | X | | IN BDDS training, including LifeCourse & IN VR Pre-ETS | X | X | X | | IN Department of Education Project SUCCESS | X | X | X | | MS Pre-ETS |  | X | X | | Clark University, Tech Quest |  | X | X | | KS Department for Children and Families, Rehabilitative Services | X | X | X | | CA Workforce Association | X | X |  | | NY Department of Health | X |  |  | | MA Executive Office of Education | X | X | X | | MA Executive Office of Labor and Workforce Development |  | X | X | | UT Department of Workforce Services | X | X |  | | PA North Central Pennsylvania Workforce Development Board | X | X |  | | WA State Health Care Authority | X |  |  | | WY Department of Health | X |  |  |  Indiana Since 2019, PCG-Indiana has contracted with Indiana 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. **PCG-Indiana has been pleased to specialize in providing Pre-ETS to students with high support needs, areas that the State has had difficulty in procuring services, and sites in post-secondary settings.** (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-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.**  Since 2019, PCG-Indiana has contracted with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide **statewide training and technical assistance to Indiana’s Employment Services Providers.** Training and technical assistance includes ACRE certified training, the development and delivery of a coaching network, and other specialized trainings based on the needs of employment services providers. During 2020, specialized training included responsive and inclusive service delivery supporting organizational change across the State. Additionally, PCG-Indiana facilitated the first Mental Health and Employment Summit for employment service providers to increase awareness and skills of providers to support individuals with mental health conditions, including co-occurring disorders. In the second year of the contract, the project team continued to provide innovative training to meet the evolving needs of providers with content such as the Intersectionality and Employment First Summit, Level Up Your Leadership training, and specialized training content for employment specialists to better support the Deaf and Hard of Hearing Community. **Beginning in July 2022, the project team began developing a series of 9 online training modules for Pre-ETS providers with the intent of improving skills and service delivery. Additionally, PCG-Indiana has been pleased to partner with Stone Belt Arc, Inc. to pilot the Coaching Network for Pre-ETS providers. Leveraging this system builds internal and statewide capacity with established, successful practitioners**. Training needs are identified by VR and through annual needs assessments and ad hoc assessments.  In 2020, PCG-Indiana partnered with BRS to conduct LifeCourse training to students across Indiana receiving Pre-ETS, their families, and the school personnel that support them. This collaboration promoted the use of LifeCourse across Indiana, and support transition-aged youth to prepare for adulthood. Additionally, PCG-Indiana developed a series of four training modules for Pre-ETS providers on serving students with complex needs. As a Pre-ETS provider facilitated in collaboration with subject matter experts in education and vocational rehabilitation, PCG-Indiana has unique and qualified insight into supporting students with complex needs effectively.  Since 2017, PCG-Indiana has been working with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide a Vendor Registration and Claims Payment System (VR CPS) for Vocational Rehabilitation providers to register to provide VR services/goods, view prior authorizations, submit and view claim status, view payment status, and submit fund recoveries. The PCG-Indiana team of IT professionals, subject matter experts, and analysts have worked closely with FSSA staff to customize the system to meet Indiana’s specific business and operational needs. **PCG-Indiana provides a multi-tiered training approach for VR Vendors and staff to support statewide systems change.** PCG-Indiana facilitated a train-the-trainer model for State staff. Our trainer delivered system training to the VR staff trainers and worked with them to develop content and resources to be delivered statewide. Additionally, PCG-Indiana provided both webinars, resources and guides, and short vignettes to assist vendor staff in learning how to use the system, in easily digestible formats.  From 2016 to 2020, PCG-Indiana provided a wide range of professional development for the **Indiana Bureau of Developmental Disability Services.** Under this contract, our team designed and developed a comprehensive series of **e-learning courses, materials, and resources; assessed service coordinators’ annual learning needs; developed trainings and in-person conference sessions to meet those needs and designed; and managed and implemented the annual BDDS staff conference for 100-150 staff each year**. The project supported the training needs of BDDS staff, specifically focusing on Service Coordinators located in regional offices across the state. As part of this engagement, PCG-Indiana provided monitoring, evaluation and reporting on the training initiatives and associated outcomes.  PCG-Indiana’s Project Success assisted the **Indiana Department of Education (IDOE)** in providing technical assistance for implementation of the Indiana Alternate Academic Standards for students with significant cognitive disabilities. Through the creation of Project Success, a technical assistance center, PCG-Indiana provided local educational agencies (LEAs) with guidance and support to help students with disabilities achieve higher academic and communication outcomes and leave high school college, career, and community ready. PCG-Indiana maintained a Project Success website that provides access to materials, resources, and helpful tools. Over the course of the engagement, PCG-Indiana delivered many types of training. PCG-Indiana developed training modules and resources for LEA teams that can be packaged as either a day’s training or a series of shorter, topically based modules that can be delivered according to participant’s needs. Additionally, **PCG-Indiana delivered statewide professional development institutes across the state that address assessing and aligning grade level content for students with disabilities**. On an ongoing basis, PCG-Indiana provided informational webinars, instruction, and video examples of implementation of materials. The assistance center continually delivered professional development, instruction, and on-site technical assistance to LEAs. Mississippi Since 2019, PCG has 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. PCG is pleased to expand services to meet the needs of additional youth with disabilities.  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 providing high quality Pre-ETS in identified counties. Clark University Public Consulting Group contracted with **Clark University** to act as the grant administrative entity and apprenticeship workforce intermediary for the **Tech Quest Apprenticeship Expansion Consortium** (TQ Consortium). Tech Quest is a $12 million nationwide apprenticeship program awarded to Clark University for the USDOL Employment and Training Administration “Scaling Apprenticeships through Sector-Based Strategies” grant. Clark University was awarded the apprenticeship grant in 2019 to expand IT apprenticeships nationwide. Target populations receiving training are individuals seeking to upskill and gain relevant business and technology skills in an evolving workplace.  Launched in July 2019, the Tech Quest Apprenticeship was established by Clark University with a consortium of institutions of higher education, PCG, and local workforce development boards throughout the Unites States. **The goal of the project is to enroll 4,000 individuals into technology and work readiness pre-apprenticeships, employ and train 1,000 unemployed and under-employed individuals into IT and IT-related apprenticeships over four years, establish five new apprenticeships, expand five existing apprenticeships, and secure at least 50 employers in apprenticeship activities**.  PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. PCG also serves as the national workforce intermediary for the project, working with the USDOL Office of Apprenticeship, State Apprenticeship Agencies, to expand the number of registered apprenticeships in IT and IT-related technology occupations geographically, and in numbers of apprentices enrolled. The project will also utilize private Standards Recognition Entities (SRE) to register new apprentice-able occupations and training standards under the recently released industry recognized apprenticeship (IRAP) guidance. Through these apprenticeship programs, workers will be matched with employers and receive both on-the-job and related instruction, gaining employment and increasing their wages as they improve their skills and move up the career ladder. Kansas From 2015 to 2020, PCG-Indiana’s parent company, Public Consulting Group LLC, helped the **Kansas Department for Children and Families (DCF), Rehabilitation Services (RS)** conduct a five-year $25M grant entitled “End-Dependence Kansas” to implement evidence-based practices (EBPs) for individuals with disabilities. These EBPs include: Individual Placement and Support (IPS), Individualized Discovery/Customized Employment (ID/CE) and Vermont Progressive Employment (VTPE) for individuals with disabilities. **Public Consulting Group managed the training and technical assistance of evidence-based practices with 14 contracting agencies who are implementing the EBPs, and the KRS counselors who refer to them. Targeted populations for whom the state wished to improved employment outcomes included but were not limited to youth with disabilities and individuals exiting the criminal justice system.** This training and technical assistance encompassed implementation of EBP’s, including supported employment, career exploration, job task analysis, development of natural supports, employer engagement, work experiences, situational assessments, job accommodations and modifications, and working with individuals with a criminal record. Technical assistance and training occur on several different levels. Public Consulting Group hosted conferences and individualized summits for over 175 individuals including contractors, KRS staff, Public Consulting Group staff, national consultants, and other Kansas leadership. Public Consulting Group works with the State to provide customized training and technical assistance in a variety of forms to KRS staff and contractors, to meet the varying needs across the State. Additionally, Public Consulting Group hosted an EDK website that provides pertinent information regarding the EBPs, policies, Public Consulting Group staff, and the national consultants bios. To monitor progress and measure impact, Public Consulting Group employed a data collection system as well as fidelity reviews to evaluate each provider’s performance. These reviews and data informed topics and approach of technical assistance for each contractor. California Public Consulting Group was contracted by the California Workforce Association (CWA) to support the California Workforce Development Board (CWDB) by facilitating statewide coordination in building the capacity and skillsets of workforce development staff and partners across the State of California. The team crafted and disseminated a unique statewide survey for a skills gap analysis of workforce professionals to determine local Workforce Development Board (WDB) leadership and staff’s workforce-related competencies and their progress in implementing WIOA. Public Consulting Group examined these findings to conduct a gap analysis on workforce professionals’ competencies and training needs, aimed at understanding the ability of staff to implement the Workforce Innovation and Opportunity Act’s (WIOA) goals and guidelines and acknowledging the level of WIOA-focused training provided to staff in recent years. Public Consulting Group created an electronic survey to submit to WDB leaders across the state and assessed trends and nuances across staff training needs by level (e.g., leadership, management, or front-line staff). Public Consulting Group also crafted a supplemental survey for WDB leaders to assess their WDB’s implementation of the main priorities in CWDB’s WIOA Plan (e.g., sector strategy development, partner integration, expansion of apprenticeship programs, etc.). The team established the measures and metrics to include in the survey and populate into an engaging data dashboard for use by CWDB and local WDB leadership. The team then analyzed findings from both surveys to create an actionable plan to develop and deliver training to WDB staff across the state to fulfill training needs and support WIOA implementation in line with the state’s goals. New York State For the **New York State Department of Health**, Public Consulting Group LLC has a current contract to conduct statewide person-centered planning (PCP) training, including all recruitment, coordination, curriculum development, delivery, and reporting. The goal of this initiative is to provide training in Person-Centered practice, planning and thinking as well as the development of the templates necessary to implement these practices across service systems. Public Consulting Group LLC is conducting a total of 20 Learning Institutes throughout the contract period. This learning mechanism promotes change needed at the systems level and includes in-person or virtual sessions over a period of several weeks, as well as follow-up activities such as mentorship, development of sustainability plans, and action plans. Public Consulting Group LLC has developed curricula and is delivering a total of more than 250 in-person and virtual training sessions throughout the contract period. Finally, Public Consulting Group LLC is developing and delivering materials for an online Resource Library, including a Person-Centered Planning template, resources to support the use of assistive technology, best practice examples, planning and practice tools, checklists, and recorded webinars. Massachusetts Public Consulting Group engaged with the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education to support the New Skills for Youth grant initiative, also known as High-Quality College and Career Pathways. The initiative is designed to increase student access across the Commonwealth to career pathways, improve the state’s pipeline of skilled workers for high demand opportunities and bring coherence and efficiency to the use of relevant state education and workforce resources. Public Consulting Group provided state-level project management and facilitation, communications strategy consulting, and professional development curriculum and training for K-12 and Higher Education faculty, staff, and administrators statewide. Public Consulting Group was responsible for making organizational recommendations to restructure communications, coordination, and decision-making amongst senior staff from multiple state agencies.  Additionally, Public Consulting Group was hired by the Massachusetts Executive Office of Labor and Workforce Development (EOLWD) to develop frameworks for Industry-Recognized Apprenticeship Programs (IRAP) and Apprenticeship Pathways for Youth in expansion apprenticeship industries (i.e., technology, healthcare, and energy). The goal of this work was to identify and communicate opportunities to connect existing pathway programs and activities, including Registered Apprenticeship, Pre-Apprenticeship, Innovation Pathways, Career and Technical Education, and other work-based learning. Public Consulting Group analyzed state labor market information and blueprints developed by local workforce development boards and the MassHire system to identify and develop pathway frameworks for in-demand occupations. Public Consulting Group also provided an inventory of online apprenticeship resources and recommendations for an online apprenticeship tool suited for statewide audiences. Utah **Utah Department of Workforce Services** commissioned Public Consulting Group to develop two videos about executive functioning to be used in employment counselor trainings, including **An Overview of Executive Functioning** to assist staff in supporting individuals navigating difficult situations, and **How to Build Executive Functioning Skills**, through coaching, motivational interviewing, and trauma-informed care. Pennsylvania Public Consulting Group was engaged by the **North Central Pennsylvania Workforce Development Board** (NCWDB) to develop and implement a Virtual Services Portal to increase the efficiency with which NCWDB engages customers and provides services in a multi county rural region. The team conducted a regional demographic analysis to identify factors impacting course design. **Curriculum was designed for 8 interactive eLearning Job Readiness workshops**, complete with customized Incentive-based Recognition and Rewards Certificates. A **Networking Forum** complete with language filters, anti-spam tools, advanced security and customized registration process was designed to provide a community space for learners to interact and share experiences and advice. Performance measurement methodology was then crafted to quantify user input, satisfaction, customer engagement, and many other key performance indicators. A series of customized reports were designed to demonstrate system impact and ROI. **A branded Landing Page was developed with a custom video library “PCG TV”, and an Orientation video to acclimate customers to the virtual system.** All VSP content was designed to be Section 508 compliant to support the needs of individuals with disabilities. Public Consulting Group launched the virtual services platform at the end of November 2018.  As the **operator of the Philadelphia CareerLink® system**, Public Consulting Group provided guidance and oversight for the redesign of the Philadelphia workforce service delivery system. The redesign of the system has served to transform all service delivery processes within the One-Stop System. The two main objectives of the redesign have been to, 1) Create a common customer pool and common customer flow, and 2) Integrate partner staff within the One-Stop Career Centers to eliminate duplication of services. Public Consulting Group led teams through the process of integrating their systems, including process redesign, policy development and technical assistance, product development, partner and employer engagement, and staff capacity building. In addition to being responsible for the day-to-day operations, Public Consulting Group has overseen up to 70 staff. Public Consulting Group has utilized innovative strategies to outreach and engage the business community, bridging the gap between One-Stop offerings and the demands of local employers, including manufacturing and shipyard employers in Philadelphia. **Public Consulting Group developed an innovative Workshop Service Delivery system to serve the more than 120,000 customers per year who sought services in the system. During the first year of operations, over 13,300 participants attended the workshops which were comprised of a combination of face-to-face presentations, online Academy training and E-technology self-directed formats.** Washington The **Washington State Health Care Authority** has contracted with Public Consulting Group to provide expert level technical assistance and training to improve implementation of services through the Foundational Community Supports Protocol. The target audience for Cross System Collaboration includes staff from WA HCA, personnel and contractors of other Washington State agencies, Behavioral Health Organizations. Managed Care Organizations, Administrative Service Organizations and community behavioral health agencies, as well as agencies that are interested in becoming potential providers. The training and technical assistance participants also include provider agency staff, including peers, supervisor, and leaderships. Public Consulting Group provides the training through in-person sessions as well as online**. Public Consulting Group provides in-person training events focused on fostering cross-system collaboration between Healthcare, Behavioral Health, and DVR One-Stop systems, supported employment webinars, learning community calls, and monthly calls with the Supported Employment trainers for technical assistance**. Wyoming The **Wyoming Department of Health** contracted with Public Consulting Group to develop materials for case management agencies and case managers to support the changes made in the amended Home and Community Based Services (HCBS) waiver. For case management agencies, PCG developed a manual covering agency administration and responsibilities, as well as the functions of case management. For case managers, a desk reference was developed, including targeted support for assessment modules, assessing caregiver needs and capacity, and establishing service plans. **PCG developed training materials and provided training for providers, case managers, and agency administration on the HCBS Settings Final Rule.** After researching best practices, PCG provided recommendations for changes to the review of requests for increased funding and supports for individuals with intellectual and developmental disabilities. A transition plan for the implementation of a new Level of Care tool for three HCBS waivers was created to include best practices from other states’ transitions. Partner ExperienceEasterseals Crossroads Easterseals Crossroads has been a leader in collaboration with secondary schools regarding transition for over 20 years and a leader in Pre-ETS. Currently, they are one of the largest providers of Pre-ETS in Indiana. Easterseals Crossroads’ employment services are accredited by CARF International for maintaining outcome-driven rehabilitation services through integrated, coordinated and individualized programs.  In 2017, Easterseals Crossroads created the CHIPS program in collaboration with Community Hospital in Indianapolis. CHIPS has had 36 students participate in the program since 2017. This program was designed to provide internships (work-based learning opportunities) for students in their fifth year of high school who have completed all their coursework but need additional training to develop their career skills. Students who participate in CHIPS typically have four work experience which last eight weeks each. These experiences are provided in different hospital units which align with the student’s interests. This variety gives students the broadest introduction to health-related careers and offers diverse skill development. Students are at the hospital for six hours per day in which they receive three hours of Pre-ETS classroom instruction and three hours of work-based learning supported by the career coach. Plan B Marketing Plan B Marketing, Inc. is registered with the Federal government as a Veteran Owned Small Business (VOSB). Today, Todd Muffley, Veteran, partners with companies who want to partner with the State governments. Plan B Marketing’s certified NAICS numbers are 541810, 541830, 541430 and 541611 (Advertising Agency, Media Buying Agency, Graphic Design Services and Administrative Management). For the Indiana Bureau of Vocational Rehabilitation, Plan B currently subcontracts with PCG-Indiana to deliver statewide training and technical assistance to contracted vendors providing employment services to individuals with disabilities. In this scope, Plan B develops a wide spectrum of branded videos to enhance PCG-Indiana’s multimodal training approach. For example, Plan B has developed a series of informative graphic-based videos to introduce key concepts. The firm also worked with PCG-Indiana to develop instructional videos that incorporate live demonstrations and professional interviews. Additional companies and organizations Plan B has partnered with and continues to work with are: the State of Indiana, MDwise, CyberActive Corporation, Indiana University, and Pearson Education. From media buying, web development, strategy design, branding and email/digital marketing, and a plethora of other marketing services, Plan B offers the right tactics to help your organization. Staff Experience This team proposed for this project includes staff in PCG’s Aging and Disability Center of Excellence (COE) and Education practice areas with experience implementing projects that vary from small consulting opportunities performed for disabilities services and education agencies across the nation to extensive operations, evaluation, and technical assistance projects. The members and leadership for this team come from varied professional backgrounds and perspectives; however, the diversity in the team only augments the PCG’s goal of aiding state agencies that work with individuals of varying abilities to support their needs.  The Aging and Disability COE and Education practice area encompasses the following service types:   * Project Management and Operations * System and Program Implementation and Support * Training and Stakeholder Engagement * Fiscal and Policy Analysis * Systems Analysis and Program Evaluation   The programs that the Aging and Disability COE works with range from Vocational Rehabilitation to Workforce Development, Person-centered Planning, Independent Care and Living, Residential Services, Long Term Care, and Adult Protective Services. PCG’s Education practice area partners with local education agencies and state education agencies across the country.  An organization chart for our team is shown followed by additional detail regarding our team members.    PCG LLC, PCG-Indiana’s, parent company, has federally acceptable rates that have been vetted through the General Services Administration (GSA).  The GSA Rate Schedule establishes a rate schedule based on the experience and qualifications of staff. Below, we provide a summary of each position alongside the qualifications of each proposed team member.  The following narrative provides a summary of each proposed labor category, the staff that fall under each category, and detail on education and experience. For the convenience of the reader, general experience and education are summarized by role and table to demonstrate that staff meet and exceed requirements. Under each table, corresponding bios can be found. Full resumes are available as part of our proposal in Appendix T2 -Resumes.  The following narrative provides a summary of each proposed labor category, the staff that fall under each category, and detail on education and experience. For the convenience of the reader, general experience and education are summarized by role and table to demonstrate that staff meet and exceed requirements. Under each table, corresponding bios can be found. Full resumes are available as part of our proposal in Appendix T2 -Resumes. Labor Category: Consulting Management Executive **Functional Responsibility:** Provides executive leadership to the overall engagement effort and serves as a principal contact to the agency lead. Establishes executive direction to a team of experts and advisors who make recommendations, guide, determine best practices and deliver specialized subject matter knowledge to support effective and efficient management of agency programs and business functions. Provides corporate-level quality assurance for the engagement and oversees compliance with the firm’s professional service standards. This position monitors the progress of the engagement to assure overall excellence in completion of deliverables and tasks. In collaboration with the agency lead, makes decisions about the direction of the engagement and provides a central point of authority and accountability for the firm.  **Minimum/General Experience**: Minimum of 10 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Sarah Salisbury, Engagement Manager | **Rutgers University**  *Master of Public Administration*  *Concentration: International Public Service and Development*  **Cornell University. School of Industrial and Labor Relations**  *Certificate in Management Development*  **Nyack College**  *Bachelor of Arts in Social Science* | Ms. Salisbury has over 15 years of experience in a vast array of health and human services programs. She leads our firm’s Aging and Disability Center of Excellence. She leads a national portfolio of projects across VR, Pre-ETS, HCBS. She supports a large team of consultants, experts and practitioners who lead complex projects around the country. | | Amy Howie, Consulting Manager | Ball State University  *M.A.E. and Certification in K-12 Administration*  Indiana University-Purdue University at Indianapolis  *Bachelor of Arts, Severe Disabilities Education, Learning Disabilities minor* | Ms. Howie has over over 25 years of experience in a vast array of special education services programs. She oversees contracts across the country to provide training, technical assistance, and resources to education professionals seeking to improve services for students with disabilities. |   **Sarah Salisbury**, Associate Manager, will serve as the Engagement Manager for this project. She leads our firm’s Aging and Disability Center of Excellence, including large, multi-year projects in VR, Pre-ETS, training, grants management, and HCBS. Her team focuses on a person-centered approach to project delivery.  Prior to her work at PCG, Ms. Salisbury completed the Public Management Internship program in New York State while working for the State’s Budget office. At Division of the Budget, her portfolio included Home Energy Assistance Program (HEAP), Supplemental Security Income (SSI), homelessness, supportive housing, Supplemental Nutrition Assistance Program (SNAP), EI, state operations, and IT infrastructure. She also developed cost savings and revenue maximization recommendations for IT development projects and strategic sourcing. Her other past work has included serving as a subject matter expert for the federal Office of Refugee Resettlement, and public affairs at the U.S. Embassy in Guatemala.  **Amy Howie** is an Associate Manager and Special Education Subject Matter Expert at Public Consulting Group and Advisor of the Project Success Resource Center. Project Success is a resource center developed to support higher academic achievement for students with disabilities. 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 settings. For six years, Amy served as an assistant principal in two Indiana districts where she led efforts to improve instruction and increase achievement by developing and supporting special education programming; Response to Intervention initiatives; and Positive Behavioral Support programs. Additional areas of expertise include use of evidence-based instructional strategies, assessment, special programming including s504 and ENL; parent and community involvement; and academic and behavioral interventions, specifically aimed at the secondary level. Amy has a Master’s Degree in Educational Administration and Supervision K-12 and a Bachelor’s Degree in Special Education. Labor Category: Senior Consultant **Functional Responsibility:** Supervises the engagement team, provides day-to-day engagement oversight, review and approval of deliverables and tasks, compliance with engagement standards and quality control of engagement reporting. Leads ongoing efforts of team of experts and advisors who make recommendations, guide, determine best practices and deliver specialized subject matter knowledge to support effective and efficient management of agency programs and business functions. The Consulting Senior Manager works closely with the Consulting Management Executive in the development of the overall engagement approach.  **Minimum/General Experience**: Minimum of 7 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Maya Cox,  Project Director | **University of Louisville**  *Master of Education, Special Education, Concentration in Autism*  **University of Notre Dame**  *Bachelor of Arts, Pre-Professional Studies, Psychology*  **Certified Employment Support Professional (CESP)**  2018 to present  **LifeCourse Ambassador**  2020 to present | **Maya Cox, M.Ed., CESP, LifeCourse Ambassador; has over 14 years of national experience** leading the design, implementation, and evaluation of training and technical assistance to improve services and outcomes for individuals with disabilities. With a focus on employment as an integral part of an adult’s life, she has worked across agencies and stakeholder groups to develop system interventions that improve outcomes. The following project examples demonstrate experience and expertise in both programmatic experience as well as training design and implementation. |   **Maya Cox, M.Ed**., a Certified Employment Support Professional, a LifeCourse Ambassador, and a Senior Consultant, will serve as Project Director for this engagement. Ms. Cox has more than 14 years of experience in disability services, with a focus on improving employment outcomes for individuals with disabilities. Ms. Cox provides subject matter expertise in vocational rehabilitation on a number of evaluation projects across the country including in Indiana, Massachusetts, Kansas, Mississippi, and Oregon. She leads training and technical assistance projects related to improving employment services to individuals with disabilities in Indiana and Kansas. Recently, Ms. Cox supported Indiana Vocational Rehabilitation through training and technical assistance around individuals with disabilities, with a focus around improving employment outcomes, including the development of foundational training for Pre-Employment Transition Service providers and traditional employment service providers, statewide training on mental health and employment, coaching for employment service providers, and the development of a multimodal training package to support the implementation of the new Claims Payment System. Ms. Cox has provided subject matter expertise in employment and community-based supports for individuals with disabilities in Mississippi, Michigan, and Wisconsin. Ms. Cox serves as the President on the National Board of Directors of APSE, the national voice for the Employment First movement and organization for professionals and stakeholders who support employment for all individuals with disabilities. Labor Category: Consulting Senior Subject Matter Expert **Functional Responsibility:** Provides specialized subject matter expertise relevant to the business requirements of the engagement. Expertise is highly technical in nature and may include expansive knowledge of industry regulations, best practices and emerging trends.  **Minimum/General Experience**: Minimum of 5 years’ experience  **Minimum Education**: Bachelor's Degree in Public Policy, Public Administration, Business Administration, or related degree preferred   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Joni Schmalzried | **Ball State University**  *Ed.D. Special Education*  Cognate: Educational Administration and Supervision  **Ball State University** *Master of Arts:*  *Special Education: Emotional Disabilities and Learning Disabilities K-12*  **Saint Francis College** *Bachelor of Science: Special Education: Mild Mental Handicaps, Moderate Mental Handicaps, and Severe Handicaps K-12* | **Dr. Schmalzried has over 30 years of experience in the field of Disability and Special Education:** as a secondary teacher, Transition Coordinator, Director of Special Education, and a university professor. Dr. Schmalzried is passionate about supporting individuals with disabilities in creating a ‘choice driven life,’ including independent living, employment, and community participation. | | Heidi Brett Baker | **Oakland City University**  *EdD Special education*  **Xavier University**  *M.A. Education Administration*  **Purdue University Calumet**  *B. A. Major: Elementary Education with Special Education Endorsement*  LifeCourse Ambassador  2020 to present | **Dr. Brett Baker has 30 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. She secured funding, created, and implemented a large post-secondary at the University of Cincinnati. She has led many leadership teams in changing their transition programs to create positive outcomes for students with high support needs. Her experience includes the development and implementation of Pre-ETS sites in Indiana and Mississippi. Heidi currently manages over 40 staff and 38 school districts in both states. | | Faith Thomas | **Utah State University** *Ph.D. Disability Disciplines concentration in Transition Leadership*  **Indiana University**  *M.S. Special Education with concentration in Transition* | **Dr. Thomas has 25 years of experience** **working with people with disabilities, transition-age youth, their families, and adult service agencies.** Dr. Thomas has 17 years of experience at two University Centers for Excellence on Development Disabilities on multiple competitive integrated employment and transition-related training and technical assistance projects. | | Deb Joffe | **University of Massachusetts, Boston**  **John W. McCormack Graduate School Of Policy Studies** *Master of Science, Public Affairs*  **Brandeis University** *Bachelor of Arts*  Prosci© Certified Organization Change Agent | **Ms. Joffe, who brings 20 years of experience to this engagement**, helped develop PCG’s Human Services Coaching Framework™ and has managed all of our coaching work. Additionally, she is a seasoned trainer and has spoken at multiple national conferences on the importance of coaching and designing programs to strengthen people’s executive function. | | Robin O’Brien | City University of New York, Baruch College  *M.S. in Industrial-Organizational Psychology*  Johns Hopkins University  Completed graduate coursework in International Relations and Economics  University of Maryland at College Park  *B.A. in Government & Politics, B.A. in History* | Mr. O’Brien has 20 years of experience managing projects, programs, and organizational change for a wide range of nonprofit, public, and corporate organizations. Since joining PCG in 2013, Mr. O’Brien has led and contributed to public sector organizational change projects in family homelessness, workforce development, economic assistance, administration and finance, child welfare, juvenile justice, child support, early education and care, Medicaid, and home and community-based services. |   **Joan “Joni” Schmalzried, Ed.D.** currently serves as the Chief Program Officer at AWS Foundation in Fort Wayne, Indiana. Dr. Schmalzried’s primary responsibility is overseeing grant making activities and programs that advance the Foundation’s mission of supporting those with intellectual, developmental, and physical disabilities live, work, and recreate as independently as possible. Dr. Schmalzried has spent her professional career in the field of Disability and Special Education: as a secondary teacher, Transition Coordinator, Director of Special Education, and a university professor. Prior to joining AWS Foundation, she worked as a Project Coordinator/Research Associate at the Indiana Institute on Disability and Community at Indiana University. Dr. Schmalzried is passionate about supporting individuals with disabilities in creating a ‘choice driven life,’ including independent living, employment, and community participation. Dr. Schmalzried is a graduate of Saint Francis College (University of Saint Francis) with Masters’ and Doctoral degrees from Ball State University. Dr. Schmalzried’s doctoral work focused on collaborations that support successful transitions for individuals with disabilities from k-12 education to adulthood.  **Heidi Brett Baker, Ed.D.** is a Senior Associate, Special Education Subject Matter Expert at Public Consulting Group, a LifeCourse Ambassador, and team member of 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 (http://projectsuccessindiana.com). Dr. Brett Baker coordinates the PCG Pre-Employment Transition Service project for Indiana and Mississippi. Prior to coming to PCG, Dr. Brett Baker was a special education director for several years. She has 30 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 and Ohio districts. In her tenure, she created and conducted several professional development trainings on transition at the regional and state level. Dr. Brett Baker 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 many 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, and transition options for youth. Dr. Brett Baker 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. Dr. Brett Baker 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 is completing her Doctorate in special education with an emphasis on transition programs for individuals with intellectual disabilities., completed a master's degree in Educational Administration and Supervision K-12 and a bachelor’s degree in Special and General Education.  **Faith Thomas, Ph.D.,** is a Senior Advisor for PCG and works remotely from Logan, Utah. Dr. Thomas has 25 years of experience working with people with disabilities, transition-age youth, their families, and adult service agencies. Dr. Thomas has 17 years of experience at two University Centers for Excellence on Development Disabilities on multiple competitive integrated employment and transition-related training and technical assistance projects. Dr. Thomas has provided oversight of two federal RSA grants. Dr. Thomas’ most recent research has focused on the intersectionality of cultural diversity (including Native Americans, LatinX, Pacific Islanders, and immigrants), disability, and mental health.  **Deborah Joffe**, a Manager located in our Boston office, has experience leading a variety of consulting projects across a wide array of government programs. She has provided policy analysis, business diagnosis, program design, expenditure analysis, and implementation assistance for projects in the TANF, refugee assistance, and childcare programs, among other federal funding sources. She has led several needs assessment projects, including one to help the Arizona Refugee Resettlement Program identify the health care and other needs of its participants. She helped developed PCG’s Human Services Coaching Framework™ and has managed all of our coaching work. Additionally, she is a seasoned trainer and has spoken at multiple national conferences on the importance of coaching and designing programs to strengthen people’s executive function. She has a bachelor’s degree from Brandeis University and a Master of Science in Public Affairs from the University of Massachusetts, Boston. Ms. Joffe is a Prosci-certified Organizational Change agent.  **Robin O’Brien** is a Senior Advisor with Public Consulting Group (PCG), where he helps state and local public health and human services client organizations drive positive, sustainable change. Mr. O’Brien has 20 years of experience managing projects, programs, and organizational change for a wide range of nonprofit, public, and corporate organizations. Since joining PCG in 2013, Mr. O’Brien has led and contributed to public sector organizational change projects in family homelessness, workforce development, economic assistance, administration and finance, child welfare, juvenile justice, child support, early education and care, Medicaid, and home and community-based services. Prior to joining PCG, Mr. O’Brien led organizational change efforts for more than 25 state and local public health and human services agencies while an Organizational Effectiveness Consultant at the American Public Human Services Association (APHSA). Other experience includes leading global organizational and leadership development projects for the oldest and largest private bank in the United States, directing a nationwide tutoring and mentoring program, convening and training members of urban, public-private, k-3literacy coalitions for a federal government agency, and counseling at-risk children and training new staff for a not-for-profit agency in Belfast, Northern Ireland. Mr. O’Brien is an experienced facilitator and trainer who has served on the Boards of three not-for-profit organizations and facilitated strategic plan development for six not-for-profit organizations. Mr. O’Brien received BAs with honors in History and Government & Politics from the University of Maryland at College Park and a Master in Industrial-Organizational Psychology from Baruch College, City University of New York. Labor Category: Consultant **Functional Responsibility:** The Consultant is responsible for the completion of a wide variety of engagement and deliverables. The Consultant provides subject matter expertise and advice, prepares recommendations, and determines best practices to support effective and efficient management of agency programs and business functions. Prepares technical reports by analyzing and summarizing information and trends. Possesses comprehensive knowledge of subject matter. Provides leadership, coaching, and/or mentoring to a subordinate group.  **Minimum/General Experience**: Minimum of 5 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Elsa Bock, Project Manager | **Hartwick College** *Bachelor of Arts- Health Communications*  **Russell Sage College** *Master of Science- Professional School Counseling*  (graduation date May 2023)  Graduate coursework specifically related to special education, supporting students' social emotional, career and academic development. | **Ms. Bock has over 4 years of experience working at Public Consulting Group managing client projects\*.** Ms. Bock also is currently working on her Master’s Degree in Professional School Counseling. Ms. Bock is particularly passionate about working with students in transition and helping them identify career pathways that make most sense for them using an individualized person-centered approach. | | Consultant, TBD | At least bachelor’s degree | **Upon award, we will hire an individual with at least five years of experience.** We will actively seek to hire a consultant who, beyond the degree and employment experience that aligns with this position, has lived experience in transition services as a person with a disability. | | Karen Papp, Consulting Partner | **Metropolitan State University of Denver** *Bachelor of Science - Human Services*    **Ball State University** *Graduate course work in Special Education* | **Karen has 6 years of experience in Pre-ETS as she started at the inception of the program in 2016**. She has worked directly with Pre-ETS students for several years as both a Career Coach and Lead Career Coach before taking on the Program Manager role in 2020. With knowledge of systems and excellence in working with students, Karen trains and mentors 29 Career Coaches in ten agencies in the Central Indiana Collaborative. |   \*Substitutions within the GSA schedule specifies that: Public Consulting Group LLC reserves the right to make the following substitutions in the education and/or experience requirements of any of the service skill categories set forth herein. 1. One year of experience is the equivalent of one year of education. 2. One year of education is the equivalent of one year of experience. 3. Certification related to the technology is equivalent to two years of experience or education requirement We propose that Ms. Bock’s Masters’ degree is equivalent to 2 years of experience, equating to 6 years of total experience  **Elsa Bock**, a Consultant located in Troy, New York, will serve as the Project Manager for this project. Ms. Bock has five years of experience managing projects and developing training content on person centered practices. Ms. Bock has supported a variety of projects throughout her time at PCG including coordination of training initiatives, conducting site assessments, completing validation reviews, and delivering training content. Ms. Bock is particularly passionate about working with students in transition and helping them identify career pathways that make most sense for them using an individualized person-centered approach. Ms. Bock holds a BA in Health Communications and is currently working towards her MS in Professional School Counseling.  **Karen Papp** is the Program Manager, Pre-Employment Transition Services at Easterseals Crossroads in Indianapolis. Currently, Ms. Papp currently supervises 29 career coaches which serve sixteen counties in Indiana. As the Program Manager of the Central Indiana Pre-Employment Transition Services (Pre-ETS) Collaborative, Karen has a wealth of experience in Pre-ETS as she started at the inception of the program in 2016. She has worked directly with Pre-ETS students for several years as both a Career Coach and Lead Career Coach before taking on the Program Manager role in 2020. With knowledge of systems and excellence in working with students, Karen trains and mentors 29 Career Coaches in ten agencies in the Central Indiana Collaborative. Labor Category: Program Operations Analyst **Functional Responsibility:** Monitors and analyzes program operations that impact performance. Identifies, analyzes, and solves technical program problems. Responds to customer problems and complaints. Assesses program needs and makes recommendations for change. Designs program tools to detect and report on performance. Troubleshoots and provides support to users. Performs work under direct supervision. Handles basic issues and problems and refers more complex issues to higher-level staff. Possesses entry to journey knowledge of subject matter.  **Minimum/General Experience:** Minimum of 1 years’ experience  **Minimum Education:** Bachelor’s Degree in business, business administration, accounting, social work, public policy, or other closely related fields.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | DeShawn Colemon, Program Operations Analyst | **Indiana University-Purdue University of Indianapolis** *Bachelor of Science, Engineering & Technology*  **Purdue University**  *Certificate, HR Management* | **Mr. Colemon brings to this engagement over 4 years of experience** providing customer service and also has a background in organizational behavior. At PCG, Mr. Colemon leverages these skills as a Program Operations Analyst providing support for ongoing operations in training and technical assistance. |   **DeShawn Colemon** is an Apprentice Business Analyst for PCG and works remotely from Indianapolis, Indiana. Mr. Colemon has over 4 years of customer service experience, 3+ years of dedicated leadership experience involving youth and has studied HR Management and the theories of leadership, organizational behavior, and management. Mr. Colemon has transitioned his skill set into providing communication with employment provider organizations and staff, managing training enrollment, and maintaining the LevelUp Indiana website. |

1. Training and Documentation

Please include sample training curricula, presentations, videos, and/or other training materials that you have developed in the last two years, especially as it relates to content relevant for Pre-ETS and/or other transition personnel, including content related to diversity, equity and inclusion initiatives, if applicable.

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| Below, PCG-Indiana presents a range of sample training in multiple formats to demonstrate the wide array of training materials we have created in the past.  PCG-Indiana’s team members presented “The Pre-ETS Journey to Gaining Skills for Post-Secondary Opportunities” at the national TASH conference in 2021 to effectively support instructors providing quality services equitably across diverse populations. Our team provides differentiated training and supports to district staff, career coaches, and families. **Sample training materials—including Spanish versions of outreach materials—can be found in Appendix T3 All Components – Training A Pre-ETS Training Material**  PCG has created a series of person-centered training modules for the **New York Department of Health**. A sample worksheet and presentation can be found as part of our proposal in in Appendix T4 All Components Training B—**NY DOH Person Centered Skills** and Appendix T5 All Components Training C—**NY DOH Person Centered Trainings**. A sample of the training resource library can be viewed at this [website](https://www.health.ny.gov/health_care/medicaid/redesign/person-centered_planning/).  **PCG was contracted by Clark University** to act as grant administrative entity and apprenticeship workforce intermediary for the Tech Quest Apprenticeship Expansion Consortium (TQ Consortium). For this program, PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. **Sample promotional and explanatory materials developed by PCG** can be found as part of our proposal in in Appendix T6 All Components Training D—Apprenticeship Overview. Success stories from the program can be viewed [here](https://tqaclark.com/success-stories/).  **PCG’s Project Success Resource Center** was created to provide research-based, targeted professional development and coaching for teachers, administrators, and paraprofessionals who support students with disabilities. By focusing on the expansion of inclusive practices and the integration of academic standards and functional skills, educators have received the support they needed to be successful in improving student outcomes. Visit the [Project Resource Center website](https://www.pcgprojectsuccess.com/).  For further examples of PCG’s **Virtual Employment Readiness Assistant (VERA),** upon which the North Central Pennsylvania site is based, and which demonstrate PCG’s capacity to develop, maintain, and house comprehensive online centers to support learning, please see the following link. This website includes sample videos, courses, and opportunities for navigating local and national resources for job seekers. The website is here: <https://www.pcgvera.com/>.  As an example of PCG-Indiana’s ability to organize curricula and effectively disseminate training materials, we present [invrtraining.com](https://invrtraining.com/), **a site developed by PCG-Indiana to store and share training materials for employment specialist in Indiana on behalf of Indiana Vocational Rehabilitation**. This site has been running since 2020, and is regularly updated with new, high quality training videos.  On May 18-19, 2022, PCG-Indiana hosted a summit in Indianapolis, Indiana for Indiana Vocational Rehabilitation titled “The 2022 Intersectionality and Employment First Summit”. The focus was learning about how to make employment the first option for all individuals, across a wide range of lived experiences. PCG-Indiana offered three different tracks. Each track had sessions that included Informational sessions, perspectives from individuals with lived experience, and successful practices from practitioners on increasing access to employment. Of particular relevance to this scope of work are two tracks: ‘Understanding Intersectionality’ and ‘Supporting People with Limited Work Experience’. Archived PPT slides are available for presentations from these tracks using the below hyperlinks:   * [Understanding Intersectionality](https://invrtraining.com/s/Understanding-Intersectionality_IntersectionalityandE1_PCG-nwxb.pdf) * [Embedding Intersectionality into Effective Supports](https://invrtraining.com/s/Embedding-Intersectionality-into-effective-supports_IntersectionalityandE1_PCG.pdf) * [Personal Perspectives in Intersectionality](https://invrtraining.com/s/Understanding-Intersectionality-Personal-Perspectives-on-Intersectionality-Employment_Intersectional.pdf) * [Understanding Barriers and Increasing Access](https://invrtraining.com/s/Basics-in-Understanding-with-Limited-Work-Experience_IntersectionalityandE1_PCG-854p.pdf) * [Strategies that Lead to the Hiring of Workers with Disabilities](https://invrtraining.com/s/Strategies-that-Lead-to-the-Hiring-of-Workers-with-Disabilities_IntersectionalityandE1_PCG.pdf) * [Fill Up Your Job Site Training Toolbox](https://invrtraining.com/s/Fill-Up-Your-Job-Site-Training-Toolbox_IntersectionalityandE1_PCG.pdf)   **PCG-Indiana held a virtual Mental Health and Employment Summit on May 24-26 of 2021**, coinciding with May being Mental Health Awareness Month, for Indiana VR.The Summit was held three afternoons with virtual sharing of knowledge, **collaboration, and discussions** around: mental health disabilities and conditions; including co-occurring disorders; and the value of employment to mental health, and resources, strategies, accommodations for supporting employment for people with mental health conditions. Archived videos of the summit can be found [here](https://invrtraining.com/mental-health-resources).  From 2020 to 2021 **PCG worked with the State of Wyoming Department of Health** to develop materials for case management agencies and case managers to support the changes made in the amended waiver, which included **a handbook for participants and training for case managers**. That handbook can be found in Appendix T7 All Components Training E—WY Waiver Change Training Samples Partner Materials We are pleased that our partner, Easterseals Crossroads, the leader of the largest collaborative in the State, will be contributing their drafted foundational training for career coaches. To provide an outline of existing content, they have shared their Table of Contents of this training, which can be found in Appendix T8 All Components Training F - ESC Career Coach Manual Table of Contents - August 2022.  Our partner, Plan B Marketing, develops print, digital and interactive material for training and communications needs. For one client, they developed a comic book that was developed as a training document for sales and marketing. See the full version of the comic book [here](https://drive.google.com/file/d/1REqkXAiXgfYgWnFxdStHreW1bQOD2tfR/view?usp=sharing).  Other work examples include:  Show off our creativity - <https://youtu.be/PuSIZIuFFF0>  Campaign for Indiana Limestone - <https://youtu.be/jd19OQD4VeA>  Brand Story Video - <https://youtu.be/rC9SvAS5w8A>  Client Highlight Reel - <https://youtu.be/C98qMPY7vRQ>  Demo Reel - <https://youtu.be/OI9q51TMjq0> |

Respondents submitting a proposal addressing only Component B: Pre-ETS Education & Outreach should respond to questions 1-4 below:

1. Proposed Solution and Features

Provide an overview of how the proposed strategies meet the requirements for Pre-ETS authorized activities as outlined in the scope of work. Describe in detail the strategies, including any measures related to diversity, equity and inclusion, for developing and carrying out the specific Pre-ETS authorized activity project you are responding to, including the following questions:

* 1. What form would this activity take (e.g., video, webinar, regional trainings, symposium, etc.)?
  2. What are the specific measures or objectives for this project?
  3. What, if any, follow-up will be provided?
  4. Who is the intended audience and how will you reach them (outline how you will reach out to students, parents, school staff, etc. in the community to ensure appropriate attendance)?
  5. In what way did you determine there was a training need for the selected audience (e.g., communication from stakeholders, survey results, etc.)?
  6. Describe how you will ensure that ALL training is easily accessible for all end users, including those who utilize assistive technology or other accommodations (e.g., screen readers, JAWS, Zoom text, Dragon, CART, ASL, etc.)

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1. Work Approach

Include a project plan and timeline for implementation of the proposed solution. Proposed project plan should include a tentative implementation schedule. The plan must identify all major phases and deliverables of the project.

Provide a detailed description of your work approach, including the following:

* + How would you organize this project in order to be able to manage the workload?
  + Provide a high-level project plan, based on the information provided in this RFP. The project plan should include a timeline that shows specific tasks that must be done in sequence to ensure that project will be done in a timely manner.
  + Indicate how you will track and report activities and outputs, including any supporting documentation.
  + Describe how you would staff this project to ensure capacity to carry out the scope of work. Identify key staff and their roles and responsibilities. Ensure that the staffing plan is consistent with cost proposal.
  + Describe how you would evaluate the effectiveness of services provided.

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1. Staffing

Describe relevant experience and qualifications in the provision of training and technical assistance to individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP. Responses must also include background and expertise of staff who would play a substantial role in the delivery of services. Experience and qualifications for both respondent as well as any partner organizations, as applicable, must be included in the response. Provide resumes for key staff.

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1. Training and Documentation

Please include sample training curricula, presentations, videos, and/or other training materials that you have developed in the last two years, especially as it relates to content relevant for Pre-ETS and/or other transition personnel, including content related to diversity, equity and inclusion initiatives.

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Respondents submitting a proposal addressing only Component C: Pre-ETS Training & Technical Assistance should respond to questions 1-4 below:

1. Proposed Solution and Features

Provide an overview of how the proposed strategies meet the requirements for Pre-ETS authorized activities as outlined in the scope of work. Describe in detail the strategies, including any measures related to diversity, equity and inclusion, for developing and carrying out the specific Pre-ETS authorized activity project you are responding to, including the following questions:

* 1. What form would this activity take (e.g., video, webinar, regional trainings, symposium, etc.)?
  2. What are the specific measures or objectives for this project?
  3. What, if any, follow-up will be provided?
  4. Who is the intended audience and how will you reach them (outline how you will reach out to students, parents, school staff, etc. in the community to ensure appropriate attendance)?
  5. In what way did you determine there was a training need for the selected audience (e.g., communication from stakeholders, survey results, etc.)?
  6. Describe how you will ensure that ALL training is easily accessible for all end users, including those who utilize assistive technology or other accommodations (e.g., screen readers, JAWS, Zoom text, Dragon, CART, ASL, etc.)

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| Overview We are pleased to propose a comprehensive approach to develop and implement quality Pre-ETS authorized activity projects. Component C represents the portion of our approach and includes technical assistance 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:   * implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces; * 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; * apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel; * disseminate information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved.   Our approach aligns with Indiana’s priorities and an established body of research. At the center of our approach is **person-centered thinking and doing**. Our team is trained in Charting the LifeCourse Framework, which DDRS uses to drive change and improved outcomes. We are pleased to share these core values with the agency. On top of person-centered thinking, we embody a lens of **diversity, equity, inclusion, and accessibility**. We firmly believe that employment first means creating systems, services, supports, and communities that provide equitable access for individuals with diverse lived experiences. Finally, we use data-based decision making to do what works. There is an established body of research that tells us how to improve the likelihood of post-secondary success of students with disabilities. We will leverage this knowledge to refine and target the technical services offered through this engagement. Combined, this groundwork provides a solid foundation through which we will provide technical assistance and training. We provide further detail on each part of our approach in the following narrative.  **Person-Centered Thinking and Doing:** At the end of the day, we’re working to support each individual’s good life. Our team, led by professionals who understand this from a personal and professional perspective, see this at the center of everything we do. PCG-Indiana’s team following core tenet of LifeCourse:  All people have the right to live, love, work, play and pursue their life aspirations in their community.  We use the following LifeCourse[[3]](#footnote-4) core principles and values:   |  |  | | --- | --- | | All People | ALL people are considered in our vision, values, policies, and practices for supporting people with intellectual and developmental disabilities. | | Family System and Cycles | People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age. | | Life Stages and Trajectory | Individuals and families can focus on a specific life stage, with an awareness of how prior, current, and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences, and support to move the life trajectory in a positive direction. | | Life Outcomes | Individuals and families plan for present and future life outcomes that consider all facets of life and have life experiences that build self-determination, social capital, economic sufficiency, and community inclusion. | | Life Domains | People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life. | | Three Buckets | Supports address all facets of life and adjust as roles and needs of all family members change. | | Integrated Supports | Individuals and families access an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility; community supports that are available to anyone; relationship-based Supports; technology; and that consider the assets and strengths of the individual and family. | | Policy & Systems | Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, evaluation, and revision of the practices that affect them. Every program, organization, system, and policymaker must always think about a person in the context of family. |   PCG-Indiana staff are trained on the LifeCourse tools, and also includes individuals trained as LifeCourse Ambassadors, a course specifically focused on a deep dive into the principles and framework of person-centered planning and LifeCourse. PCG-Indiana staff members have also received The Learning Community for Person Centered Practices (TLCPCP) Person-Centered Thinking training; and one of our staff members is a Certified Person-Centered Thinking Trainer through TLCPCP.  **Diversity, Equity, Inclusion, and Accessibility (DEIA)**: PCG-Indiana also recognizes that youth with disabilities from multicultural families experience significantly poorer adult outcomes than their white peers with disabilities. Youth who identify with other minority populations often have limited opportunities for work experiences. In addition to research and employing Charting the LifeCourse as our person-centered framework, we found our approach and outlook on the lens of diversity, equity, inclusion, and accessibility. To improve outcomes, it’s imperative that we consider the intersectionality of each individual’s lived experience in supporting them to reach their good life. As a firm and as a team, we work to embed DEIA into everything we do. From our hiring practices to communication with clients, and ultimately the work we produce, we seek to incorporate and empower individuals from diverse lived experiences. We are pleased to propose the following technical assistance plan based on these important tenets.  **Data-based decision making:** This is integrated into our proposed approach, as well as within the contents. To start, BRS has prioritized improving the employment outcomes of individuals 22-24 years old. One of the strategies specified in the CSNA was increasing work-based learning opportunities for transition-age youth. Because work-based learning has been identified as an evidence-based predictor to improve transition-aged youth enrollment in post-secondary institutions and employment outcomes, we propose prioritizing technical assistance in this area. Multiple skills gained through work experiences have been identified as research-based predictors for post-secondary employment, including student support, self-realization, and self-advocacy (Mazzotti et al, 2021)[[4]](#footnote-5). Therefore, PCG-Indiana’s proposal addresses these findings and VR’s priority to improve employment outcomes of transition-age youth. Proposed Activities We are pleased to propose two activities under this component for technical assistance and training. To support effective and meaningful technical assistance, we propose conducting a needs assessment of Pre-ETS youth to complement and complete what we currently know about the needs of students with disabilities. Following this needs assessment process, PCG-Indiana proposes the development and delivery of a tiered technical assistance approach to address the multiple layers of the system that must work together to provide quality outcomes. Activity I: Pre-ETS Needs Assessment To complement and complete information about the Pre-ETS and transition needs of students with disabilities, PCG-Indiana proposes the development and implementation of a targeted statewide Pre-ETS needs assessment in the first six months of the contract. The purpose of this needs assessment is to assess and identify the needs for specific Pre-ETS and other transition related training for VR youth counselors, Pre-ETS staff, school personnel and other stakeholders. PCG-Indiana proposes using the results of the needs assessment to identify the training topics offered through technical assistance. Technical assistance will be delivered based on these topics in a tiered technical assistance model, which effectively provides differentiated support based on the needs of the learner.  The following narrative outlines our approach to technical assistance.  **I.1 Analysis of existing data**: Understanding who is currently receiving Pre-ETS, and what they are receiving, we must first understand what the nature of Pre-ETS looks like. When this baseline is developed, we can cross-reference it with best and successful practices. To establish this baseline, PCG-Indiana proposes conducting analysis of data available through BRS. Our team will work with IN VR to gather data from existing sources, such as BRS’ case management system or the Pre-ETS portal, Indicator 14 data, and results of prior needs assessments such as the CSNA.  Once collected, PCG-Indiana will analyze the data using appropriate statistical methodology to establish and understand what Pre-ETS look like, as well as identify other potential correlations from other data sources. This analysis will be summarized and delivered to BRS in an initial vision session to explore, ask questions, and drive further exploration. After this vision session, the PCG-Indiana team will draft an initial internal report that outlines next steps in the needs assessment process. In particular, next steps will include the development and dissemination of a statewide survey, focus groups, and interviews. These activities are described next.  **I.2 Statewide Survey**: In the first two months of the engagement, PCG-Indiana will develop a statewide survey to be distributed to the intended audience. The goal of this survey will be to collect qualitative and quantitative data to better characterize the working knowledge of individuals and professionals of available services, and expectations of services and outcomes in transition. Feedback will be sought from youth with disabilities and their family members, special education and transition professionals, VR staff, Pre-ETS professionals, and any other stakeholders who wish to provide feedback.  PCG-Indiana proposes existing infrastructure developed in Qualtrics, an accessible survey platform used widely across the country by VR agencies. We are also able to leverage drafted questions from prior needs assessments that target the needs of youth. By leveraging prior work and existing infrastructure, PCG-Indiana can quickly develop a survey for distribution to gather data from the intended audience.  After developing the survey, PCG-Indiana proposes advertising and distributing the survey using established communication channels and stakeholder groups. We will design our invitations with the highest possible standards of accessibility, including plain language and universal design elements, to encourage survey completion by diverse audiences.  **I.3 Qualitative data collection:** In addition to the survey, PCG-Indiana proposes the execution of qualitative data collection. There are multiple purposes for conducting this qualitative research:   1. Gain personal, qualitative perspectives to complement and enhance quantitative data 2. Fill in gaps of underrepresented populations and perspectives. These may be of particular target populations such as students with disabilities who are minorities.   PCG-Indiana proposes conducting up to 5 focus groups, or a combination of focus groups and interviews that is a comparable amount of effort. From our project team’s experience, we understand that the  **I.4 Draft Needs Assessment Results**: As indicated earlier, the goal of the needs assessment is to determine how Indiana’s system stands up to predictors of post-secondary success of students. After collecting qualitative and quantitative data, our team will combine and analyze data using statistically valid methodologies. Through data analysis, our team will identify trends and themes, strengths and opportunities for growth. In the following section, we outline the objectives and measures we wish to achieve with this opportunity. Objectives Mazzotti (2021) summarizes a wide and established body of literature describing the predictors of postsecondary success for students with disabilities. We have the opportunity to complement and complete the description of services currently provided in Indiana, as well as the needs of students. We have the opportunity to assess how the Indiana system, as a whole, offers opportunities to transition-aged students with disabilities. The objectives of this assessment are as follows:   1. To what extent do stakeholders know and experience Pre-ETS and transition services for students with disabilities that align with predictors of postsecondary success? 2. What are the expectations of stakeholders? 3. What are the opportunities for improving services that impact post-secondary predictors within the existing Pre-ETS and transition service delivery system? 4. What populations are unserved or underserved in the Pre-ETS and transition service delivery system?  Who is the intended audience and how will you reach them? We believe that stakeholders should be involved in each part of the change management process. We propose the development of a stakeholder engagement plan to organize efforts and maximize the use of existing communication channels and relationships.  With each of these stakeholder groups, we understand the importance of diverse representation. PCG-Indiana proposes working alongside VR to develop a systematic engagement plan that considers our established foundation of data-based decision making, DEIA, and person-centeredness.  The intended audience and methods for reaching them are detailed below.   |  |  | | --- | --- | | **Who is the intended audience?** | **How will they be reached?** | | **Transition-aged students with disabilities, and family members who represent their interests**: Include students who are, or have received Pre-ETS, as well as youth whose prior experience as a student, or current experience in navigating employment, may contribute to enhancements or improvements in services. | Established communication channels such as through local providers, school systems (transition coordinators and special education directors), support groups like INSOURCE, and service providers. | | **VR Youth counselors** and general staff | Coordination with BRS transition leadership | | **Special education and transition staff:** including transition coordinators, teachers of record, career coaches, and school and district leadership | Coordination with BRS and IDOE transition leadership | | **Pre-ETS providers:** direct service providers | Coordination with BRS transition leadership, and professional associations such as INAPSE and INARF | | **Businesses:** Businesses who have a stake in developing a qualified and competent labor pool can provide feedback on *what* they need, and how they can be partners in developing the workforce. | Most frequently, businesses and external stakeholders are the most difficult audience to reach. PCG-Indiana will work with all of the groups above, as well as those with established connections to the business community such as Workforce Development, to solicit feedback. |  In what way did you determine there was a training need for the selected audience? We believe that stakeholders should be involved in each part of the change management process. For this reason, we propose that all of these groups should be involved in the assessment process. Describe how you will ensure that ALL training is easily accessible for all end users, including those who utilize assistive technology or other accommodations (e.g., screen readers, JAWS, Zoom text, Dragon, CART, ASL, etc.) PCG-Indiana uses plain language, universal design for learning concepts, and a number of visuals. When delivering live training, PCG-Indiana has an entry for accommodation requests to make sure that individuals needing ASL, CART, large print, and other accommodations receive the supports needed to participate in training. Materials will be sent in advance to allow those providing accommodations to preview and prepare for training activities.  Our surveys employ universal design for learning with plain language and have been rigorously tested by PCG-Indiana and state agency staff to ensure functionality and question logic. Our surveys meet accessibility standards, and each survey instrument has been tested and revised to make sure it is fully compatible with assistive technology, for example, voice-to-text and screen readers. In addition to making the survey as accessible as possible, we will establish an email address where individuals are able to request additional assistance or accommodations. Additional accommodations may be negotiated on an individual basis. We will work with our partner, Marion Edwards & Associates, to coordinate and manage these supports.  We will work with our partner, Marion Edwards & Associates, to coordinate and manage accommodations to optimize supports for participation from diverse perspectives. Activity II: Create training materials and activities based upon identified needs and gaps in services as outlined in survey or other research conducted. Based on the results of the needs assessment, PCG-Indiana will make recommendations on the topics and priorities of technical assistance (TA) geared toward intended populations. To have the greatest impact of technical assistance on the intended populations, PCG-Indiana proposes a **tiered technical assistance model.** While the content of technical assistance will be driven based on the results of the needs assessment, the structure of TA and data collection will be consistent.  **Universal TA** will be developed and offered broadly across the organization from leadership to direct service staff across the intended audience. This TA will deliver basic information about successful practices in Pre-ETS and how to support students with disabilities and their supporters having high expectations that include individualized, competitive, integrated employment. The methods of dissemination for universal TA include   1. **Website, including a resource center:** PCG-Indiana proposes the development and maintenance of a web-based resource center that contains best and successful practices, toolkits, and resources for practitioners. The goal of this resource center is having a monitored place for staff to come and draw down reviewed and successful content. Using established content can increase the likelihood of efficacy and reduce the administrative burden on staff. Within the first 6 months of the engagement, PCG-Indiana staff will stand up the website, populate it with initial materials submitted from partners as well as compiled from publicly available sites. PCG-Indiana staff will monitor content to verify accuracy of links and continue to solicit and review content for additional contributions to the website. 2. **Resource Distribution via Email listserv:** To communicate information available on this hub, as well as additional opportunities for additional technical assistance and training, PCG-Indiana will develop, monitor, and maintain an email listserv. Through this listserv, we propose disseminating resources and training opportunities on a regular basis. We will work with key partners, such as our project partner, Easterseals Crossroads, as well as our state partners such as VR, INARF, and INAPSE, to distribute this information widely.   **Targeted TA** will be offered in a combination of curriculum development and delivery, proposed and described in Component A of this proposal, as well as through online Communities of Practice (CoP). Based on stakeholder feedback from Pre-ETS providers and VR staff, we know there are particularly challenging areas of Pre-ETS delivery. For example, effective coordination with schools, work-based learning in rural communities, and serving students who are seeking post-secondary education. Topics will be finalized based on the needs assessment process outlined above, as well as through listening sessions and the advisory group described in Component D. With the staffing plan described in the next section, we have the resources and expertise to run up to three groups at a time. PCG-Indiana recommends that these CoP’s are driven by both the needs and availability of Pre-ETS providers to maximize participation and interest. Examples for CoP’s may include 12-week courses with biweekly meetings focused on:   * Delivering rural Pre-ETS: different ways to look at work-based learning opportunities * Looking through the DEI Lens: Considering Cultural Competency in Transition Services * Innovative ways to incorporate Charting the LifeCourse into Pre-ETS activities   **Intensive TA** will be delivered to provide more intensive supports to providers when universal and targeted training are insufficient. Universal and targeted training are described in both Component A, as well as this section. Examples of coaching topics may be effective establishment of a site and coordination with a school district and teachers, effective supervision practices, application of foundational skills, delivering services in rural communities, or developing effective work-based learning.  For this intensive TA, we propose leveraging internal PCG-Indiana staff as well as extension and expansion of the Level Up Indiana: Employment Specialist Initiative Coaching Network. PCG-Indiana is pleased to be able to leverage the extensive knowledge and successful practices developed by staff through Pre-ETS development and implementation in both Mississippi and Indiana. Specifically, we propose that Heidi Brett Baker, former Special Education Director, who currently manages 45 instructors across two states, leads this particular effort. Her knowledge of school services has been pivotal in effectively communicating with districts, and effectively setting up services. Dr. Brett Baker has also been pivotal in implementing innovative practices such as work-based learning in post-secondary education settings like Purdue Northwest, and community partnerships such as the YMCA. We are pleased to be able to leverage her expertise and experience to benefit providers across the state. In addition to Dr. Brett Baker, we propose hiring an additional resource to promote and administer the Coaching Network with this group of providers. We propose that this hire will also provide intensive technical assistance to establish effective practitioners who can participate as coaches in the network. Objectives PCG-Indiana proposes the following objectives of our activities.   1. Practitioners use successful and/or evidence-based resources and practices. 2. Competency of practitioners to deliver Pre-ETS increases. 3. Potentially eligible students experience increased access and quality of services. 4. The number and quality of work-based learning experiences increases.  The Intended Audience and How They Will Be Reached: The intended audience of our tiered technical assistance model includes **school personnel and other transition staff, VR Youth Counselors, and contracted Pre-ETS Staff.** To reach these audiences, our team will   * Develop and support ‘Champions’ within each of the intended audiences. Champions are respected peers who embrace and communicate the benefits of employing the new intervention. * Leverage existing communication channels: including professional associations such as INAPSE and ICASE, as well as more formal means such as through IDOE and VR leadership. * Developing new communication means: Within this activity, PCG-Indiana proposes the development of a website and listserv. These will be vehicles for disseminating information.  In what way did you determine there was a training need for the selected audience? Through prior research and needs assessments conducted by (and on behalf of) BRS, several opportunities for improving the employment outcomes of students with disabilities have emerged.   * Indiana’s most recent CSNA indicates that one of BRS’ goals is increasing work-based learning opportunities for transition-age youth. Work-based learning has been identified as an evidence-based predictor to improve transition-aged youth enrollment in post-secondary institutions and employment outcomes. Multiple skills gained through work experiences have been identified as research-based predictors for post-secondary employment, including student support, self-realization, and self-advocacy (Mazzotti et al, 2021). * Results of the Indiana Capacity Employment Provider Survey showed Pre-ETS and self-advocacy ranked as training areas needed for their staff. Therefore, PCG-Indiana’s proposal addresses these findings and VR’s priority to improve employment outcomes of transition-age youth. The curriculum and practices proposed by PCG-Indiana include guidebooks for Pre-ETS providers with guidance on implementing quality instruction, examples of practical application strategies, and pre-post evaluation methods to ensure that Indiana Pre-ETS are effective and that we are continuously improving our training methods and content to meet the providers needs. * Youth with disabilities from multicultural families experience significantly poorer adult outcome than their white peers with disabilities[[5]](#footnote-6). Youth who identify with other minority populations often have limited opportunities for work experiences.   Our goal is to support and train employment providers to deliver culturally responsive services to racial and ethnic minorities, individuals identifying as LGBTQIA+, religious minorities, rural residents and individuals who benefit from using technology for accessing materials and services.   As noted above, we have the opportunity to gather complementary information that fully explains the needs and gaps of the current system. PCG-Indiana’s needs assessment may provide further detail into the priorities and nature of existing gaps. In sum, there is an established need to improve services available to transition-aged youth. This technical assistance proposal provides one piece of a comprehensive approach to supporting better outcomes. Accessibility for End Users, Including Accommodations To support a wide range of learners using and absorbing resources, PCG-Indiana uses plain language, universal design for learning concepts, and a number of visuals. When delivering live training, PCG-Indiana has an entry for accommodation requests to make sure that individuals needing ASL, CART, large print, and other accommodations receive the supports needed to participate in training. Materials will be sent in advance to allow those providing accommodations to preview and prepare for training activities. All training locations must also be wheelchair accessible including the parking, restrooms, entrance to the building, and entrance to the training room. All videos are close captioned, and materials are assessed for accessibility to support integration with JAWS and other accommodations. Additional details on this process can be found below.  PCG-Indiana will make sure that all products and services provided under this contract meet federal accessibility standards and guidelines. PCG-Indiana has previously done work where we have had to meet accessibility standards, and we are versed in the Web Content Accessibility Guidelines 2.0 and Section 508 of the Rehabilitation Act of 1973. PCG-Indiana fully supports making sure all materials are available to and accessible to all interested in it.  PCG-Indiana will work with the State of Indiana and its stakeholders to determine the most appropriate ways to make materials accessible. When appropriate, we will engage stakeholders and subject matter experts in accessibility, to consult and verify that our approach maximizes accessibility. Additionally, as we develop materials for this project, we’ll follow the process below:   1. Develop initial content. 2. Review content for accessibility needs. We anticipate this will include using plain language, and accessible or alternative formats, and alternative language as needed. 3. Develop accessibility features for materials. The PCG-Indiana team will create a standardized process to developing accessibility features including scripts, tools, video changes, closed captioning, and other features as well as make language edits that will make the materials more usable as well as all-inclusive. 4. Work with the State’s project leadership to review quality. Prior to the distribution or publication of materials we will conduct a quality assurance process to determine whether the materials are:    1. Aligned with the identified accessibility needs;    2. Compatible with assistive technology;    3. Consistent in information presented and shared across all formats;    4. Consistent across all alternative materials. |

1. Work Approach

Include a project plan and timeline for implementation of the proposed solution. Proposed project plan should include a tentative implementation schedule. The plan must identify all major phases and deliverables of the project.

Provide a detailed description of your work approach, including the following:

* + How would you organize this project in order to be able to manage the workload?
  + Provide a high-level project plan, based on the information provided in this RFP. The project plan should include a timeline that shows specific tasks that must be done in sequence to ensure that project will be done in a timely manner.
  + Indicate how you will track and report activities and outputs, including any supporting documentation.
  + Describe how you would staff this project to ensure capacity to carry out the scope of work. Identify key staff and their roles and responsibilities. Ensure that the staffing plan is consistent with cost proposal.
  + Describe how you would evaluate the effectiveness of services provided.

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| PCG’s Project Management Methodology PCG-Indiana will keep our project organized using our project management methodology (PMM), tailored to support the objectives of this scope. By focusing on the right combination of stakeholders and their level of involvement, communication, and scope management, PCG-Indiana will manage the project efficiently while mitigating risks, so that it progresses to a successful conclusion.  **Project Communications:** Consistent, effective communication among stakeholders is key to project success. It is a critical criterion of getting tasks done in the right way, on schedule, and on budget. We value shared knowledge and empower project stakeholders with frequent, dependable project communication. PCG-Indiana will take the leadership role in seeing the initiative through fruition, while maintaining open and transparent communication among all stakeholders.  **Regular Project Status Meetings and Reporting:** PCG-Indiana proposes conducting regular (typically bi-weekly or weekly) status meetings with the Pre-ETS project manager. We will review each Project Status Report with VR project management and stakeholders, typically via Microsoft Teams or Zoom. Project status meetings will be used to keep all parties informed of project progress, risks, and upcoming activities. We will make sure the format, content, level-of-detail, and method of delivery for regular status reporting meet the requirements of both VR and PCG-Indiana.  **Project Work Plan/Schedule Maintenance:** Effective project management is more than building a schedule, assigning tasks, and monitoring progress. Project management requires looking at a challenge, understanding the goal, assessing the resources available, plotting a course, and keeping things on track until completion. PCG-Indiana’s Project Management Methodology (PMM) draws upon formal processes and standards established by industry leaders; it has been customized based on our hands-on project delivery expertise; and it acknowledges that as each project is unique it must have the flexibility to respond to specific needs and challenges.  PCG-Indiana’s PMM is built on three tenants that serve as its cornerstone. These reinforce the notion that projects require a commitment that starts on day one:   1. **Understand the Goal**: Success begins with an understanding of the project. Project Managers must be active listeners, avid consumers of information, and facilitators of structured discussion that results in a common understanding of the project goals by all parties. 2. **Be Proactive and Stay on Task**: Progress is maintained by thinking ahead, communicating actively, being collaborative, leading decisively, and accepting responsibility for outcomes. 3. **Deliver Results**: Success is realized when a project is delivered on time, in scope, and on budget – and we have exceeded our clients’ expectations.   Using our proven approach and methodology, the PCG-Indiana team will provide effective, efficient project support throughout this engagement. Workplan The following table presents a high-level project plan, based on the information provided in this RFP, including a timeline that shows specific tasks that must be done in sequence to ensure that project will be completed in a timely manner. At the end of each phase, an estimate on the level of effort from PCG-Indiana’s team is included. These hours do not include those of our partners.   |  |  |  |  | | --- | --- | --- | --- | | **#** | **PROJECT PHASE/TASK** | **START DATE** | **END**  **DATE** | | **I** | **Research and identify the need for specific Pre-ETS and other transition related training and technical assistance for VR youth counselors, Pre-ETS staff, school personnel and other stakeholders** | **Month 1** | **Month 6** | | **I.1** | **Basic analysis of Pre-ETS portal data** | **Month 1** | **Month 2** | | a | Data collection |  |  | | b | Data analysis |  |  | | c | Report to identify strengths and gaps in existing service delivery |  |  | | **I.2** | **Statewide Survey** | **Month 2** | **Month 4** | | a | Stakeholder engagement plan |  |  | | b | Developing in conjunction with stakeholders and from listening sessions in Component D |  |  | | c | Dissemination and advertising |  |  | | d | Data analysis |  |  | | **I.3** | **Focus groups and interviews with targeted stakeholders (up to 5)** | **Month 3** | **Month 5** | | a | Determine target audience |  |  | | b | Coordination and advertising |  |  | | c | Coordination of accommodations |  |  | | d | Conduct engagement |  |  | | e | Data analysis |  |  | | **I.4** | **Complete Pre-ETS Needs Assessment Report** | **Month 4** | **Month 6** | | a | Draft TOC |  |  | | b | Basic analysis of Pre-ETS portal data |  |  | | c | Draft report: aggregate analysis, develop recommendations |  |  | | d | Develop graphics and elements to increase access and accessibility |  |  | | e | Final submission |  |  | |  |  |  |  | |  |  |  |  | | **II** | **Universal TA: Create training materials and activities based upon identified needs and gaps in services outlined in survey or other research conducted (initial and ongoing)** | **Month 2** | **Month 24** | | **II.1** | **Develop website, including resource center** | **Month 2** | **Month 6** | | a | Translate specifications from needs assessment |  |  | |  | Set up infrastructure |  |  | |  | Solicit, Collect, organize, and review materials |  |  | |  | Review materials to verify successful use/best practices + that we can post them |  |  | | b | Monitor and update links | **Month 6** | **Month 24** | | c | Evaluation |  |  | | **II.2** | **Develop and leverage email listserv** | **Month 2** | **Month 24** | | a | Develop and maintain list |  |  | | b | Develop weekly content |  |  | |  | Accessibility |  |  | |  | Develop, review, and approve |  |  | | c | Evaluation |  |  | |  |  |  |  | |  |  |  |  | | **III** | **Conduct in person and web-based trainings to identified target populations (ongoing)** |  |  | | **III.1** | **Targeted: Online Communities of Practice (3 topics monthly for 18 mos.)** |  |  | | a | Topic determination based on needs assessment: DEI + LifeCourse, WBL, students with high support needs |  |  | | b | Coordinate and schedule | **Month 3** | **Month 6** | |  | Manage registration |  |  | |  | Develop and disseminate web-based registration and advertisement |  |  | |  | Coordinate accommodations |  |  | | c | Develop content and materials - in conjunction with partner SME's |  |  | | d | Execution | **Month 6** | **Month 24** | | e | Evaluation |  |  | | **III.2** | **Intensive: Coaching** | **Month 1** | **Month 24** | | a | Coordinate and schedule |  |  | |  | Internal TA |  |  | |  | Manage coaches: applications, monthly meetings, TA |  |  | |  | Recruiting learners: Develop and disseminate web-based registration and advertisement |  |  | |  | Coordinate authorizations, contracts, and monthly payments |  |  | | b | Develop content and materials |  |  | | c | Conduct evaluations |  |  |  Tracking Activities and Outputs We will leverage our proven project management methodology described above to effectively track and report activities and outputs. Through our previous experience, we have developed effective strategies to internally and externally communicate activities and outputs. Internally, we leverage standardized tools to monitor progress. For example, we often track our project activities using the project management tool, Microsoft Projects. With our external partners, such as VR, we establish agreed upon timelines, templates, roles, and responsibilities. We propose offering the following activities to track activities and outputs:   * Starting the project with a kickoff meeting to confirm timelines, deliverables, and expectations. * Regularly scheduled check-ins with updates on key activities. * Quarterly reports to summarize contract activities and outputs.   While these are our typical practices, we individualize our approach for each contract based on the needs of the client and the scope of work. PCG-Indiana is happy to collaborate with Indiana to configure a unique approach that meets the particular demands of this engagement. Staffing Plan To effectively staff this opportunity, PCG-Indiana proposes leveraging both our own team as well as our partners. Below, we outline both our key project staff, as well as our key advisors who we feel are exceptional partners for this engagement.   |  |  |  | | --- | --- | --- | | **Key Project Staff** | **Role** | **Responsibility** | | Sarah Salisbury | Engagement Manager | Oversees client engagement, including contract negotiations, oversight of deliverables, and client satisfaction. | | Amy Howie | Consulting Manager | Provide consultation in client engagement, contract negotiations, oversight of deliverables, and client satisfaction. | | Maya Cox | Project Director | Provide oversight and guidance over all components to support an integrated, effective approach to meeting both project objectives and DDRS goals. | | Elsa Bock | Project Manager | Manages the project team, timelines, and day to day operations of the project. With extensive experience in large-scale implementation of person-centered planning, including cultural humility, she comes to this engagement with the experience needed to manage this scope. | | Heidi Brett Baker | Intensive TA Lead | Leads the direction and coordination of intensive technical assistance. Leadership includes developing materials and providing services and identifying additional internal and external coaches to career coaches across the State. |     In addition to our key staff, we are pleased to have an extensive team of professionals who are well qualified to conduct this scope of work. In the following section, we are pleased to provide additional details regarding this team. The RFP requests that we verify that our staffing plan aligns with our cost proposal. As a part of our planning process, we develop a workplan using resources who have the strengths, skills, and availability to complete tasks as described. If for unforeseen circumstances a team member is unable to participate as intended, PCG-Indiana will provide a substitute that meets or exceeds the qualifications of the originally team member. Evaluation PCG-Indiana’s evaluation approach seeks a wholistic view of the training provided and the impact that it has on participants’ ability to perform their job. Our aggregation and analysis processes provide insights on how to improve training based on the results received.  PCG-Indiana will collect data related to participation, completion, and objectives for each respective activity. PCG-Indiana may also conduct pre- and post-training assessments and will collect and analyze the results. These assessments can be conducted online via Qualtrics, an accessible survey platform. Reporting Effectiveness PCG-Indiana will report on the effectiveness of training on a quarterly basis. Reports will follow a standard format, which will be submitted for review and approval prior to the completion of the first training report. Our reports may include information such as data on training participation, evaluative data as reported in pre- and post-training assessments, and qualitative data gathered via unstructured feedback (as available). Quantitative data will be aggregated and presented as averages, to present a clear picture of overall effectiveness and to maintain respondent confidentiality. Following the initial quarterly report, PCG-Indiana will include analysis of trends in the report, to clearly articulate how effectiveness is improving, or diminishing, over time. Samples from PCG-developed training evaluation reports are shown in the next section. Examples of Measurable Outcomes from Training Following are several examples of evaluations conducted on trainings Public Consulting Group provided. We summarize the evaluation results and share them with project managers on a routine basis to help understand the impact and return on investment of trainings. The results help improve our training efforts and understand continuing or existing gaps in learner knowledge or skills that can be addressed in future trainings. Example Training Evaluation Results from New York State Department of Health Project: **Trainer Evaluation (out of 5)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Expertise | Clarity | Culturally  Appropriate | Time  Management | Responsiveness | Overall | | 4.72 | 4.70 | 4.76 | 4.75 | 4.79 | 4.74 | | **Knowledge Evaluation** | |  |  |  |  | | Average Before | Average After | Average Change |  |  |  | | 3.29 | 4.48 | 36% |  |  |  | | **Overall Evaluation** | |  |  |  |  | | The difficulty level was about right. | | | | | 4.37 | | I can apply the information in my practice/service setting. | | | | | 4.56 | | The presentation met my professional educational needs. | | | | | 4.44 | | The trainer actively involved me in the learning process. | | | | | 4.62 | | As a result of this training, I feel more confident in my person  centered skills. | | | | | 4.54 | |  |  |  |  | Overall: | 4.50 |    Example Training Evaluation Results from Michigan Department of Education Provider Training Series: Blueprint for Action! **Train the Trainor Sessions**   |  |  |  | | --- | --- | --- | | Region/ Location: | Training Delivery: | Sessions Covered: | | Grand Rapids | Tuesday, June 5  8:30 am-4:30 pm | Time Management  Personnel & Program Management  Getting Organized  Budgeting  Legal Considerations  Collecting Fees  Leadership and Program Evaluation | | Howell | Wednesday, June 6  8:30 am-4:30 pm | | Grayling | Thursday, June 7  8:30am- 4:30 pm |     **Participant Evaluation Responses**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | General | | | | | | | | Evaluations Submitted | |  | # Returned | | Percent of Total | | |  | Grand Rapids | | 15 | | 31.5% | | |  | Howell | | 19 | | 39.5% | | |  | Grayling | | 14 | | 29% | | |  | Total | | 48 | | 100% | | | Survey Questions | | | | | | | | 1. The training prepared me to deliver the Blueprint for Action Training Series | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 8 | | 17% | | |  | 4- Agree | | 27 | | 58% | | |  | 5- Very Much Agree | | 11 | | 24% | | |  | Total | | 46 | | 100% | | |  | | | | | | | | 2. I know how I will implement the training curriculum when I use the training materials | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 4 | | 8.5% | | |  | 4- Agree | | 30 | | 64% | | |  | 5- Very Much Agree | | 13 | | 27.5% | | |  | Total | | 47 | | 100% | | |  | | | | | | | | 3. Compared with my knowledge and comfort level prior to the training, I feel more confident in delivering all components of the training series | |  | | Count | | Percent | |  | | 1- Very Much Disagree | | 0 | | 0% | |  | | 2- Disagree | | 0 | | 0% | |  | | 3- Neither | | 6 | | 12.5% | |  | | 4- Agree | | 30 | | 62.5% | |  | | 5- Very Much Agree | | 12 | | 25% | |  | | Total | | 48 | | 100% | |  | | | | | | | |

1. Staffing

Describe relevant experience and qualifications in the provision of training and technical assistance to individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP. Responses must also include background and expertise of staff who would play a substantial role in the delivery of services. Experience and qualifications for both respondent as well as any partner organizations, as applicable, must be included in the response. Provide resumes for key staff.

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| PCG Experience It is PCG-Indiana’s belief that staff training and technical assistance play a critical role in improving services and subsequent outcomes for students with disabilities. PCG-Indiana and its partners have extensive national experience and a deep bench of experts that can flexibly meet the shifting needs of the State. PCG-Indiana’s capacity also supports training provision efficiently, effectively, and with a lens toward continuous improvement to help propel the State forward. To describe and explain our experience, expertise, and capacity, we provide both summaries as well as examples of our previous work.  PCG-Indiana has extensive experience managing the development and provision of **training on a statewide scale**. PCG-Indiana leverages the expertise of staff, who have over 50 years of combined training experience. Knowledgeable in adult learning, staff employ evidence-based training that is relevant, easy to access, and meaningful to the learner’s work and lens. Staff use plain language, in a variety of mediums to support access in a variety of ways, as we know learners are short on time and need information quickly. PCG-Indiana uses best practices in project management to organize, coordinate, and implement trainings on large and small scales. PCG-Indiana leverages technology and communication plans to assure efficient and appropriate communication occurs to meet the varying needs of learners, presenters, staff, and stakeholders. PCG-Indiana works with the State, as well as each attendee to make sure that needs are met.  PCG-Indiana has extensive experience managing administrative tasks related to the delivery of technical assistance and training. Staff have experience in coordinating content and presenters in a way that makes sense for learners and is approved by the State. Locations and times are identified based on the needs of learners as well as feedback from the State. PCG-Indiana will work with the State and learners to make sure appropriate accommodations are identified and implemented. PCG-Indiana uses online registration software to track registration and accommodation requests.  PCG-Indiana has the knowledge, experience, and relationships in Indiana critical to understanding the **strengths, needs, and challenges across the Indiana landscape**. While we know Indiana well, we also benefit from being able to leverage our parent company’s resources, knowledge, staff, and experience on the national stage. We are able to translate best practices and lessons learned from states across the country to benefit Indiana DDRS.  The following table, and subsequent project summaries, provide a brief description of PCG’s prior experience and individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP.   |  |  |  |  | | --- | --- | --- | --- | | **Project** | **Statewide Training & TA** | **Improving Employment Outcomes** | **Transition-aged youth** | | IN VR Pre-ETS | X | X | X | | IN VR Provider Training | X | X | X | | IN BDDS training, including LifeCourse & IN VR Pre-ETS | X | X | X | | IN Department of Education Project Success | X | X | X | | MS Pre-ETS |  | X | X | | Clark University, Tech Quest |  | X | X | | KS Department for Children and Families, Rehabilitative Services | X | X | X | | CA Workforce Association | X | X |  | | NY Department of Health | X |  |  | | MA Executive Office of Education | X | X | X | | MA Executive Office of Labor and Workforce Development |  | X | X | | UT Department of Workforce Services | X | X |  | | PA North Central Pennsylvania Workforce Development Board | X | X |  | | WA State Health Care Authority | X |  |  | | WY Department of Health | X |  |  |  Indiana Since 2019, PCG-Indiana has contracted with Indiana 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. **PCG-Indiana has been pleased to specialize in providing Pre-ETS to students with high support needs, areas that the State has had difficulty in procuring services, and sites in post-secondary settings.** (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-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.**  Since 2019, PCG-Indiana has contracted with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide **statewide training and technical assistance to Indiana’s Employment Services Providers.** Training and technical assistance includes ACRE certified training, the development and delivery of a coaching network, and other specialized trainings based on the needs of employment services providers. During 2020, specialized training included responsive and inclusive service delivery supporting organizational change across the State. Additionally, PCG-Indiana facilitated the first Mental Health and Employment Summit for employment service providers to increase awareness and skills of providers to support individuals with mental health conditions, including co-occurring disorders. In the second year of the contract, the project team continued to provide innovative training to meet the evolving needs of providers with content such as the Intersectionality and Employment First Summit, Level Up Your Leadership training, and specialized training content for employment specialists to better support the Deaf and Hard of Hearing Community. **Beginning in July 2022, the project team began developing a series of nine online training modules for Pre-ETS providers with the intent of improving skills and service delivery. Additionally, PCG-Indiana has been pleased to partner with Stone Belt Arc, Inc. to pilot the Coaching Network for Pre-ETS providers. Leveraging this system builds internal and statewide capacity with established, successful practitioners**. Training needs are identified by VR and through annual needs assessments and ad hoc assessments.  In 2020, PCG-Indiana partnered with BRS to conduct LifeCourse training to students across Indiana receiving Pre-ETS, their families, and the school personnel that support them. This collaboration promoted the use of LifeCourse across Indiana, and support transition-aged youth to prepare for adulthood. Additionally, PCG-Indiana developed a series of four training modules for Pre-ETS providers on serving students with complex needs. As a Pre-ETS provider facilitated in collaboration with subject matter experts in education and vocational rehabilitation, PCG-Indiana has unique and qualified insight into supporting students with complex needs effectively.  Since 2017, PCG-Indiana has been working with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide a Vendor Registration and Claims Payment System (VR CPS) for Vocational Rehabilitation providers to register to provide VR services/goods, view prior authorizations, submit and view claim status, view payment status, and submit fund recoveries. The PCG-Indiana team of IT professionals, subject matter experts, and analysts have worked closely with FSSA staff to customize the system to meet Indiana’s specific business and operational needs. **PCG-Indiana provides a multi-tiered training approach for VR Vendors and staff to support statewide systems change.** PCG-Indiana facilitated a train-the-trainer model for State staff. Our trainer delivered system training to the VR staff trainers and worked with them to develop content and resources to be delivered statewide. Additionally, PCG-Indiana provided both webinars, resources and guides, and short vignettes to assist vendor staff in learning how to use the system, in easily digestible formats.  From 2016 to 2020, PCG-Indiana provided a wide range of professional development for the **Indiana Bureau of Developmental Disability Services.** Under this contract, our team designed and developed a comprehensive series of **e-learning courses, materials, and resources; assessed service coordinators’ annual learning needs; developed trainings and in-person conference sessions to meet those needs and designed; and managed and implemented the annual BDDS staff conference for 100-150 staff each year**. The project supported the training needs of BDDS staff, specifically focusing on Service Coordinators located in regional offices across the state. As part of this engagement, PCG-Indiana provided monitoring, evaluation and reporting on the training initiatives and associated outcomes.  PCG-Indiana’s Project Success assisted the **Indiana Department of Education (IDOE)** in providing technical assistance for implementation of the Indiana Alternate Academic Standards for students with significant cognitive disabilities. Through the creation of Project Success, a technical assistance center, PCG-Indiana provided local educational agencies (LEAs) with guidance and support to help students with disabilities achieve higher academic and communication outcomes and leave high school college, career, and community ready. PCG-Indiana maintained a Project Success website that provides access to materials, resources, and helpful tools. Over the course of the engagement, PCG-Indiana delivered many types of training. PCG-Indiana developed training modules and resources for LEA teams that can be packaged as either a day’s training or a series of shorter, topically based modules that can be delivered according to participant’s needs. Additionally, **PCG-Indiana delivered statewide professional development institutes across the state that address assessing and aligning grade level content for students with disabilities**. On an ongoing basis, PCG-Indiana provided informational webinars, instruction, and video examples of implementation of materials. The assistance center continually delivered professional development, instruction, and on-site technical assistance to LEAs. Mississippi 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. PCG is pleased to expand services to meet the needs of additional youth with disabilities.  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 providing high quality Pre-ETS in identified counties. Clark University Public Consulting Group contracted with **Clark University** to act as the grant administrative entity and apprenticeship workforce intermediary for the **Tech Quest Apprenticeship Expansion Consortium** (TQ Consortium). Tech Quest is a $12 million nationwide apprenticeship program awarded to Clark University for the USDOL Employment and Training Administration “Scaling Apprenticeships through Sector-Based Strategies” grant. Clark University was awarded the apprenticeship grant in 2019 to expand IT apprenticeships nationwide. Target populations receiving training are individuals seeking to upskill and gain relevant business and technology skills in an evolving workplace.  Launched in July 2019, the Tech Quest Apprenticeship was established by Clark University with a consortium of institutions of higher education, PCG, and local workforce development boards throughout the Unites States. The goal of the project is to enroll 4,000 individuals into technology and work readiness pre-apprenticeships, employ and train 1,000 unemployed and under-employed individuals into IT and IT-related apprenticeships over four years, establish five new apprenticeships, expand five existing apprenticeships, and secure at least 50 employers in apprenticeship activities.  PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. PCG also serves as the national workforce intermediary for the project, working with the USDOL Office of Apprenticeship, State Apprenticeship Agencies, to expand the number of registered apprenticeships in IT and IT-related technology occupations geographically, and in numbers of apprentices enrolled. The project will also utilize private Standards Recognition Entities (SRE) to register new apprentice-able occupations and training standards under the recently released industry recognized apprenticeship (IRAP) guidance. Through these apprenticeship programs, workers will be matched with employers and receive both on-the-job and related instruction, gaining employment and increasing their wages as they improve their skills and move up the career ladder. Kansas From 2015 to 2020, PCG’s parent company, Public Consulting Group LLC, helped the **Kansas Department for Children and Families (DCF), Rehabilitation Services (RS)** conduct a five-year $25M grant entitled “End-Dependence Kansas” to implement evidence-based practices (EBPs) for individuals with disabilities. These EBPs include: Individual Placement and Support (IPS), Individualized Discovery/Customized Employment (ID/CE) and Vermont Progressive Employment (VTPE) for individuals with disabilities. **Public Consulting Group managed the training and technical assistance of evidence-based practices with 14 contracting agencies who are implementing the EBPs, and the KRS counselors who refer to them. Targeted populations for whom the state wished to improved employment outcomes included but were not limited to youth with disabilities and individuals exiting the criminal justice system.** This training and technical assistance encompassed implementation of EBP’s, including supported employment, career exploration, job task analysis, development of natural supports, employer engagement, work experiences, situational assessments, job accommodations and modifications, and working with individuals with a criminal record. Technical assistance and training occur on several different levels. Public Consulting Group hosted conferences and individualized summits for over 175 individuals including contractors, KRS staff, Public Consulting Group staff, national consultants, and other Kansas leadership. Public Consulting Group works with the State to provide customized training and technical assistance in a variety of forms to KRS staff and contractors, to meet the varying needs across the State. Additionally, Public Consulting Group hosted an EDK website that provides pertinent information regarding the EBPs, policies, Public Consulting Group staff, and the national consultants bios. To monitor progress and measure impact, Public Consulting Group employed a data collection system as well as fidelity reviews to evaluate each provider’s performance. These reviews and data informed topics and approach of technical assistance for each contractor.  Public Consulting Group was contracted by the California Workforce Association (CWA) to support the California Workforce Development Board (CWDB) by facilitating statewide coordination in building the capacity and skillsets of workforce development staff and partners across the State of California. The team crafted and disseminated a unique statewide survey for a skills gap analysis of workforce professionals to determine local Workforce Development Board (WDB) leadership and staff’s workforce-related competencies and their progress in implementing WIOA. Public Consulting Group examined these findings to conduct a gap analysis on workforce professionals’ competencies and training needs, aimed at understanding the ability of staff to implement the Workforce Innovation and Opportunity Act’s (WIOA) goals and guidelines and acknowledging the level of WIOA-focused training provided to staff in recent years. Public Consulting Group created an electronic survey to submit to WDB leaders across the state and assessed trends and nuances across staff training needs by level (e.g., leadership, management, or front-line staff). Public Consulting Group also crafted a supplemental survey for WDB leaders to assess their WDB’s implementation of the main priorities in CWDB’s WIOA Plan (e.g., sector strategy development, partner integration, expansion of apprenticeship programs, etc.). The team established the measures and metrics to include in the survey and populate into an engaging data dashboard for use by CWDB and local WDB leadership. The team then analyzed findings from both surveys to create an actionable plan to develop and deliver training to WDB staff across the state to fulfill training needs and support WIOA implementation in line with the state’s goals. New York State For the New York State Department of Health, Public Consulting Group has a current contract to conduct statewide person-centered planning (PCP) training, including all recruitment, coordination, curriculum development, delivery, and reporting. The goal of this initiative is to provide training in Person-Centered practice, planning and thinking as well as the development of the templates necessary to implement these practices across service systems. Public Consulting Group is conducting a total of 20 Learning Institutes throughout the contract period. This learning mechanism promotes change needed at the systems level and includes in-person or virtual sessions over a period of several weeks, as well as follow-up activities such as mentorship, development of sustainability plans, and action plans. Public Consulting Group has developed curricula and is delivering a total of more than 250 in-person and virtual training sessions throughout the contract period. Finally, Public Consulting Group is developing and delivering materials for an online Resource Library, including a Person-Centered Planning template, resources to support the use of assistive technology, best practice examples, planning and practice tools, checklists, and recorded webinars. Massachusetts Public Consulting Group engaged with the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education to support the New Skills for Youth grant initiative, also known as High-Quality College and Career Pathways. The initiative is designed to increase student access across the Commonwealth to career pathways, improve the state’s pipeline of skilled workers for high demand opportunities and bring coherence and efficiency to the use of relevant state education and workforce resources. Public Consulting Group provided state-level project management and facilitation, communications strategy consulting, and professional development curriculum and training for K-12 and Higher Education faculty, staff, and administrators statewide. Public Consulting Group was responsible for making organizational recommendations to restructure communications, coordination, and decision-making amongst senior staff from multiple state agencies.  Additionally, Public Consulting Group was hired by the Massachusetts Executive Office of Labor and Workforce Development (EOLWD) to develop frameworks for Industry-Recognized Apprenticeship Programs (IRAP) and Apprenticeship Pathways for Youth in expansion apprenticeship industries (i.e., technology, healthcare, and energy). The goal of this work was to identify and communicate opportunities to connect existing pathway programs and activities, including Registered Apprenticeship, Pre-Apprenticeship, Innovation Pathways, Career and Technical Education, and other work-based learning. Public Consulting Group analyzed state labor market information and blueprints developed by local workforce development boards and the MassHire system to identify and develop pathway frameworks for in-demand occupations. Public Consulting Group also provided an inventory of online apprenticeship resources and recommendations for an online apprenticeship tool suited for statewide audiences. Utah **Utah Department of Workforce Services** commissioned Public Consulting Group to develop two videos about executive functioning to be used in employment counselor trainings, including **An Overview of Executive Functioning** to assist staff in supporting individuals navigating difficult situations, and **How to Build Executive Functioning Skills**, through coaching, motivational interviewing, and trauma-informed care. Pennsylvania Public Consulting Group was engaged by the **North Central Pennsylvania Workforce Development Board** (NCWDB) to develop and implement a Virtual Services Portal to increase the efficiency with which NCWDB engages customers and provides services in a multi county rural region. The team conducted a regional demographic analysis to identify factors impacting course design. **Curriculum was designed for 8 interactive eLearning Job Readiness workshops**, complete with customized Incentive-based Recognition and Rewards Certificates. A **Networking Forum** complete with language filters, anti-spam tools, advanced security and customized registration process was designed to provide a community space for learners to interact and share experiences and advice. Performance measurement methodology was then crafted to quantify user input, satisfaction, customer engagement, and many other key performance indicators. A series of customized reports were designed to demonstrate system impact and ROI. **A branded Landing Page was developed with a custom video library “PCG TV”, and an Orientation video to acclimate customers to the virtual system.** All VSP content was designed to be Section 508 compliant to support the needs of individuals with disabilities. Public Consulting Group launched the virtual services platform at the end of November 2018.  As the **operator of the Philadelphia CareerLink® system**, Public Consulting Group provided guidance and oversight for the redesign of the Philadelphia workforce service delivery system. The redesign of the system has served to transform all service delivery processes within the One-Stop System. The two main objectives of the redesign have been to, 1) Create a common customer pool and common customer flow, and 2) Integrate partner staff within the One-Stop Career Centers to eliminate duplication of services. Public Consulting Group led teams through the process of integrating their systems, including process redesign, policy development and technical assistance, product development, partner and employer engagement, and staff capacity building. In addition to being responsible for the day-to-day operations, Public Consulting Group has overseen up to 70 staff. Public Consulting Group has utilized innovative strategies to outreach and engage the business community, bridging the gap between One-Stop offerings and the demands of local employers, including manufacturing and shipyard employers in Philadelphia. **Public Consulting Group developed an innovative Workshop Service Delivery system to serve the more than 120,000 customers per year who sought services in the system. During the first year of operations, over 13,300 participants attended the workshops which were comprised of a combination of face-to-face presentations, online Academy training and E-technology self-directed formats.** Washington The **Washington State Health Care Authority** has contracted with Public Consulting Group to provide expert level technical assistance and training to improve implementation of services through the Foundational Community Supports Protocol. The target audience for Cross System Collaboration includes staff from WA HCA, personnel and contractors of other Washington State agencies, Behavioral Health Organizations. Managed Care Organizations, Administrative Service Organizations and community behavioral health agencies, as well as agencies that are interested in becoming potential providers. The training and technical assistance participants also include provider agency staff, including peers, supervisor, and leaderships. Public Consulting Group provides the training through in-person sessions as well as online**. Public Consulting Group provides in-person training events focused on fostering cross-system collaboration between Healthcare, Behavioral Health, and DVR One-Stop systems, supported employment webinars, learning community calls, and monthly calls with the Supported Employment trainers for technical assistance**. Wyoming The **Wyoming Department of Health** contracted with Public Consulting Group to develop materials for case management agencies and case managers to support the changes made in the amended Home and Community Based Services (HCBS) waiver. For case management agencies, PCG developed a manual covering agency administration and responsibilities, as well as the functions of case management. For case managers, a desk reference was developed, including targeted support for assessment modules, assessing caregiver needs and capacity, and establishing service plans. **PCG developed training materials and provided training for providers, case managers, and agency administration on the HCBS Settings Final Rule.** After researching best practices, PCG provided recommendations for changes to the review of requests for increased funding and supports for individuals with intellectual and developmental disabilities. A transition plan for the implementation of a new Level of Care tool for three HCBS waivers was created to include best practices from other states’ transitions. Partner ExperiencePlan B Marketing Plan B Marketing, Inc. is registered with the Federal government as a Veteran Owned Small Business (VOSB). Today, Todd Muffley, Veteran, partners with companies who want to partner with the State governments. Plan B Marketing’s certified NAICS numbers are 541810, 541830, 541430 and 541611 (Advertising Agency, Media Buying Agency, Graphic Design Services and Administrative Management). For the Indiana Bureau of Vocational Rehabilitation, Plan B currently subcontracts with PCG-Indiana to deliver statewide training and technical assistance to contracted vendors providing employment services to individuals with disabilities. In this scope, Plan B develops a wide spectrum of branded videos to enhance PCG-Indiana’s multimodal training approach. For example, Plan B has developed a series of informative graphic-based videos to introduce key concepts. The firm also worked with PCG-Indiana to develop instructional videos that incorporate live demonstrations and professional interviews. Additional companies and organizations Plan B has partnered with and continues to work with are: the State of Indiana, MDwise, CyberActive Corporation, Indiana University, and Pearson Education. From media buying, web development, strategy design, branding and email/digital marketing, and a plethora of other marketing services, Plan B offers the right tactics to help your organization. Staff Experience PCG is a recognized leader in public sector consulting with extensive state-specific and nationwide experience working with vocational rehabilitation and intellectual and developmental disabilities agencies, forming, and executing systems change and program implementation, and supporting statewide technical assistance and training for state agencies and providers. We also work with Medicaid programs, departments of education, workforce investment boards, Social Security advocacy, early childhood programs, and state Supplemental Nutrition Assistance Programs (SNAP).  This team proposed for this project falls under the Aging and Disability Center of Excellence (COE) of Public Consulting Group. Aging and Disability COE projects vary from small consulting opportunities performed for disabilities services agencies across the nation to extensive operations projects. The members and leadership for this team come from varied professional backgrounds and perspectives; however, the diversity in the team only augments the COE’s goal of aiding state agencies that work with individuals of varying abilities to support their needs.  The Aging and Disability COE encompasses the following service types:   * Project Management and Operations * System and Program Implementation and Support * Training and Stakeholder Engagement * Fiscal and Policy Analysis * Systems Analysis and Program Evaluation   The programs that the Aging and Disability COE works with range from Vocational Rehabilitation to Workforce Development, Person-centered Planning, Independent Care and Living, Residential Services, Long Term Care, and Adult Protective Services.  As you will see below, staff have a deep knowledge and experience base in supporting providers. Staff have direct service experience in the supporting employment and skills acquisition for individuals with disabilities, intensive technical assistance and training to agencies, and larger training and capacity building activities as they pertain to systems change and better outcomes for the individuals served. Program staff are uniquely qualified to support DDRS: staff have experience of effectively working with DDRS to improve program implementation through training, technical assistance, and program support across DDRS programs. As DDRS moves to align goals, programs, and processes, PCG-Indiana has the knowledge and relationships to support the State moving Indiana and the field forward.  An organization chart for our team is shown below followed by short biographies. Full resumes are available as part of our proposal in Appendix T2 -Resumes.    PCG LLC, PCG-Indiana’s, parent company, has federally acceptable rates that have been vetted through the General Services Administration (GSA).  The GSA Rate Schedule establishes a rate schedule based on the experience and qualifications of staff. Below, we provide a summary of each position alongside the qualifications of each proposed team member.  The following narrative provides a summary of each proposed labor category, the staff that fall under each category, and detail on education and experience. For the convenience of the reader, general experience and education are summarized by role and table to demonstrate that staff meet and exceed requirements. Under each table, corresponding bios can be found. Full resumes are available as part of our proposal in Appendix T2 -Resumes. Labor Category: Consulting Management Executive **Functional Responsibility:** Provides executive leadership to the overall engagement effort and serves as a principal contact to the agency lead. Establishes executive direction to a team of experts and advisors who make recommendations, guide, determine best practices and deliver specialized subject matter knowledge to support effective and efficient management of agency programs and business functions. Provides corporate-level quality assurance for the engagement and oversees compliance with the firm’s professional service standards. This position monitors the progress of the engagement to assure overall excellence in completion of deliverables and tasks. In collaboration with the agency lead, makes decisions about the direction of the engagement and provides a central point of authority and accountability for the firm.  **Minimum/General Experience**: Minimum of 10 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Sarah Salisbury, Engagement Manager | **Rutgers University** *Master of Public Administration*  Concentration: International Public Service and Development  **Cornell University. School of Industrial and Labor Relations** *Certificate in Management Development*  **Nyack College** *Bachelor of Arts in Social Science* | Ms. Salisbury has over 15 years of experience in a vast array of health and human services programs. She leads our firm’s Aging and Disability Center of Excellence. She has managed rate studies and fiscal analysis for Early Intervention (EI), Vocational Rehabilitation (VR), and Home and Community Based Services (HCBS) programs in numerous states. She has extensive experience in analysis and needs assessments. | | Amy Howie, Advising Manager | Ball State University  *M.A.E. and Certification in K-12 Administration*  Indiana University-Purdue University at Indianapolis  *Bachelor of Arts, Severe Disabilities Education, Learning Disabilities minor* | Ms. Howie has over over 25 years of experience in a vast array of special education services programs. She oversees contracts across the country to provide training, technical assistance, and resources to education professionals seeking to improve services for students with disabilities. |   **Sarah Salisbury**, an Associate Manager, will serve as the Engagement Manager for this project. She has over 14 years of experience in a vast array of health and human services programs. She leads our firm’s Aging and Disability Center of Excellence. She has managed rate studies and fiscal analysis for Early Intervention (EI), Vocational Rehabilitation (VR), and Home and Community Based Services (HCBS) programs in numerous states. Ms. Salisbury also assists states with HCBS program design and activities including assistance with HCBS Statewide Transition Plan (STP) compliance, provision of person-centered planning trainings and compliance site assessments.  Prior to her work at PCG, Ms. Salisbury completed the Public Management Internship program in New York State while working for the State’s Budget office. At Division of the Budget, her portfolio included Home Energy Assistance Program (HEAP), Supplemental Security Income (SSI), homelessness, supportive housing, Supplemental Nutrition Assistance Program (SNAP), EI, state operations, and IT infrastructure. She also developed cost savings and revenue maximization recommendations for IT development projects and strategic sourcing. Her other past work has included serving as a subject matter expert for the federal Office of Refugee Resettlement, and public affairs at the U.S. Embassy in Guatemala.  **Amy Howie** is an associate manager and Special Education Subject Matter Expert at Public Consulting Group and Advisor of the Project Success Resource Center. Project Success is a resource center developed to support higher academic achievement for students with disabilities. 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 settings. For six years, Amy served as an assistant principal in two Indiana districts where she led efforts to improve instruction and increase achievement by developing and supporting special education programming; Response to Intervention initiatives; and Positive Behavioral Support programs. Additional areas of expertise include use of evidence-based instructional strategies, assessment, special programming including s504 and ENL; parent and community involvement; and academic and behavioral interventions, specifically aimed at the secondary level. Amy has a Master’s Degree in Educational Administration and Supervision K-12 and a Bachelor’s Degree in Special Education. Labor Category: Senior Consultant **Functional Responsibility:** Supervises the engagement team, provides day-to-day engagement oversight, review and approval of deliverables and tasks, compliance with engagement standards and quality control of engagement reporting. Leads ongoing efforts of team of experts and advisors who make recommendations, guide, determine best practices and deliver specialized subject matter knowledge to support effective and efficient management of agency programs and business functions. The Consulting Senior Manager works closely with the Consulting Management Executive in the development of the overall engagement approach.  **Minimum/General Experience**: Minimum of 7 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Maya Cox, Project Director | **University of Louisville** *Master of Education, Special Education, Concentration in Autism*  **University of Notre Dame** *Bachelor of Arts, Pre-Professional Studies, Psychology*  **Certified Employment Support Professional (CESP)** 2018 to present  **LifeCourse Ambassador** 2020 to present | **Maya Cox, M.Ed., CESP, LifeCourse Ambassador; has over 14 years of national experience** leading the design, implementation, and evaluation of training and technical assistance to improve services and outcomes for individuals with disabilities. With a focus on employment as an integral part of an adult’s life, she has worked across agencies and stakeholder groups to develop system interventions that improve outcomes. The following project examples demonstrate experience and expertise in both programmatic experience as well as training design and implementation. |   **Maya Cox, M.Ed**., a Certified Employment Support Professional, a LifeCourse Ambassador, and a Senior Consultant, will serve as Project Director for this engagement. Ms. Cox has more than 14 years of experience in disability services, with a focus on improving employment outcomes for individuals with disabilities. Ms. Cox provides subject matter expertise in vocational rehabilitation on a number of evaluation projects across the country including in Indiana, Massachusetts, Kansas, Mississippi, and Oregon. She leads training and technical assistance projects related to improving employment services to individuals with disabilities in Indiana and Kansas. Recently, Ms. Cox supported Indiana Vocational Rehabilitation through training and technical assistance around individuals with disabilities, with a focus around improving employment outcomes, including the development of foundational training for Pre-Employment Transition Service providers and traditional employment service providers, statewide training on mental health and employment, coaching for employment service providers, and the development of a multimodal training package to support the implementation of the new Claims Payment System. Ms. Cox has provided subject matter expertise in employment and community-based supports for individuals with disabilities in Mississippi, Michigan, and Wisconsin. Ms. Cox serves as the President on the National Board of Directors of APSE, the national voice for the Employment First movement and organization for professionals and stakeholders who support employment for all individuals with disabilities. Labor Category: Consulting Senior Subject Matter Expert **Functional Responsibility:** Provides specialized subject matter expertise relevant to the business requirements of the engagement. Expertise is highly technical in nature and may include expansive knowledge of industry regulations, best practices and emerging trends.  **Minimum/General Experience**: Minimum of 5 years’ experience  **Minimum Education**: Bachelor's Degree in Public Policy, Public Administration, Business Administration, or related degree preferred   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Heidi Brett Baker, Intensive TA Lead | **Oakland City University**  *EdD Special education*  **Xavier University**  *M.A. Education Administration*  **Purdue University Calumet**  *B. A. Major: Elementary Education with Special Education Endorsement*  **LifeCourse Ambassador** 2020 to present | **She has 30 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. She secured funding, created, and implemented a large post-secondary at the University of Cincinnati. She has led many leadership teams in changing their transition programs to create positive outcomes for students with high support needs. Her experience includes the development and implementation of Pre-ETS sites in Indiana and Mississippi. Heidi currently manages over 42 staff and 35 school districts in both states. | | Kylee Hope, Senior Advisor | **Indiana University, Robert H. McKinney School of Law** *Juries Doctorate, licensed to practice in Indiana*  **Purdue University** *Bachelor of Arts, Special Education*  **International School of Indiana** Board Member/Secretary 2018-present | **Kylee Hope has over 15 years of experience in disability-related services and policy.** She has had a multifaceted career in the areas of education, health care, employment, and community living. She has experience working from the point of service delivery, as well as in state and national capacities. | | Alysia Ordway, Work Based Learning Advisor | **Simmons College**  *Master of Arts, Teaching (Elementary Education and Middle English/Language Arts School Licensure),*  **University of Massachusetts** *Bachelor of Arts, Social Thought and Political Economy, 1997* | **Alysia Ordway has more than fifteen years' experience** leading education and workforce initiatives that have engaged employers, creating career opportunities for youth and adults and uniting employers, individuals, philanthropic organizations, and government agencies to expand pathways. She has launched and managed three intermediary networks in healthcare, STEM, and IT, and coordinated workforce development operations and funding for the Boston Workforce Development Board | | Faith Thomas,  Senior Advisor | **Utah State University** *Ph.D. Disability Disciplines*  **Indiana University**  *M.S. Special Education with concentration in Transition* | Dr. Thomas has 25 years of experience working with people with disabilities, transition-age youth, their families, and adult service agencies. Dr. Thomas has 17 years of experience at two University Centers for Excellence on Development Disabilities on multiple competitive integrated employment and transition-related training and technical assistance projects. |   **Heidi Brett Baker is** a Senior Associate, Special Education Subject Matter Expert at Public Consulting Group, a LifeCourse Ambassador, and team member of 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 (http://projectsuccessindiana.com). Heidi coordinates the PCG Pre- Employment Transition Service project for Indiana and Mississippi. Prior to coming to PCG, Heidi was a special education director for several years. She has 30 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. 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 many 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, and transition options for youth. 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. Heidi 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 is completing her Doctorate in special education with an emphasis on transition programs for individuals with intellectual disabilities., completed a master's degree in Educational Administration and Supervision K-12 and a bachelor’s degree in Special and General Education.  **Kylee Hope**, J.D., is the owner of Hope Consulting and has over 15 years of experience in disability-related services and policy. She has had a multifaceted career in the areas of education, health care, employment, and community living. She has experience working from the point of service delivery, as well as in state and national capacities.  Prior to her work as a consultant, Ms. Hope worked for Indiana’s Family Social Services Administration starting in 2013 and served as Indiana’s Director of Disability and Rehabilitative Services from 2016-2021. In her role as Director, Kylee oversaw the strategic vision and direction of various state and federal programs impacting individuals with disabilities, including: First Steps (Indiana’s early intervention program), Vocational Rehabilitation, and Medicaid Home and Community-Based Services. Career highlights include: the implementation of LifeCourse Framework across programs, strategic improvements to Medicaid HCBS services, promoting and leveraging technology options as supports for people with disabilities, stakeholder engagement and training with a particular focus on self-advocates and families, and public and private partnerships that holistically support inclusive communities.  Earlier in her career, Ms. Hope worked in a variety of capacities involving disability policy at Ball State University, Indiana University School of Medicine, and the Indiana Department of Education. Ms. Hope holds a B.A. in Special Education from Purdue University and a J.D. from Indiana School of Law-Indianapolis and is permitted to practice law in Indiana.  Ms. Hope’s education and professional experience has given her a comprehensive perspective on a variety of aspects impacting individuals with disabilities and other underserved populations. Her entire career has been dedicated to increasing opportunities for individuals with disabilities and their families to have healthier, more self-sufficient and independent lives.  **Alysia Ordway** has more than fifteen years' experience leading education and workforce initiatives that have engaged employers, creating career opportunities for youth and adults and uniting employers, individuals, philanthropic organizations, and government agencies to expand pathways. She has launched and managed three intermediary networks in healthcare, STEM, and IT, and coordinated workforce development operations and funding for the Boston Workforce Development Board.  With proven ability to engage, manage, and sustain collaborative learning networks and demonstrated effectiveness communicating complex ideas and systems in a way that is accessible to a range of audiences, Ms. Ordway offers expertise on several fronts in addition to workforce and career pathway development, including learning communities, elementary and secondary education and related accreditation, qualitative research, strategic planning and organizational redesign, cross-sector collaboration and facilitation, multi-stakeholder engagement, and nonprofit management, including budgeting and grants management.  Prior to joining PCG, Ms. Ordway served as a consultant to the Worcester Community Action Council, providing technical assistance to the leadership team. As Director of Strategic Partnerships for XR Terra, she helped launch an AR x VR workforce training startup. She served as Director of Employer Engagement (following a stint as Director, Workforce Initiatives) for the Boston Private Industry Council, focusing on new employer engagement, particularly those representatives of the innovation economy. During this time, she also served as a subject matter expert on youth employment and employer engagement for several peer organizations from across the country.  Ms. Ordway earned her Master of Arts in Teaching with a focus on Elementary Education and Middle School Licensure at Simmons College in Boston, MA, and her BA in Social Thought and Political Economy from the University of Massachusetts at Amherst. In 2019, she completed a fellowship for advanced learners at the MIT Sloan School of Management.  **Faith Thomas, Ph.D.,** is a Senior Advisor for PCG and works remotely from Logan, Utah. Dr. Thomas has 25 years of experience working with people with disabilities, transition-age youth, their families, and adult service agencies. Dr. Thomas has 17 years of experience at two University Centers for Excellence on Development Disabilities on multiple competitive integrated employment and transition-related training and technical assistance projects. Dr. Thomas has provided oversight of two federal RSA grants. Dr. Thomas’ most recent research has focused on the intersectionality of cultural diversity (including Native Americans, LatinX, Pacific Islanders, and immigrants), disability, and mental health. Labor Category: Consultant **Functional Responsibility:** The Consultant is responsible for the completion of a wide variety of engagement and deliverables. The Consultant provides subject matter expertise and advice, prepares recommendations, and determines best practices to support effective and efficient management of agency programs and business functions. Prepares technical reports by analyzing and summarizing information and trends. Possesses comprehensive knowledge of subject matter. Provides leadership, coaching, and/or mentoring to a subordinate group.  **Minimum/General Experience**: Minimum of 5 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Elsa Bock, Project Manager | **Hartwick College** *Bachelor of Arts- Health Communications*  **Russell Sage College** *Master of Science- Professional School Counseling*  (graduation date May 2023)  Graduate coursework specifically related to special education, supporting students' social emotional, career and academic development. | Ms. Bock has five years of experience managing projects and developing training content on person centered practices. Ms. Bock has supported a variety of projects throughout her time at PCG including coordination of training initiatives, conducting site assessments, completing validation reviews and delivering training content. Ms. Bock is particularly passionate about working with students in transition and helping them identify career pathways that make most sense for them using an individualized person-centered approach | | Consultant, TBD | At least bachelor’s degree | **Upon award, we will hire an individual with at least five years of experience.** We will actively seek to hire a consultant who, beyond the degree and employment experience that aligns with this position, has lived experience in transition services as a person with a disability. | | Tatiana Perilla, Coaching Network Lead | **Utah State University** *Master of Social Work*  **Florida International University** *Bachelor of Arts, Psychology*  **LEND Program Graduate** Leadership Education in Neurodevelopmental & Related Disabilities Program  Certified Social Worker (CSW) 2021 to present | Ms. Perilla has experience working in the disability field at a macro-level for 3 years and has 4 years of experience working directly with youth with disabilities in school and home settings. During her time working at a University Center for Excellence in Developmental Disabilities, she gained experience in project coordination, training development, and assessing community needs. |   \*Substitutions within the GSA schedule specifies that: Public Consulting Group LLC reserves the right to make the following substitutions in the education and/or experience requirements of any of the service skill categories set forth herein. 1. One year of experience is the equivalent of one year of education. 2. One year of education is the equivalent of one year of experience. 3. Certification related to the technology is equivalent to two years of experience or education requirement We propose that Ms. Bock’s Masters’ degree is equivalent to 2 years of experience, equating to 6 years of total experience  **Elsa Bock**, a consultant located in Troy, New York, will serve as the Project Manager for this project. Ms. Bock has over five years of experience managing projects and developing training content on person centered practices. Ms. Bock has supported a variety of projects throughout her time at PCG including coordination of training initiatives, conducting site assessments, completing validation reviews and delivering training content. Ms. Bock holds a BA in Health Communications and is currently working towards her MS in Professional School Counseling.  **Tatiana Perilla, MSW,** is a Consultant with PCG working remotely from Logan, Utah. She holds a Master of Social Work and has previous experience working at a University Center for Excellence in Developmental Disabilities. Ms. Perilla has worked in the disability field at a macro-level for 3 years gaining experience in project coordination, training development, and assessing community needs. In addition to this, Ms. Perilla has 4 years of experience working directly with youth with disabilities in school and home settings. During this time, Ms. Perilla worked in education and child welfare.  Ms. Perilla’s interests and past work revolve around the intersections of disability, domestic violence, and mental health with an emphasis on multicultural populations. She has been a project coordinator on state and national level training projects focused on improving services for individuals with co-occurring mental health and intellectual/developmental disabilities. Ms. Perilla’s dedication to increasing knowledge and capacity has led her to present at conferences, in graduate classrooms, and for state agency employees on recommended practices when working with victims of crime with disabilities. She is also passionate about improving accessibility, equity, diversity, and inclusion across various levels of systems and keeping people with lived experience at the center. This has informed her approach of supplementing training content on cultural considerations with excerpts from a digital storytelling series she co-produced featuring individuals with disabilities and caregivers. Labor Category: Program Operations Analyst **Functional Responsibility:** Monitors and analyzes program operations that impact performance. Identifies, analyzes and solves technical program problems. Responds to customer problems and complaints. Assesses program needs and makes recommendations for change. Designs program tools to detect and report on performance. Troubleshoots and provides support to users. Performs work under direct supervision. Handles basic issues and problems and refers more complex issues to higher-level staff. Possesses entry to journey knowledge of subject matter.  **Minimum/General Experience:** Minimum of 1 years’ experience  **Minimum Education:** Bachelor’s Degree in business, business administration, accounting, social work, public policy, or other closely related fields.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | DeShawn Colemon, Program Operations Analyst | **Indiana University-Purdue University of Indianapolis** *Bachelor of Science, Engineering & Technology*  **Purdue University**  *Certificate, HR Management* | **Mr. Colemon brings to this engagement over 4 years of experience** providing customer service and also has a background in organizational behavior. At PCG, Mr. Colemon leverages these skills as a Program Operations Analyst providing support for ongoing operations in training and technical assistance. |   **DeShawn Colemon** is an Apprentice Business Analyst for PCG and works remotely from Indianapolis, Indiana. Mr. Colemon has over 4 years of customer service experience, 3+ years of dedicated leadership experience involving youth and has studied HR Management and the theories of leadership, organizational behavior, and management. Mr. Colemon has transitioned his skill set into providing communication with employment provider organizations and staff, managing training enrollment and maintaining the LevelUp Indiana website. |

1. Training and Documentation

Please include sample training curricula, presentations, videos, and/or other training materials that you have developed in the last two years, especially as it relates to content relevant for Pre-ETS and/or other transition personnel, including content related to diversity, equity and inclusion initiatives.

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| **Supporting Effective Pre-Employment Transition Services**  PCG-Indiana developed a series of trainings and materials for Pre-ETS providers, school staff, students, and families to support *all* transition-aged students planning for employment, including individuals with a high impact of disabilities.  To support school staff, families, and students using Charting the LifeCourse for including employment as a part of the future, PCG-Indiana planned a series of 10 trainings across the State. Due to the Covid-19 pandemic, the majority of in person meetings had to be cancelled. As an alternative, PCG-Indiana facilitated webinars and developed an interactive workbook. This workbook was also printed so that VR could distribute it to individuals who do not have internet access. A webinar recording, workbook introduction, and interactive workbook links are provided below.   * + [Charting the LifeCourse Webinar](https://invrtraining.com/test-2)   + [PCG LifeCourse intro](https://youtu.be/ou1c0BOIBEk)   + [LifeCourse manual](https://invrtraining.com/mental-health-resources)   IN VR received feedback that Pre-ETS providers needed support in delivering services to individuals with high support needs. To support Pre-ETS providers, PCG-Indiana developed a series of training modules supporting foundational skills in providing instruction to students with high support needs. The following materials were developed to complement the series of online training modules.   * + [Accommodations and modifications](https://www.youtube.com/watch)   + [Communication tips](https://www.in.gov/fssa/ddrs/files/Communication-Tips.pdf)   + [Objective and subjective word list](https://www.youtube.com/watch)   + [Terms to know 1](https://www.in.gov/fssa/ddrs/files/Terms-to-Know.pdf)   + [Terms to know 2](https://www.in.gov/fssa/ddrs/files/PCG_LifeCourseManual_INTERACTIVE.pdf)   + [Terms to know 3](https://www.in.gov/fssa/ddrs/files/Accommodations-and-Modifications.pdf)   + Tip sheet - [components of high expectations](https://www.in.gov/fssa/ddrs/files/Tip-Sheet-Components-of-High-Expectations.pdf)   + Tip sheet -  [strategies for supporting students](https://www.in.gov/fssa/ddrs/files/Terms-to-Know_Module-2.pdf)   **IN VR Provider Training: Supporting Employment Outcomes for Individuals with Mental Health and Co-Occurring Disorders**  To support improved employment services for individuals with mental health and co-occurring conditions, PCG-Indiana facilitated a Mental Health and Employment Summit in May 2021. Although the pandemic required the event to be virtual, the summit facilitated an opportunity for collaboration across national and state leaders, individuals with lived experience, employers, and providers. Many of these sessions are available on the Level Up Indiana: Employment Specialist Initiative website. Click here to access: [Mental Health and Employment Summit](https://www.youtube.com/watch). Featured sessions include:   * Protective Factors to Support Employee Well-being. Click here: [Protective Factors Recording](https://invrtraining.com/new-page-5) * A Strength-based Whole Person Approach. Click here: [The Whole Person Approach Recording](https://www.in.gov/fssa/ddrs/files/Objective-and-Subjective-Word-List.pdf) * Strategies for Supporting Individuals with Mental Health and Co-Occurring Conditions. Click here: [Mental Health and Co-Occurring Conditions Panel](https://invrtraining.com/new-page-83)   **Massachusetts Executive Office of Labor and Workforce Development (EOLWD): Apprenticeship Expansion Frameworks**  EOLWD hired Public Consulting Group to develop frameworks for Industry-Recognized Apprenticeship Programs (IRAP) and Apprenticeship Pathways for Youth in expansion apprenticeship industries (i.e., technology, healthcare, and energy). Samples of produced documentation, found in Appendix T26 Massachusetts Executive Office of Labor and Workforce Development, include:   * IRAP Framework * IRAP Comparison * Occupation Map   **WY Home and Community Based Services Waiver Support: Training and Resources**  Public Consulting Group developed a series of trainings and resources to support staff conducting quality, successful services. The following webinars are samples of supports provided to staff. With webinars, Public Consulting Group developed written tools such as desk aids to support learning.   * Service Plan Development. Click here: [Service Plan Webinar](https://www.in.gov/fssa/ddrs/files/Tip-Sheet-Strategies-for-Supporting-Students.pdf?v=bUxZbpSY4xQ) * HCBS Settings and Engagement. Click here: [HCBS Settings and Engagement Webinar](https://www.in.gov/fssa/ddrs/files/Terms-to-Know_Module-3.pdf?v=86m7W2H2EIo) * Participant direction. Click here: [Participant Direction Webinar](https://www.youtube.com/watch?v=1dpSvIGNMnY)   **NY Person-Centered Planning**  Public Consulting Group has developed several in-person and virtual trainings on person-centered practice, planning, and thinking. The training sessions are live and instructor-led and include several interactive features such as breakout rooms, monitored chat, polling, and more. Sample materials from two training topics; **Person-Centered Practice and Cultural Humility** and **Person-Centered Thinking Skills**, are included in Appendix T27.  **Massachusetts Department of Special Education: High Quality College and Career Pathways**  Public Consulting Group engaged with the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education to support the New Skills for Youth grant initiative, also known as High-Quality College and Career Pathways. The initiative is designed to increase student access across the Commonwealth to career pathways, improve the state’s pipeline of skilled workers for high demand opportunities and bring coherence and efficiency to the use of relevant state education and workforce resources. Part of this scope of work was a professional development on career pathways programs for school district staff across the State. The flyer for this series can be found in Appendix T28. |

Respondents submitting a proposal addressing only Component D: Pre-ETS Education & Resource Sharing should respond to questions 1-4 below:

1. Proposed Solution and Features

Provide an overview of how the proposed strategies meet the requirements for Pre-ETS authorized activities as outlined in the scope of work. Describe in detail the strategies, including any measures related to diversity, equity and inclusion, for developing and carrying out the specific Pre-ETS authorized activity project you are responding to, including the following questions:

* 1. What form would this activity take (e.g., video, webinar, regional trainings, symposium, etc.)?
  2. What are the specific measures or objectives for this project?
  3. What, if any, follow-up will be provided?
  4. Who is the intended audience and how will you reach them (outline how you will reach out to students, parents, school staff, etc. in the community to ensure appropriate attendance)?
  5. In what way did you determine there was a training need for the selected audience (e.g., communication from stakeholders, survey results, etc.)?
  6. Describe how you will ensure that ALL training is easily accessible for all end users, including those who utilize assistive technology or other accommodations (e.g., screen readers, JAWS, Zoom text, Dragon, CART, ASL, etc.)

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| Overview We are pleased to propose a comprehensive approach to develop and implement quality Pre-ETS authorized activity projects. Component D represents the portion of our approach, and educational or resource sharing events for students with disabilities and their families, special education teachers, and other professionals to provide information on transition resources, and share information aimed at increasing expectations for students with disabilities as it pertains to employment.  Our approach is centered in several lenses that align with Indiana’s priorities and an established body of research. At the center of our approach is person-centered thinking and doing. Our team is trained in Charting the LifeCourse Framework, which DDRS uses to drive change and improved outcomes. We are pleased to share these core values with the agency. On top of person-centered thinking, we embody a lens of diversity, equity, inclusion, and accessibility. We firmly believe that employment first means creating systems, services, supports, and communities that provide equitable access for individuals with diverse lived experiences. Finally, we believe in doing what works. There is an established body of research that tells us how to improve the likelihood of post-secondary success of students with disabilities. We will leverage this knowledge to refine and target the technical services offered through this engagement. Combined, this groundwork provides the solid foundation through which we will provide technical assistance and training.  **Person-Centered Thinking and Doing:** At the end of the day, we’re working to support each individual’s good life. Our team, led by professionals who understand this from a personal and professional perspective, see this at the center of everything we do. PCG-Indiana’s team following core tenet of LifeCourse:  All people have the right to live, love, work, play and pursue their life aspirations in their community.  We use the following LifeCourse[[6]](#footnote-7) core principles and values:   |  |  | | --- | --- | | All People | ALL people are considered in our vision, values, policies, and practices for supporting people with intellectual and developmental disabilities. | | Family System and Cycles | People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age. | | Life Stages and Trajectory | Individuals and families can focus on a specific life stage, with an awareness of how prior, current, and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences, and support to move the life trajectory in a positive direction. | | Life Outcomes | Individuals and families plan for present and future life outcomes that take into account all facets of life and have life experiences that build self-determination, social capital, economic sufficiency, and community inclusion. | | Life Domains | People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life. | | Three Buckets | Supports address all facets of life and adjust as roles and needs of all family members change. | | Integrated Supports | Individuals and families access an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility; community supports that are available to anyone; relationship-based Supports; technology; and that take into account the assets and strengths of the individual and family. | | Policy & Systems | Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, evaluation, and revision of the practices that affect them. Every program, organization, system, and policymaker must always think about a person in the context of family. |   PCG-Indiana staff are trained on the LifeCourse tools and developed training for IN that uses both the PCP and LifeCourse tools to achieve effective service planning. Our team also includes individuals trained as LifeCourse Ambassadors, a course specifically focused on a deep dive into the principles and framework of person-centered planning and LifeCourse. PCG-Indiana staff members have also received The Learning Community for Person Centered Practices (TLCPCP) Person-Centered Thinking training; and one of our staff members is a Certified Person-Centered Thinking Trainer through TLCPCP.  **Diversity, Equity, Inclusion, and Accessibility (DEIA)**: PCG-Indiana also recognizes that youth with disabilities from multicultural families experience significantly poorer adult outcomes than their white peers with disabilities (Schaller, 2017). Youth who identify with other minority populations often have limited opportunities for work experiences. In addition to research and employing Charting the LifeCourse as our person-centered framework, we found our approach and outlook on the lens of diversity, equity, inclusion, and accessibility. To improve outcomes, it’s imperative that we consider the intersectionality of each individual’s lived experience in supporting them to reach their good life. As a firm and as a team, we work to embed DEIA into everything we do. From our hiring practices to communication with clients, and ultimately the work we produce, we are working hard to seek incorporate and empower individuals from diverse lived experiences. We are pleased to propose the following technical assistance plan based on these important tenets.  **Data-based decision making:** Our drivers in content offered will be made based on data. This is integrated into our proposed approach, as well as within the contents. To start, BRS has prioritized improving the employment outcomes of individuals ages 22-24 years of age. One of the strategies specified in the CSNA was increasing work-based learning opportunities for transition-age youth. Because work-based learning has been identified as an evidence-based predictor to improve transition-aged youth enrollment in post-secondary institutions and employment outcomes, we propose prioritizing technical assistance in this area. Multiple skills gained through work experiences have been identified as research-based predictors for post-secondary employment, including student support, self-realization, and self-advocacy (Mazzotti et al, 2021)[[7]](#footnote-8). Therefore, PCG-Indiana’s proposal addresses these findings and VR’s priority to improve employment outcomes of transition-age youth. Activity Description Those who have a stake in the future of students with disabilities should be involved in developing and delivering training that changes the expectations of the next generation of workers. To effectively support the increased expectations of students with disabilities as it pertains to employment requires effective change management, including buy-in from stakeholders at each level in the system.  We are pleased to leverage PCG-Indiana and our partners’ experience, resources, and proven best practices to propose the following plan to increase expectations for students with disabilities as it pertains to employment. First, we describe how we will better understand the need for the activities listed in our package. How we will better understand needs: Listening Sessions PCG incorporates a strong stakeholder engagement process in our client work. For example, PCG worked in collaboration with New York’s transportation programs, directors, officials, and planning staff across ten different counties to include a variety of stakeholder engagement through focus groups, facilitated steering committee meetings, and community workshops to understand local needs, verify findings, and receive input on preliminary strategies. In Massachusetts, PCG conducted a sequential series of evaluations to better understand the needs of individuals with visual impairments. PCG worked with the Massachusetts Commission for the Blind to conduct systematic stakeholder engagement through focus groups and interviews with professionals, state personnel, individuals with disabilities and family members to gather qualitative data and gain an understanding of needs. As a part of the Austin Quality of Life Study, PCG used diverse stakeholder engagement methods to engage individuals with disabilities, community members, and professionals to drive research methodology so that the stakeholder engagement shapes not only the results, but the study design as well.  PCG-Indiana will plan and schedule up to three virtual listening sessions with identified stakeholders to solicit feedback on the knowledge and expectations of employment after high school for students with disabilities. A key component of our approach to collecting feedback is our understanding that individuals access information and learn in different ways, and therefore, it is critical to ask questions, distribute materials, and collect information by multiple means so that all stakeholders can access it. PCG-Indiana uses simple language, universal design for learning elements, and a menu of alternative formats, including large print and generic fonts, closed captioning, and a variety of audio and visual materials. For example, PCG-Indiana’s presentations may include visuals, text, transcripts, interactive polls, and audio materials. PCG-Indiana also has experience working with states on accommodation requests.  PCG-Indiana will develop guiding questions and areas of discussion for the listening sessions. We will also conduct follow-up correspondence with participants as necessary, which may include clarifying the input we received to avoid misinterpretation. For the listening groups, PCG-Indiana will collaborate with develop a schedule and list of invitees; process and questions; and materials for community notification. Objectives PCG-Indiana proposes the following objectives to the listening sessions outlined above:   * Who are the pivotal people in setting high expectations, including employment, for the student with a disability? * What are the reasons students with disabilities don’t consider employment as a part of their future? * What would make students not currently considering employment, adopt this concept as a part of their vision for a good life?  Follow Up PCG-Indiana will provide a dedicated phone number and project email address that will be shared in communication advertising the listening session, as well as during the listening session. If an individual has additional feedback to share, there will be instructions on how the individual can reach PCG-Indiana with these dedicated communication methods. Intended Audience We believe that stakeholders should be involved in each part of the change management process. We have developed a comprehensive plan of gathering feedback, planning, delivering, and making recommendations to increase expectations. The intended audience includes the following groups.   * **Youth with disabilities, and family members who represent their interests**: This potential group may include students who are, or have received Pre-ETS, as well as youth whose prior experience as a student, or current experience in navigating employment, may contribute to enhancements or improvements in services. * **Special education and transition staff:** These critical partners can provide insight and input into the needs, processes, and first-hand experience of special education staff, such as transition coordinators and teachers of record, is critical to effectively improving partnerships. * **VR Youth counselors** who collaborate with special education staff to support transition-aged youth. These professionals can provide insight into what’s working, what can be improved, and opportunities for additional collaboration. * **Pre-ETS providers:** Contracted Pre-ETS providers deliver services through contracts with BRS to provide required services. The intent of these services is to enhance the transition process and set up students for success. Feedback and insight into the challenges of service delivery will be important. * **Businesses:** Businesses who have a stake in developing a qualified and competent labor pool can provide feedback on *what* they need, and how they can be partners in developing the workforce.   With each of these stakeholder groups, we understand the importance of diverse representation. PCG-Indiana proposes working alongside VR to develop a systematic engagement plan to solicit participation of stakeholders who represent diverse lived experience. Factors that may be considered include, but are not limited to impact of disability, cultural, race and ethnicity, geographic, and socio-economic diversity.  We understand the complexity and effort needed to engage with a variety of stakeholders. In particular, we understand that a differentiated, individualized approach is needed to support individuals with diverse lived experiences in effectively engaging in the materials. Our proposed approach to activities takes into consideration the importance of leveraging best practices developed through Charting the LifeCourse in stakeholder engagement, training, and material development. Activities As described in the graphic below, we propose three types of activities to increase the expectations for students with disabilities. We first propose a statewide employment for youth with disabilities advisory committee. Second, we propose a series of ten workshops across Indiana, including virtual and in person options to maximize access to the intended audience. Finally, we propose the development and dissemination of both existing materials (with revisions) as well as new materials that demonstrate how people with diverse disabilities and life experiences can use employment can use employment to improve their life trajectory.  For each of these activities, we provide:   * A description of the activity * The related measures or objectives * Follow up   In our comprehensive and strategic approach, our intended audience is the same. We describe our approach for reaching the intended audience and addressing accessibility for end users, including accommodations, is described for all activities at the end of this section. Activity 1: Employment for Youth with Disabilities Advisory Committee PCG-Indiana proposes the development of an advisory committee comprised of stakeholders who support and contribute to youth with disabilities considering and planning for employment as a part of their future. There are multiple purposes of this committee:   * Formalize coordination and collaboration across Indiana’s stakeholders who wish to raise expectations for students with disabilities, including the expectation for quality competitive integrated employment outcomes for each individual. * Intentionally invite stakeholders who represent diverse lived experiences to support equitable representation in leadership, communication, and feedback. * Develop a bidirectional communication channel. These champions can both communicate the work of the committee and VR within their local community, and they can also send represent their respective communities and perspectives on the committee.   We propose Kylee Hope to lead this engagement. As the former Director of the Division of Disability and Rehabilitative Services, former Director of the Indiana Bureau of Rehabilitation Services, former teacher and coordinator in Special Education, as well as a family member, she is uniquely qualified for this opportunity. She has personal and professional experience and perspective impacting the critical factors, and best practices, in supporting successful transitions to adulthood for students with disabilities. In particular, these factors include:   * Family involvement and high expectations * Quality IEPs and partnership in meeting transition goals * Work experience for students prior to exiting high school   The intention is to build a committee who holistically represents the critical stakeholders in the lives of students with disabilities. We understand that there are many efforts where stakeholders come together to coordinate and improve outcomes for students with disabilities. The intention of this committee is not to duplicate any efforts, but to coordinate, improve, and enhance these efforts to ultimately improve the lives of tomorrow’s workforce. Objectives PCG-Indiana proposes the following objectives of the advisory committee.   1. Establish champions for CtlC as a framework for high expectations and CIE for students with disabilities. 2. Gather feedback to revise approach to training providers, supports, and communicating with target audience. 3. Make recommendations for improving access to Pre-ETS, setting high expectations for students, and operating on an Employment First framework.  Follow Up PCG-Indiana proposes that the advisory committee meets quarterly to support ongoing engagement and conversation. Activity 2: Material Development To complement and extend the reach of CtlC trainings, referenced above, PCG-Indiana proposes the development of multimedia content that communicates the opportunities that employment and high expectations affords. For individuals to attend to, interpret, and consider information, information must be accessible, and meet them where they are. This can include from an accessibility perspective, as well as how they are accustomed to taking in information, and if the information aligns with their cultural framework. Developing materials for students, families, businesses, and professional stakeholders can be adapted with this in mind.  In collaboration with our partner, Plan B Marketing, Inc., we propose the development of a package of multimedia materials that reach youth in a different way. To support materials being accessible and of interest to the targeted audience, we propose engaging youth and stakeholders to make these materials of interest. These materials include:   * **Two personal perspective videos**: PCG-Indiana proposes documenting the lived experience Indiana youth with disabilities, bringing to life how high expectations was and is part of their good life as an adult. Seeing and hearing the lived experience of students as well as any champions in the person’s life, can show students and their stakeholders that people who have a similar lived experience can incorporate employment into their good life. PCG-Indiana will work with our partners at Plan B to engage and record these critical stories. An example of PCG-Indiana’s work with Plan B marketing can be found by clicking this link: <https://invrtraining.com/personal-perspectives> . * **Graphic novel:** Meeting students where they are, in channels that they prefer to communicate in, can reach youth where they may not have previously been engaged. As an alternative communication method, PCG-Indiana proposes working with Plan B Marketing to develop a graphic novel depicting a series of youth who have individualized paths in employment, and how employment is part of their good life. We propose digital distribution with limited print for individuals without internet access.   A sample image from a graphic novel developed by Plan B Marketing.   * **Animated video:** In parallel with the graphic novel, PCG-Indiana will work with Plan B Marketing to develop an animated video that depicts the same set of individuals in the graphic novel, depicting a series of youth who have made employment part of their good life. An example of prior work can be found here: [https://www.youtube.com/watch?v=OI9q51TMjq0](https://youtu.be/FKR7CHS8Vm4?v=OI9q51TMjq0) .  Objectives The goal of the development and dissemination of these materials is to expose and engage students and their stakeholders with information that shows that high expectations with quality CIE can be part of the good life. How the Need Was Determined The need for raising expectations of students with disabilities, their families, and professionals has been established in BRS’ most recent Comprehensive Statewide Needs Assessment. Further clarification in understanding how to change these expectations may be determined from listening sessions. Follow Up The follow up to these materials will be in person and virtual trainings. These sessions are further described in the activity below. Activity 3: In-Person and Virtual CtlC Workshops PCG-Indiana proposes the delivery of regional and virtual Charting the LifeCourse (CtlC) workshops that engage youth, their families, school personnel, and Pre-ETS direct service providers in using the CtlC framework to explore what a vision for a good life is for a particular individual. Within this workshop, attendees will be exposed to what a vision for a good life can look like for students with disabilities. High expectations will be communicated, including how competitive integrated employment can build natural relationships and inclusion, as well as breaking the cycle of poverty. We propose that these sessions occur throughout the state to maximize access for the intended audience. In particular, we propose:   * Up to seven, 3 hour in person sessions throughout the State * Up to 3 virtual sessions, with one recording archived for future use   Materials to be distributed as a part of this workshop are further described in the next activity below. Objectives  1. Introduce students and stakeholders to Charting the LifeCourse framework and planning tools that they can use to plan for the future. 2. Provide examples and information that raises the expectations of the intended audience 3. Assist the intended audience in internalizing these expectations for themselves or the person that matters.  Follow Up To provide follow up supports, PCG-Indiana proposes the facilitation of virtual sessions. The structure and delivery of these sessions will be configured based on the feedback of stakeholders. How the Intended Audience will be Reached Under the leadership of Kylee Hope and the advisory board described in Activity 1, PCG-Indiana will leverage existing communication channels at the State and local levels to invite students and stakeholders. Examples include   * Listserv populated in Component C of this proposal * Stakeholder groups such as the Arc of Indiana, ICASE, and IN\*Source, transition coordinators and special education directors, * BRS lists of Pre-ETS providers   PCG-Indiana will draft professional, accessible materials for digital distribution through these channels. Accessibility for End Users, Including Accommodations To support a wide range of learners using and absorbing resources, PCG-Indiana uses plain language, universal design for learning concepts, and a number of visuals. When delivering live training, PCG-Indiana has an entry for accommodation requests to make sure that individuals needing ASL, CART, large print, and other accommodations receive the supports needed to participate in training. Materials will be sent in advance to allow those providing accommodations to preview and prepare for training activities. All training locations must also be wheelchair accessible including the parking, restrooms, entrance to the building, and entrance to the training room. All videos are close captioned, and materials are assessed for accessibility to support integration with JAWS and other accommodations. Additional details on this process can be found below.  PCG-Indiana will make sure that all products and services provided under this contract meet federal accessibility standards and guidelines. PCG-Indiana has previously done work where we have had to meet accessibility standards, and we are versed in the Web Content Accessibility Guidelines 2.0 and Section 508 of the Rehabilitation Act of 1973. PCG-Indiana fully supports making sure all materials are available to and accessible to all interested in it.  PCG-Indiana will work with the State of Indiana and its stakeholders to determine the most appropriate ways to make materials accessible. When appropriate, we will engage stakeholders and subject matter experts in accessibility, to consult and verify that our approach maximizes accessibility. Additionally, as we develop materials for this project, we’ll follow the process below:   1. Develop initial content. 2. Review content for accessibility needs. We anticipate this will include using plain language, and accessible or alternative formats, and alternative language as needed. 3. Develop accessibility features for materials. The PCG-Indiana team will create a standardized process to developing accessibility features including scripts, tools, video changes, closed captioning, and other features as well as make language edits that will make the materials more usable as well as all-inclusive. 4. Work with the State’s project leadership to review quality. Prior to the distribution or publication of materials we will conduct a quality assurance process to determine whether the materials are:    1. Aligned with the identified accessibility needs;    2. Compatible with assistive technology;    3. Consistent in information presented and shared across all formats;    4. Consistent across all alternative materials.   For virtual sessions, PCG-Indiana proposes leveraging Zoom, an accessible, digital platform to conduct listening sessions. In prior experience, PCG-Indiana has found that virtual engagement increases accessibility as it reduces barriers related to transportation, childcare, and schedules. Alternative methods for data collection will be available to address individual accessibility needs such as interpretation, access to internet, or schedule challenges. |

1. Work Approach

Include a project plan and timeline for implementation of the proposed solution. Proposed project plan should include a tentative implementation schedule. The plan must identify all major phases and deliverables of the project.

Provide a detailed description of your work approach, including the following:

* + How would you organize this project in order to be able to manage the workload?
  + Provide a high-level project plan, based on the information provided in this RFP. The project plan should include a timeline that shows specific tasks that must be done in sequence to ensure that project will be done in a timely manner.
  + Indicate how you will track and report activities and outputs, including any supporting documentation.
  + Describe how you would staff this project to ensure capacity to carry out the scope of work. Identify key staff and their roles and responsibilities. Ensure that the staffing plan is consistent with cost proposal.
  + Describe how you would evaluate the effectiveness of services provided.

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| PCG’s Project Management Methodology PCG-Indiana will keep our project organized using our project management methodology (PMM), tailored to support the objectives of this scope. By focusing on the right combination of stakeholders and their level of involvement, communication, and scope management, PCG-Indiana will manage the project efficiently while mitigating risks, so that it progresses to a successful conclusion.  **Project Communications:** Consistent, effective communication among stakeholders is key to project success. It is a critical criterion of getting tasks done in the right way, on schedule, and on budget. We value shared knowledge and empower project stakeholders with frequent, dependable project communication. PCG-Indiana will take the leadership role in seeing the initiative through fruition, while maintaining open and transparent communication among all stakeholders.  **Regular Project Status Meetings and Reporting:** PCG-Indiana proposes conducting regular (typically bi-weekly or weekly) status meetings with the Pre-ETS project manager. We will review each Project Status Report with VR project management and stakeholders, typically via Microsoft Teams or Zoom. Project status meetings will be used to keep all parties informed of project progress, risks, and upcoming activities. We will make sure the format, content, level-of-detail, and method of delivery for regular status reporting meet the requirements of both VR and PCG-Indiana.  **Project Work Plan/Schedule Maintenance:** Effective project management is more than building a schedule, assigning tasks, and monitoring progress. Project management requires looking at a challenge, understanding the goal, assessing the resources available, plotting a course, and keeping things on track until completion. PCG-Indiana’s Project Management Methodology (PMM) draws upon formal processes and standards established by industry leaders; it has been customized based on our hands-on project delivery expertise; and it acknowledges that as each project is unique it must have the flexibility to respond to specific needs and challenges.  PCG-Indiana’s PMM is built on three tenants that serve as its cornerstone. These reinforce the notion that projects require a commitment that starts on day one:   1. **Understand the Goal**: Success begins with an understanding of the project. Project Managers must be active listeners, avid consumers of information, and facilitators of structured discussion that results in a common understanding of the project goals by all parties. 2. **Be Proactive and Stay on Task**: Progress is maintained by thinking ahead, communicating actively, being collaborative, leading decisively, and accepting responsibility for outcomes. 3. **Deliver Results**: Success is realized when a project is delivered on time, in scope, and on budget – and we have exceeded our clients’ expectations.   Using our proven approach and methodology, the PCG-Indiana team will provide effective, efficient project support throughout this engagement. Workplan The following table presents a high-level project plan, based on the information provided in this RFP, including a timeline that shows specific tasks that must be done in sequence to ensure that project will be completed in a timely manner.   |  |  |  |  | | --- | --- | --- | --- | | **#** | **PROJECT PHASE/TASK** | **START DATE** | **END**  **DATE** | | **I** | **Advisory committee** | **Month 1** | **Month 24** | | **I.1** | **Determine needs** | **Month 1** | **Month 3** | | a | Listening sessions (3 - 2 virtual and 1 in person) |  |  | | b | Interviews |  |  | | c | Coordinating accommodations |  |  | | d | Developing and delivering recommendations on refining the scope of the committee |  |  | | **I.2** | **Establish committee** | **Month 3** | **Month 6** | | a | Identify and invite participants |  |  | | b | Develop ongoing schedule |  |  | | c | Establish and secure method/platform |  |  | | d | Coordinating accommodations |  |  | | e | Coordinating stipends for those not paid to participate |  |  | | **I.3** | **Quarterly execution** | **Month 6** | **Month 24** | | a | Planning and preparation |  |  | | b | Coordinating accommodations |  |  | | c | Execution |  |  | | d | Follow up, including reporting and recommendations |  |  | |  |  |  |  | | **II** | **Developing and Revising Materials** | **Month 1** | **Month 9** | | II.1 | **Assess and revise existing materials** | **Month 1** | **Month 3** | | a | what's available nationally |  |  | | b | what does IN have |  |  | | c | what does IN need |  |  | | d | Gaps |  |  | | e | Revisions |  |  | | II.2 | **Develop package of materials for dissemination** | **Month 3** | **Month 9** | | a | KS - coordinate content contributors |  |  | | b | Coordination and organization of materials |  |  | | c | 4, 3-minute videos |  |  | | d | comic book, including design and print |  |  | | e | 1, 3 min animated video |  |  | | II.3 | **Dissemination and communication** |  |  | |  |  |  |  | |  |  |  |  | | **III** | **CtlC - In person trainings - assume 10, 3-hour sessions in 5 locations + follow up virtual CoP** | **Month 2** | **Month 24** | | III.1 | **Material development and revisions based on existing materials** | **Month 2** | **Month 4** | | II.2 | **Coordinate and schedule** | **Month 4** | **Month 10** | | III.2 | **Manage registration** | **Month 10** | **Month 24** | | a | Develop and disseminate web-based registration and advertisement |  |  | | b | Coordinate accommodations |  |  | | III.3 | **Execute in person training** | **Month 18** | **Month 24** | | III.4 | **Conduct evaluations** | **Month 18** | **Month 24** | | III.5 | **Deliver follow up virtual sessions** | **Month 18** | **Month 24** | |  |  |  |  |    Tracking Activities and Outputs We will leverage our proven project management methodology described above to effectively track and report activities and outputs. Through our previous experience, we have developed effective strategies to internally and externally communicate activities and outputs. Internally, we leverage standardized tools to monitor progress. For example, we often track our project activities using the project management tool, Microsoft Projects. With our external partners, such as VR, we establish agreed upon timelines, templates, roles, and responsibilities. We propose offering the following activities to track activities and outputs:   * Starting with a kickoff meeting to confirm timelines, deliverables, and expectations. * Regularly scheduled check-ins with updates on key activities. * Quarterly reports to summarize contract activities and outputs.   While these are our typical practices, we individualize our approach for each contract based on the needs of the client and the scope of work. PCG-Indiana is happy to collaborate with Indiana to configure a unique approach that meets the particular demands of this engagement. Staffing Plan To effectively staff this opportunity, PCG-Indiana proposes leveraging both our own team as well as our partners. Below, we outline key staff from each of our organizations, as well as their responsibilities. Our full staffing plan can be found in the next section.   |  |  |  | | --- | --- | --- | | **Key Staff** | **Role** | **Responsibility** | | Sarah Salisbury | Engagement Manager | Oversees client engagement, including contract negotiations, oversight of deliverables, and client satisfaction. | | Amy Howie | Consulting Manager | Provide consultation in client engagement, contract negotiations, oversight of deliverables, and client satisfaction. | | Maya Cox | Project Director | Provide oversight and guidance over all components to support an integrated, effective approach to meeting both project objectives and DDRS goals. | | Phillip Parnell | Project Manager | Manages the project team, timelines, and day to day operations of the project. | | Heidi Brett Baker | Pre-ETS Advisor and SME | Provides guidance on existing practices in Pre-ETS and existing implementation of CtlC in these services. Also manages coordination of development. |  |  |  |  | | --- | --- | --- | | **Key Advisor** | **Role** | **Responsibilities** | | Kylee Hope | Senior Advisor | Ms. Hope’s role as Senior Advisor includes being the facilitator of the Advisory Board and advising on the development and implementation on other activities in this component, including the listening sessions, training sessions, and material development. As the former DDRS and BRS Director, a family member, and teacher, she is uniquely positioned to advise PCG in this engagement. |     As a part of our planning process, we develop a workplan using resources who have the strengths, skills, and availability to complete tasks as described. If for unforeseen circumstances a team member is unable to participate as intended, PCG-Indiana will provide a substitute that meets or exceeds the qualifications of the originally team member.  In addition to our key staff, we are pleased to have an extensive team of professionals who are well qualified to conduct this scope of work. In the following section, we are pleased to provide additional details regarding this team. Evaluation PCG-Indiana’s evaluation approach seeks a wholistic view of the training provided and the impact that it has on participants’ ability to perform their job. Our aggregation and analysis processes provide insights on how to improve training based on the results received.  PCG-Indiana will collect data related to participation, completion, and objectives for each respective activity. PCG-Indiana may also conduct pre- and post-training assessments and will collect and analyze the results. These assessments can be conducted online via Qualtrics, an accessible survey platform. Reporting Effectiveness PCG-Indiana will report on the effectiveness of training on a quarterly basis. Reports will follow a standard format, which will be submitted for review and approval prior to the completion of the first training report. Our reports may include information such as data on training participation, evaluative data as reported in pre- and post-training assessments, and qualitative data gathered via unstructured feedback (as available). Quantitative data will be aggregated and presented as averages, to present a clear picture of overall effectiveness and to maintain respondent confidentiality. Following the initial quarterly report, PCG-Indiana will include analysis of trends in the report, to clearly articulate how effectiveness is improving, or diminishing, over time. Samples from PCG-developed training evaluation reports are shown in the next section. Examples of Measurable Outcomes from Training Following are several examples of evaluations conducted on trainings Public Consulting Group provided. We summarize the evaluation results and share them with project managers on a routine basis to help understand the impact and return on investment of trainings. The results help improve our training efforts and understand continuing or existing gaps in learner knowledge or skills that can be addressed in future trainings. Example Training Evaluation Results from New York State Department of Health Project: **Trainer Evaluation (out of 5)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Expertise | Clarity | Culturally  Appropriate | Time  Management | Responsiveness | Overall | | 4.72 | 4.70 | 4.76 | 4.75 | 4.79 | 4.74 | | **Knowledge Evaluation** | |  |  |  |  | | Average Before | Average After | Average Change |  |  |  | | 3.29 | 4.48 | 36% |  |  |  | | **Overall Evaluation** | |  |  |  |  | | The difficulty level was about right. | | | | | 4.37 | | I can apply the information in my practice/service setting. | | | | | 4.56 | | The presentation met my professional educational needs. | | | | | 4.44 | | The trainer actively involved me in the learning process. | | | | | 4.62 | | As a result of this training, I feel more confident in my person  centered skills. | | | | | 4.54 | |  |  |  |  | Overall: | 4.50 |    Example Training Evaluation Results from Michigan Department of Education Provider Training Series: Blueprint for Action!   **Train the Trainor Sessions**   |  |  |  | | --- | --- | --- | | Region/ Location: | Training Delivery: | Sessions Covered: | | Grand Rapids | Tuesday, June 5  8:30 am-4:30 pm | Time Management  Personnel & Program Management  Getting Organized  Budgeting  Legal Considerations  Collecting Fees  Leadership and Program Evaluation | | Howell | Wednesday, June 6  8:30 am-4:30 pm | | Grayling | Thursday, June 7  8:30am- 4:30 pm |     Participant Evaluation Responses   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | General | | | | | | | | Evaluations Submitted | |  | # Returned | | Percent of Total | | |  | Grand Rapids | | 15 | | 31.5% | | |  | Howell | | 19 | | 39.5% | | |  | Grayling | | 14 | | 29% | | |  | Total | | 48 | | 100% | | | Survey Questions | | | | | | | | 1. The training prepared me to deliver the Blueprint for Action Training Series | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 8 | | 17% | | |  | 4- Agree | | 27 | | 58% | | |  | 5- Very Much Agree | | 11 | | 24% | | |  | Total | | 46 | | 100% | | |  | | | | | | | | 2. I know how I will implement the training curriculum when I use the training materials | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 4 | | 8.5% | | |  | 4- Agree | | 30 | | 64% | | |  | 5- Very Much Agree | | 13 | | 27.5% | | |  | Total | | 47 | | 100% | | |  | | | | | | | | 3. Compared with my knowledge and comfort level prior to the training, I feel more confident in delivering all components of the training series | |  | | Count | | Percent | |  | | 1- Very Much Disagree | | 0 | | 0% | |  | | 2- Disagree | | 0 | | 0% | |  | | 3- Neither | | 6 | | 12.5% | |  | | 4- Agree | | 30 | | 62.5% | |  | | 5- Very Much Agree | | 12 | | 25% | |  | | Total | | 48 | | 100% | |  | | | | | | | |

1. Staffing

Describe relevant experience and qualifications in the provision of training and technical assistance to individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP. Responses must also include background and expertise of staff who would play a substantial role in the delivery of services. Experience and qualifications for both respondent as well as any partner organizations, as applicable, must be included in the response. Provide resumes for key staff.

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| PCG Experience It is PCG-Indiana’s belief that staff training and technical assistance play a critical role in improving services and subsequent outcomes for students with disabilities. PCG-Indiana and its partners have extensive national experience and a deep bench of experts that can flexibly meet the shifting needs of the State. PCG-Indiana’s capacity also supports training provision efficiently, effectively, and with a lens toward continuous improvement to help propel the state forward. To describe and explain our experience, expertise, and capacity, we provide both summaries as well as examples of our previous work.  PCG-Indiana has extensive experience managing the development and provision of **training on a statewide scale**. PCG-Indiana leverages the expertise of staff, who have over 50 years of combined training experience. Knowledgeable in adult learning, staff employ evidence-based training supporting relevant, easy to access, and meaningful to the learner’s work and lens. Staff use plain language, in a variety of mediums to support access in a variety of ways, as we know learners are short on time, and need information quickly. PCG-Indiana uses best practices in project management to organize, coordinate, and implement trainings on large and small scales. PCG-Indiana leverages technology and communication plans to assure efficient and appropriate communication occurs to meet the varying needs of learners, presenters, staff, and stakeholders. PCG-Indiana works with the State, as well as each attendee to make sure that needs are met.  PCG-Indiana has extensive experience managing administrative tasks related to the delivery of technical assistance and training. Staff have experience in coordinating content and presenters in a way that makes sense for learners and is approved by the State. Locations and times are identified based on the needs of learners as well as feedback from the State. PCG-Indiana will work with the State and learners to make sure appropriate accommodations are identified and implemented. PCG-Indiana uses online registration software to track registration and accommodation requests.  PCG-Indiana has the knowledge, experience, and relationships in Indiana critical to understanding the **strengths, needs, and challenges across the Indiana landscape**. While we know Indiana well, we also benefit from being able to leverage our parent company’s resources, knowledge, staff, and experience on the national stage. We’re able to translate best practices and lessons learned from states across the country to benefit Indiana DDRS.  The following table, and subsequent project summaries, provide a brief description of PCG’s prior experience and individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Project** | **Statewide Training & TA** | **Improving Employment Outcomes** | **Transition-aged youth** | **Person-centered Planning** | | IN VR Pre-ETS | X | X | X | X | | IN VR Provider Training | X | X | X |  | | IN BDDS training, including LifeCourse & IN VR Pre-ETS | X | X | X | X | | IN Department of Education Project SUCCESS | X | X | X | X | | MS Pre-ETS |  | X | X | X | | Clark University, Tech Quest |  | X | X |  | | KS Department for Children and Families, Rehabilitative Services | X | X | X | X | | CA Workforce Association | X | X |  | X | | NY Department of Health | X |  |  | X | | MA Executive Office of Education | X | X | X |  | | MA Executive Office of Labor and Workforce Development |  | X | X |  | | UT Department of Workforce Services | X | X |  |  | | PA North Central Pennsylvania Workforce Development Board | X | X |  |  | | WA State Health Care Authority | X |  |  |  | | WY Department of Health | X |  |  | X |  Indiana Since 2019, PCG-Indiana has contracted with Indiana 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. **PCG-Indiana has been pleased to specialize in providing Pre-ETS to students with high support needs, areas that the State has had difficulty in procuring services, and sites in post-secondary settings.** (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-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.**  Since 2019, PCG-Indiana has contracted with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide **statewide training and technical assistance to Indiana’s Employment Services Providers.** Training and technical assistance includes ACRE certified training, the development and delivery of a coaching network, and other specialized trainings based on the needs of employment services providers. During 2020, specialized training included responsive and inclusive service delivery supporting organizational change across the State. Additionally, PCG-Indiana facilitated the first Mental Health and Employment Summit for employment service providers to increase awareness and skills of providers to support individuals with mental health conditions, including co-occurring disorders. In the second year of the contract, the project team continued to provide innovative training to meet the evolving needs of providers with content such as the Intersectionality and Employment First Summit, Level Up Your Leadership training, and specialized training content for employment specialists to better support the Deaf and Hard of Hearing Community. **Beginning in July 2022, the project team began developing a series of 9 online training modules for Pre-ETS providers with the intent of improving skills and service delivery. Additionally, PCG-Indiana has been pleased to partner with Stone Belt Arc, Inc. to pilot the Coaching Network for Pre-ETS providers. Leveraging this system builds internal and statewide capacity with established, successful practitioners**. Training needs are identified by VR and through annual needs assessments and ad hoc assessments.  In 2020, PCG-Indiana partnered with BRS to conduct LifeCourse training to students across Indiana receiving Pre-ETS, their families, and the school personnel that support them. This collaboration promoted the use of LifeCourse across Indiana, and support transition-aged youth to prepare for adulthood. Additionally, PCG-Indiana developed a series of four training modules for Pre-ETS providers on serving students with complex needs. As a Pre-ETS provider facilitated in collaboration with subject matter experts in education and vocational rehabilitation, PCG-Indiana has unique and qualified insight into supporting students with complex needs effectively.  Since 2017, PCG-Indiana has been working with the Indiana Family and Social Services Administration (FSSA) Bureau of Rehabilitation Services (BRS) to provide a Vendor Registration and Claims Payment System (VR CPS) for Vocational Rehabilitation providers to register to provide VR services/goods, view prior authorizations, submit and view claim status, view payment status, and submit fund recoveries. The PCG-Indiana team of IT professionals, subject matter experts, and analysts have worked closely with FSSA staff to customize the system to meet Indiana’s specific business and operational needs. **PCG-Indiana provides a multi-tiered training approach for VR Vendors and staff to support statewide systems change.** PCG-Indiana facilitated a train-the-trainer model for State staff. Our trainer delivered system training to the VR staff trainers and worked with them to develop content and resources to be delivered statewide. Additionally, PCG-Indiana provided both webinars, resources and guides, and short vignettes to assist vendor staff in learning how to use the system, in easily digestible formats.  From 2016 to 2020, PCG-Indiana provided a wide range of professional development for the **Indiana Bureau of Developmental Disability Services.** Under this contract, our team designed and developed a comprehensive series of **e-learning courses, materials, and resources; assessed service coordinators’ annual learning needs; developed trainings and in-person conference sessions to meet those needs and designed; and managed and implemented the annual BDDS staff conference for 100-150 staff each year**. The project supported the training needs of BDDS staff, specifically focusing on Service Coordinators located in regional offices across the state. As part of this engagement, PCG-Indiana provided monitoring, evaluation and reporting on the training initiatives and associated outcomes.  PCG-Indiana’s Project Success assisted the **Indiana Department of Education (IDOE)** in providing technical assistance for implementation of the Indiana Alternate Academic Standards for students with significant cognitive disabilities. Through the creation of Project Success, a technical assistance center, PCG-Indiana provided local educational agencies (LEAs) with guidance and support to help students with disabilities achieve higher academic and communication outcomes and leave high school college, career, and community ready. PCG-Indiana maintained a Project Success website that provides access to materials, resources, and helpful tools. Over the course of the engagement, PCG-Indiana delivered many types of training. PCG-Indiana developed training modules and resources for LEA teams that can be packaged as either a day’s training or a series of shorter, topically based modules that can be delivered according to participant’s needs. Additionally, **PCG-Indiana delivered statewide professional development institutes across the state that address assessing and aligning grade level content for students with disabilities**. On an ongoing basis, PCG-Indiana provided informational webinars, instruction, and video examples of implementation of materials. The assistance center continually delivered professional development, instruction, and on-site technical assistance to LEAs. Mississippi 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. PCG is pleased to expand services to meet the needs of additional youth with disabilities.  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 providing high quality Pre-ETS in identified counties. Clark University Public Consulting Group contracted with **Clark University** to act as the grant administrative entity and apprenticeship workforce intermediary for the **Tech Quest Apprenticeship Expansion Consortium** (TQ Consortium). Tech Quest is a $12 million nationwide apprenticeship program awarded to Clark University for the USDOL Employment and Training Administration “Scaling Apprenticeships through Sector-Based Strategies” grant. Clark University was awarded the apprenticeship grant in 2019 to expand IT apprenticeships nationwide. Target populations receiving training are individuals seeking to upskill and gain relevant business and technology skills in an evolving workplace.  Launched in July 2019, the Tech Quest Apprenticeship was established by Clark University with a consortium of institutions of higher education, PCG, and local workforce development boards throughout the Unites States. The goal of the project is to enroll 4,000 individuals into technology and work readiness pre-apprenticeships, employ and train 1,000 unemployed and under-employed individuals into IT and IT-related apprenticeships over four years, establish five new apprenticeships, expand five existing apprenticeships, and secure at least 50 employers in apprenticeship activities.  PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. PCG also serves as the national workforce intermediary for the project, working with the USDOL Office of Apprenticeship, State Apprenticeship Agencies, to expand the number of registered apprenticeships in IT and IT-related technology occupations geographically, and in numbers of apprentices enrolled. The project will also utilize private Standards Recognition Entities (SRE) to register new apprentice-able occupations and training standards under the recently released industry recognized apprenticeship (IRAP) guidance. Through these apprenticeship programs, workers will be matched with employers and receive both on-the-job and related instruction, gaining employment and increasing their wages as they improve their skills and move up the career ladder. Kansas From 2015 to 2020, PCG’s parent company, Public Consulting Group LLC, helped the **Kansas Department for Children and Families (DCF), Rehabilitation Services (RS)** conduct a five-year $25M grant entitled “End-Dependence Kansas” to implement evidence-based practices (EBPs) for individuals with disabilities. These EBPs include: Individual Placement and Support (IPS), Individualized Discovery/Customized Employment (ID/CE) and Vermont Progressive Employment (VTPE) for individuals with disabilities. **Public Consulting Group managed the training and technical assistance of evidence-based practices with 14 contracting agencies who are implementing the EBPs, and the KRS counselors who refer to them. Targeted populations for whom the state wished to improved employment outcomes included but were not limited to youth with disabilities and individuals exiting the criminal justice system.** This training and technical assistance encompassed implementation of EBP’s, including supported employment, career exploration, job task analysis, development of natural supports, employer engagement, work experiences, situational assessments, job accommodations and modifications, and working with individuals with a criminal record. Technical assistance and training occur on several different levels. Public Consulting Group hosted conferences and individualized summits for over 175 individuals including contractors, KRS staff, Public Consulting Group staff, national consultants, and other Kansas leadership. Public Consulting Group works with the State to provide customized training and technical assistance in a variety of forms to KRS staff and contractors, to meet the varying needs across the State. Additionally, Public Consulting Group hosted an EDK website that provides pertinent information regarding the EBPs, policies, Public Consulting Group staff, and the national consultants bios. To monitor progress and measure impact, Public Consulting Group employed a data collection system as well as fidelity reviews to evaluate each provider’s performance. These reviews and data informed topics and approach of technical assistance for each contractor. California Public Consulting Group was contracted by the California Workforce Association (CWA) to support the California Workforce Development Board (CWDB) by facilitating statewide coordination in building the capacity and skillsets of workforce development staff and partners across the State of California. The team crafted and disseminated a unique statewide survey for a skills gap analysis of workforce professionals to determine local Workforce Development Board (WDB) leadership and staff’s workforce-related competencies and their progress in implementing WIOA. Public Consulting Group examined these findings to conduct a gap analysis on workforce professionals’ competencies and training needs, aimed at understanding the ability of staff to implement the Workforce Innovation and Opportunity Act’s (WIOA) goals and guidelines and acknowledging the level of WIOA-focused training provided to staff in recent years. Public Consulting Group created an electronic survey to submit to WDB leaders across the state and assessed trends and nuances across staff training needs by level (e.g., leadership, management, or front-line staff). Public Consulting Group also crafted a supplemental survey for WDB leaders to assess their WDB’s implementation of the main priorities in CWDB’s WIOA Plan (e.g., sector strategy development, partner integration, expansion of apprenticeship programs, etc.). The team established the measures and metrics to include in the survey and populate into an engaging data dashboard for use by CWDB and local WDB leadership. The team then analyzed findings from both surveys to create an actionable plan to develop and deliver training to WDB staff across the state to fulfill training needs and support WIOA implementation in line with the state’s goals. New York State For the New York State Department of Health, Public Consulting Group has a current contract to conduct statewide person-centered planning (PCP) training, including all recruitment, coordination, curriculum development, delivery, and reporting. The goal of this initiative is to provide training in Person-Centered practice, planning and thinking as well as the development of the templates necessary to implement these practices across service systems. Public Consulting Group is conducting a total of 20 Learning Institutes throughout the contract period. This learning mechanism promotes change needed at the systems level and includes in-person or virtual sessions over a period of several weeks, as well as follow-up activities such as mentorship, development of sustainability plans, and action plans. Public Consulting Group has developed curricula and is delivering a total of more than 250 in-person and virtual training sessions throughout the contract period. Finally, Public Consulting Group is developing and delivering materials for an online Resource Library, including a Person-Centered Planning template, resources to support the use of assistive technology, best practice examples, planning and practice tools, checklists, and recorded webinars. Massachusetts Public Consulting Group engaged with the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education to support the New Skills for Youth grant initiative, also known as High-Quality College and Career Pathways. The initiative is designed to increase student access across the Commonwealth to career pathways, improve the state’s pipeline of skilled workers for high demand opportunities and bring coherence and efficiency to the use of relevant state education and workforce resources. Public Consulting Group provided state-level project management and facilitation, communications strategy consulting, and professional development curriculum and training for K-12 and Higher Education faculty, staff, and administrators statewide. Public Consulting Group was responsible for making organizational recommendations to restructure communications, coordination, and decision-making amongst senior staff from multiple state agencies. Additionally, Public Consulting Group was hired by the Massachusetts Executive Office of Labor and Workforce Development (EOLWD) to develop frameworks for Industry-Recognized Apprenticeship Programs (IRAP) and Apprenticeship Pathways for Youth in expansion apprenticeship industries (i.e., technology, healthcare, and energy). The goal of this work was to identify and communicate opportunities to connect existing pathway programs and activities, including Registered Apprenticeship, Pre-Apprenticeship, Innovation Pathways, Career and Technical Education, and other work-based learning. Public Consulting Group analyzed state labor market information and blueprints developed by local workforce development boards and the MassHire system to identify and develop pathway frameworks for in-demand occupations. Public Consulting Group also provided an inventory of online apprenticeship resources and recommendations for an online apprenticeship tool suited for statewide audiences. Utah **Utah Department of Workforce Services** commissioned Public Consulting Group to develop two videos about executive functioning to be used in employment counselor trainings, including **An Overview of Executive Functioning** to assist staff in supporting individuals navigating difficult situations, and **How to Build Executive Functioning Skills**, through coaching, motivational interviewing, and trauma-informed care. Pennsylvania Public Consulting Group was engaged by the **North Central Pennsylvania Workforce Development Board** (NCWDB) to develop and implement a Virtual Services Portal to increase the efficiency with which NCWDB engages customers and provides services in a multi county rural region. The team conducted a regional demographic analysis to identify factors impacting course design. **Curriculum was designed for 8 interactive eLearning Job Readiness workshops**, complete with customized Incentive-based Recognition and Rewards Certificates. A **Networking Forum** complete with language filters, anti-spam tools, advanced security and customized registration process was designed to provide a community space for learners to interact and share experiences and advice. Performance measurement methodology was then crafted to quantify user input, satisfaction, customer engagement, and many other key performance indicators. A series of customized reports were designed to demonstrate system impact and ROI. **A branded Landing Page was developed with a custom video library “PCG TV”, and an Orientation video to acclimate customers to the virtual system.** All VSP content was designed to be Section 508 compliant to support the needs of individuals with disabilities. Public Consulting Group launched the virtual services platform at the end of November 2018.  As the **operator of the Philadelphia CareerLink® system**, Public Consulting Group provided guidance and oversight for the redesign of the Philadelphia workforce service delivery system. The redesign of the system has served to transform all service delivery processes within the One-Stop System. The two main objectives of the redesign have been to, 1) Create a common customer pool and common customer flow, and 2) Integrate partner staff within the One-Stop Career Centers to eliminate duplication of services. Public Consulting Group led teams through the process of integrating their systems, including process redesign, policy development and technical assistance, product development, partner and employer engagement, and staff capacity building. In addition to being responsible for the day-to-day operations, Public Consulting Group has overseen up to 70 staff. Public Consulting Group has utilized innovative strategies to outreach and engage the business community, bridging the gap between One-Stop offerings and the demands of local employers, including manufacturing and shipyard employers in Philadelphia. **Public Consulting Group developed an innovative Workshop Service Delivery system to serve the more than 120,000 customers per year who sought services in the system. During the first year of operations, over 13,300 participants attended the workshops which were comprised of a combination of face-to-face presentations, online Academy training and E-technology self-directed formats.** Washington The **Washington State Health Care Authority** has contracted with Public Consulting Group to provide expert level technical assistance and training to improve implementation of services through the Foundational Community Supports Protocol. The target audience for Cross System Collaboration includes staff from WA HCA, personnel and contractors of other Washington State agencies, Behavioral Health Organizations. Managed Care Organizations, Administrative Service Organizations and community behavioral health agencies, as well as agencies that are interested in becoming potential providers. The training and technical assistance participants also include provider agency staff, including peers, supervisor, and leaderships. Public Consulting Group provides the training through in-person sessions as well as online**. Public Consulting Group provides in-person training events focused on fostering cross-system collaboration between Healthcare, Behavioral Health, and DVR One-Stop systems, supported employment webinars, learning community calls, and monthly calls with the Supported Employment trainers for technical assistance**. Wyoming The **Wyoming Department of Health** contracted with Public Consulting Group to develop materials for case management agencies and case managers to support the changes made in the amended Home and Community Based Services (HCBS) waiver. For case management agencies, PCG developed a manual covering agency administration and responsibilities, as well as the functions of case management. For case managers, a desk reference was developed, including targeted support for assessment modules, assessing caregiver needs and capacity, and establishing service plans. **PCG developed training materials and provided training for providers, case managers, and agency administration on the HCBS Settings Final Rule.** After researching best practices, PCG provided recommendations for changes to the review of requests for increased funding and supports for individuals with intellectual and developmental disabilities. A transition plan for the implementation of a new Level of Care tool for three HCBS waivers was created to include best practices from other states’ transitions. Partner ExperiencePlan B Marketing Plan B Marketing, Inc. is registered with the Federal government as a Veteran Owned Small Business (VOSB). Today, Todd Muffley, Veteran, partners with companies who want to partner with the State governments. Plan B Marketing’s certified NAICS numbers are 541810, 541830, 541430 and 541611 (Advertising Agency, Media Buying Agency, Graphic Design Services and Administrative Management). For the Indiana Bureau of Vocational Rehabilitation, Plan B currently subcontracts with PCG-Indiana to deliver statewide training and technical assistance to contracted vendors providing employment services to individuals with disabilities. In this scope, Plan B develops a wide spectrum of branded videos to enhance PCG-Indiana’s multimodal training approach. For example, Plan B has developed a series of informative graphic-based videos to introduce key concepts. The firm also worked with PCG-Indiana to develop instructional videos that incorporate live demonstrations and professional interviews. Additional companies and organizations Plan B has partnered with and continues to work with are: the State of Indiana, MDwise, CyberActive Corporation, Indiana University, and Pearson Education. From media buying, web development, strategy design, branding and email/digital marketing, and a plethora of other marketing services, Plan B offers the right tactics to help your organization. Staff Experience PCG-Indiana and its parent, Public Consulting Group LLC, are recognized leaders in public sector consulting with extensive State-specific and nationwide experience working with vocational rehabilitation and intellectual and developmental disabilities agencies, forming and executing systems change and program implementation, and supporting statewide technical assistance and training for state agencies and providers. We also work with Medicaid programs, departments of education, workforce investment boards, Social Security advocacy, early childhood programs, and state Supplemental Nutrition Assistance Programs (SNAP).  The team proposed for this project falls under the Aging and Disability Center of Excellence (COE) of Public Consulting Group. Aging and Disability COE projects vary from small consulting opportunities performed for disabilities services agencies across the nation to extensive operations projects. The members and leadership for this team come from varied professional backgrounds and perspectives, providing our clients with a depth of expertise and experience.  The Aging and Disability COE encompasses the following service types:   * Project Management and Operations * System and Program Implementation and Support * Training and Stakeholder Engagement * Fiscal and Policy Analysis * Systems Analysis and Program Evaluation   The programs that the Aging and Disability COE works with range from Vocational Rehabilitation to Workforce Development, Person-centered Planning, Independent Care and Living, Residential Services, Long Term Care, and Adult Protective Services.  Our team has a deep knowledge and experience base to conduct educational and resource sharing events. Staff have direct service experience in vocational rehabilitation, supporting employment and skills acquisition for individuals with disabilities, intensive technical assistance and training to agencies, and larger training and capacity building activities as they pertain to systems change and better outcomes for the individuals served. Program staff have both national and Indiana-specific experience of effectively working with IN agencies to improve program implementation through training, technical assistance, and program support. As DDRS moves to advance services and outcomes; PCG-Indiana has the knowledge and relationships to support the State moving Indiana and the field forward.  An organization chart for our team is shown below followed by short biographies. Full resumes are available as part of our proposal in Appendix T2 -Resumes.    PCG LLC, PCG-Indiana’s, parent company, has federally acceptable rates that have been vetted through the General Services Administration (GSA).  The GSA Rate Schedule establishes a rate schedule based on the experience and qualifications of staff. Below, we provide a summary of each position alongside the qualifications of each proposed team member.  The following narrative provides a summary of each proposed labor category, the staff that fall under each category, and detail on education and experience. For the convenience of the reader, general experience and education are summarized by role and table to demonstrate that staff meet and exceed requirements. Under each table, corresponding bios can be found. Full resumes are available as part of our proposal in Appendix T2 -Resumes.  The following narrative provides a summary of each proposed role, the staff that fall under each role, and detail on education and experience. For the convenience of the reader, general experience and education are summarized by role and table to demonstrate that staff meet and exceed requirements. Under each table, corresponding bios can be found. Full resumes are available as part of our proposal in Appendix T2 -Resumes. Consulting Management Executive **Functional Responsibility:** Provides executive leadership to the overall engagement effort and serves as a principal contact to the agency lead. Establishes executive direction to a team of experts and advisors who make recommendations, guide, determine best practices and deliver specialized subject matter knowledge to support effective and efficient management of agency programs and business functions. Provides corporate-level quality assurance for the engagement and oversees compliance with the firm’s professional service standards. This position monitors the progress of the engagement to assure overall excellence in completion of deliverables and tasks. In collaboration with the agency lead, makes decisions about the direction of the engagement and provides a central point of authority and accountability for the firm.  **Minimum/General Experience**: Minimum of 10 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Sarah Salisbury, Engagement Manager | **Rutgers University**  Master of Public Administration  Concentration: International Public Service and Development  **Cornell University. School of Industrial and Labor Relations**  Certificate in Management Development  **Nyack College**  Bachelor of Arts in Social Science | Ms. Salisbury has over 15 years of experience in a vast array of health and human services programs. She leads our firm’s Aging and Disability Center of Excellence. She has managed rate studies and fiscal analysis for Early Intervention (EI), Vocational Rehabilitation (VR), and Home and Community Based Services (HCBS) programs in numerous states. She has extensive experience in analysis and needs assessments. | | Amy Howie, Consulting Manager | Ball State University  *M.A.E. and Certification in K-12 Administration*  Indiana University-Purdue University at Indianapolis  *Bachelor of Arts, Severe Disabilities Education, Learning Disabilities minor* | Ms. Howie has over over 25 years of experience in a vast array of special education services programs. She oversees contracts across the country to provide training, technical assistance, and resources to education professionals seeking to improve services for students with disabilities. |   **Sarah Salisbury**, an Associate Manager, will serve as the Engagement Manager for this project. She has over 14 years of experience in a vast array of health and human services programs. She leads our firm’s Aging and Disability Center of Excellence. She has managed rate studies and fiscal analysis for Early Intervention (EI), Vocational Rehabilitation (VR), and Home and Community Based Services (HCBS) programs in numerous states. Ms. Salisbury also assists states with HCBS program design and activities including assistance with HCBS Statewide Transition Plan (STP) compliance, provision of person-centered planning trainings and compliance site assessments.  Prior to her work at PCG, Ms. Salisbury completed the Public Management Internship program in New York State while working for the State’s Budget office. At Division of the Budget, her portfolio included Home Energy Assistance Program (HEAP), Supplemental Security Income (SSI), homelessness, supportive housing, Supplemental Nutrition Assistance Program (SNAP), EI, state operations, and IT infrastructure. She also developed cost savings and revenue maximization recommendations for IT development projects and strategic sourcing. Her other past work has included serving as a subject matter expert for the federal Office of Refugee Resettlement, and public affairs at the U.S. Embassy in Guatemala.  **Amy Howie** is an associate manager and Special Education Subject Matter Expert at Public Consulting Group and Advisor of the Project Success Resource Center. Project Success is a resource center developed to support higher academic achievement for students with disabilities. 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 settings. For six years, Amy served as an assistant principal in two Indiana districts where she led efforts to improve instruction and increase achievement by developing and supporting special education programming; Response to Intervention initiatives; and Positive Behavioral Support programs. Additional areas of expertise include use of evidence-based instructional strategies, assessment, special programming including s504 and ENL; parent and community involvement; and academic and behavioral interventions, specifically aimed at the secondary level. Amy has a Master’s Degree in Educational Administration and Supervision K-12 and a Bachelor’s Degree in Special Education. Senior Consultant **Functional Responsibility:** Supervises the engagement team, provides day-to-day engagement oversight, review and approval of deliverables and tasks, compliance with engagement standards and quality control of engagement reporting. Leads ongoing efforts of team of experts and advisors who make recommendations, guide, determine best practices and deliver specialized subject matter knowledge to support effective and efficient management of agency programs and business functions. The Consulting Senior Manager works closely with the Consulting Management Executive in the development of the overall engagement approach.  **Minimum/General Experience**: Minimum of 7 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Maya Cox, Project Director | **University of Louisville**  Master of Education, Special Education, Concentration in Autism  **University of Notre Dame**  Bachelor of Arts, Pre-Professional Studies, Psychology  **Certified Employment Support Professional (CESP)**  2018 to present  **LifeCourse Ambassador**  2020 to present | **Maya Cox, M.Ed., CESP, LifeCourse Ambassador; has over 14 years of national experience** leading the design, implementation, and evaluation of training and technical assistance to improve services and outcomes for individuals with disabilities. With a focus on employment as an integral part of an adult’s life, she has worked across agencies and stakeholder groups to develop system interventions that improve outcomes. The following project examples demonstrate experience and expertise in both programmatic experience as well as training design and implementation. |   **Maya Cox, M.Ed**., a Certified Employment Support Professional, a LifeCourse Ambassador, and a Senior Consultant, will serve as Project Director for this engagement. Ms. Cox has more than 14 years of experience in disability services, with a focus on improving employment outcomes for individuals with disabilities. Ms. Cox provides subject matter expertise in vocational rehabilitation on a number of evaluation projects across the country including in Indiana, Massachusetts, Kansas, Mississippi, and Oregon. She leads training and technical assistance projects related to improving employment services to individuals with disabilities in Indiana and Kansas. Recently, Ms. Cox supported Indiana Vocational Rehabilitation through training and technical assistance around individuals with disabilities, with a focus around improving employment outcomes, including the development of foundational training for Pre-Employment Transition Service providers and traditional employment service providers, statewide training on mental health and employment, coaching for employment service providers, and the development of a multimodal training package to support the implementation of the new Claims Payment System. Ms. Cox has provided subject matter expertise in employment and community-based supports for individuals with disabilities in Mississippi, Michigan, and Wisconsin. Ms. Cox serves as the President on the National Board of Directors of APSE, the national voice for the Employment First movement and organization for professionals and stakeholders who support employment for all individuals with disabilities. Consulting Senior Subject Matter Expert **Functional Responsibility:** Provides specialized subject matter expertise relevant to the business requirements of the engagement. Expertise is highly technical in nature and may include expansive knowledge of industry regulations, best practices and emerging trends.  **Minimum/General Experience**: Minimum of 5 years’ experience  **Minimum Education**: Bachelor's Degree in Public Policy, Public Administration, Business Administration, or related degree preferred   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Heidi Brett Baker | **Oakland City University**  *EdD Special education*  **Xavier University**  *M.A. Education Administration*  **Purdue University Calumet**  *B. A. Major: Elementary Education with Special Education Endorsement* | **She has 30 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. Her experience includes the development and implementation of Pre-ETS sites in Indiana and Mississippi. | | Kylee Hope | **Indiana University, Robert H. McKinney School of Law**  Juries Doctorate, licensed to practice in Indiana  **Purdue University**  Bachelor of Arts, Special Education  **International School of Indiana**  Board Member/Secretary 2018-present | **Kylee Hope has over 15 years of experience in disability-related services and policy.** She has had a multifaceted career in the areas of education, health care, employment, and community living. She has experience working from the point of service delivery, as well as in state and national capacities. |   **Kylee Hope** has over 15 years of experience in disability-related services and policy. In her prior role as Division Director for the Indiana Division of Disability and Rehabilitative Services, Ms. Hope provided leadership to more than 480 staff and managed various state and federal disability programs, including early intervention, Medicaid Home and Community Based Services, Vocational Rehabilitation, blind and visually impaired services, deaf and hard of hearing services, assistive technology grant, quality improvement and compliance programs. Ms. Hope has provided expert training and technical assistance to various entities including child services, adult protection services, judiciary, law enforcement, juvenile justice, mental health centers, hospitals, housing authority, workforce boards, schools and local governments. She has extensive expertise in developing policies and procedures related to vocational rehabilitation and special education.  **Heidi Brett Baker** is a Senior Associate, Special Education Subject Matter Expert at Public Consulting Group, a LifeCourse Ambassador, and team member of 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 (http://projectsuccessindiana.com). Heidi coordinates the PCG Pre- Employment Transition Service project for Indiana and Mississippi. Prior to coming to PCG, Heidi was a special education director for several years. She has 30 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. 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 many 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. She has been very successful in writing several grants to fund new initiatives. Heidi 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 is completing her Doctorate in special education, completed a master's degree in Educational Administration and Supervision K-12 and a bachelor’s degree in Special and General Education.  Consultant  **Functional Responsibility:** The Consultant is responsible for the completion of a wide variety of engagement and deliverables. The Consultant provides subject matter expertise and advice, prepares recommendations, and determines best practices to support effective and efficient management of agency programs and business functions. Prepares technical reports by analyzing and summarizing information and trends. Possesses comprehensive knowledge of subject matter. Provides leadership, coaching, and/or mentoring to a subordinate group.  **Minimum/General Experience**: Minimum of 5 years’ experience  **Minimum Education**: Bachelor's Degree in a related field.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | Phillip Parnell, Project Manager | **Duke University**  Masters of Arts, Political Science  **Williams College** Bachelor of Arts, Policial Science  **LifeCourse Ambassador**  2021 to present | **Phillip Parnell has over four years of experience in disability-related services.\***  His work has focused on employment, Home and Community Based Services, and advocacy and he has provided research and support to multiple states on VR rate study and rate implementation projects. He has also participated on a DDRS workgroup to use the LifeCourse Framework to identify systematic challenges and implement systems change for individuals with disabilities. Finally, he has supported various provider agencies with their employment programs. | | Consultant, TBD | At least bachelor’s degree | **Upon award, we will hire an individual with at least five years of experience.** We will actively seek to hire a consultant who, beyond the degree and employment experience that aligns with this position, has lived experience in transition services as a person with a disability. |   \*Substitutions within the GSA schedule specifies that: Public Consulting Group LLC reserves the right to make the following substitutions in the education and/or experience requirements of any of the service skill categories set forth herein. 1. One year of experience is the equivalent of one year of education. 2. One year of education is the equivalent of one year of experience. 3. Certification related to the technology is equivalent to two years of experience or education requirement We propose that Mr. Parnell’s Masters’ degree is equivalent to 2 years of experience, equating to 6 years of total experience.  **Phillip Parnell,** a Consultant at Public Consulting Group based in Indianapolis, Indiana, will serve as the Project Manager for this project. Mr. Parnell has over four years of experience in the disability services industry. Mr. Parnell has supported multiple states on VR rate study and implementation projects, including researching value-based payment strategies in various states to identify best practices and analyzing vendor rates to inform a rate study. He currently serves as a grant development lead for multiple HCBS projects which entails overseeing a team that is tasked with reviewing over 700 grants, verifying that grant applicants comply with state and federal guidelines regarding use of funds, and working with the state client to identify ways to streamline the grant review process.  Prior to joining PCG, Mr. Parnell served as Public Policy Analyst at INARF, the principal membership organization in Indiana representing providers of services to people with disabilities.  He specialized in HCBS services, employment, Electronic Visit Verification (EVV), and research and analysis and has experience working closely with individuals with disabilities, provider agencies, and other stakeholders. He participated on a DDRS workgroup that used the LifeCourse Framework to identify systematic challenges and implement systems change for individuals with disabilities. He also participated on a workgroup that developed the plan for increasing the use of Supported Decision Making throughout the state of Indiana. He is certified as a Charting the LifeCourse Ambassador and he received his Master of Arts degree in Political Science from Duke University. Labor Category: Program Operations Analyst **Functional Responsibility:** Monitors and analyzes program operations that impact performance. Identifies, analyzes and solves technical program problems. Responds to customer problems and complaints. Assesses program needs and makes recommendations for change. Designs program tools to detect and report on performance. Troubleshoots and provides support to users. Performs work under direct supervision. Handles basic issues and problems and refers more complex issues to higher-level staff. Possesses entry to journey knowledge of subject matter.  **Minimum/General Experience:** Minimum of 1 years’ experience  **Minimum Education:** Bachelor’s Degree in business, business administration, accounting, social work, public policy, or other closely related fields.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | DeShawn Colemon, Program Operations Analyst | **Indiana University-Purdue University of Indianapolis**  Bachelor of Science, Engineering & Technology  **Purdue University**  Certificate, HR Management | **Mr. Colemon brings to this engagement over 4 years of experience** providing customer service and also has a background in organizational behavior. At PCG, Mr. Colemon leverages these skills as a Program Operations Analyst providing support for ongoing operations in training and technical assistance. |   **DeShawn Colemon** is an Apprentice Business Analyst for PCG and works remotely from Indianapolis, Indiana. Mr. Colemon has over 4 years of customer service experience, 3+ years of dedicated leadership experience involving youth and has studied HR Management and the theories of leadership, organizational behavior, and management. Mr. Colemon transitioned his skill set into providing communication with employment provider organizations and staff, managing training enrollment and maintaining the [LevelUp Indiana website](https://invrtraining.com/). Partner StaffPlan B Marketing, Inc. **Todd Muffley** serves as the Marketing Leader and Owner of Plan B Marketing. Mr. Muffley’s skills and talents include being a creative problem solver, talented writer, and excellent communicator. Mr. Muffley served as an E-4 in the U.S. Army from 1988 to 1922 as an Electronics Warfare Signal Intelligence Morse Interceptor. He has held a Top-Secret military clearance. His commendations include the Good Conduct Medal, National Defense Service Medal, Army Service Ribbon, and the Overseas Service Ribbon. Mr. Muffley specializes in helping companies with branding, lead generation, and client retention.  **Rob Chinn** is the owner of Rezolutionary, a visual content creation company specializing in video, motion graphics, and photography. Mr. Chinn has 17 years’ experience turning client visions into reality. Mr. Chinn has worked as a creative director in addition to project manager, director, videographer, photographer, and editor. He has researched, implemented, and managed a digital asset management system for internal and client use. Mr. Chinn has experience setting budgets and managing photography contractors. He holds a bachelor’s degree in Mechanical Engineering Technology from Southern Illinois University.  **Matt Vincent** is a Senior Visual Communications Specialist at Onebridge where he works with a marketing team to blend messaging and visuals to tell clear, consistent, and compelling stories for clients. Mr. Vincent has 6 years’ experience in graphic design, communications, and creative direction. He was honored to be a guest speaker at the 2022 Indy Design Week. With expertise in Adobe CC, Webflow, Squarespace, Canva, Figma, Affinity, Procreate, Sketchbook, Fresco, Storybrand, Brand Archetypes, and InDesign, Mr. Vincent can effectively meet the needs of clients no matter their vision. |

1. Training and Documentation

Please include sample training curricula, presentations, videos, and/or other training materials that you have developed in the last two years, especially as it relates to content relevant for Pre-ETS and/or other transition personnel, including content related to diversity, equity and inclusion initiatives.

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| Below, PCG presents a range of sample training in multiple formats to demonstrate the wide array of training materials we have created in the past.  PCG-Indiana’s team members presented “The Pre-ETS Journey to Gaining Skills for Post-Secondary Opportunities” at the national TASH conference in 2021 to effectively support instructors providing quality services equitably across diverse populations. Our team provides differentiated training and supports to district staff, career coaches, and families. **Sample training materials—including Spanish versions of outreach materials—can be found in Appendix T3 All Components – Training A Pre-ETS Training Material**  PCG has created a series of person-centered training modules for the **New York Department of Health**. A sample worksheet and presentation can be found as part of our proposal in in Appendix T4 All Components Training B—**NY DOH Person Centered Skills** and Appendix T5 All Components Training C—**NY DOH Person Centered Trainings**. A sample of the training resource library can be viewed at this [website](https://www.health.ny.gov/health_care/medicaid/redesign/person-centered_planning/).  **PCG was contracted by Clark University** to act as grant administrative entity and apprenticeship workforce intermediary for the Tech Quest Apprenticeship Expansion Consortium (TQ Consortium). For this program, PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. **Sample promotional and explanatory materials developed by PCG** can be found as part of our proposal in in Appendix T6 All Components Training D—Apprenticeship Overview. Success stories from the program can be viewed [here](https://tqaclark.com/success-stories/).  For further examples of PCG’s **Virtual Employment Readiness Assistant (VERA),** upon which the North Central Pennsylvania site is based, and which demonstrate PCG’s capacity to develop, maintain, and house comprehensive online centers to support learning, please see the following link. This website includes sample videos, courses, and opportunities for navigating local and national resources for job seekers. The website is here: <https://www.pcgvera.com/>.  As an example of PCG-Indiana’s ability to organize curricula and effectively disseminate training materials, we present [invrtraining.com](https://invrtraining.com/), **a site developed by PCG-Indiana to store and share training materials for employment specialist in Indiana on behalf of Indiana Vocational Rehabilitation**. This site has been running since 2020, and is regularly updated with new, high quality training videos.  On May 18-19, 2022, PCG-Indiana hosted a summit in Indianapolis, Indiana for Indiana Vocational Rehabilitation titled “The 2022 Intersectionality and Employment First Summit”. The focus was learning about how to make employment the first option for all individuals, across a wide range of lived experiences. PCG-Indiana offered three different tracks. Each track had sessions that included Informational sessions, perspectives from individuals with lived experience, and successful practices from practitioners on increasing access to employment. Of particular relevance to this scope of work are two tracks: ‘Understanding Intersectionality’ and ‘Supporting People with Limited Work Experience’. Archived PPT slides are available for presentations from these tracks using the below hyperlinks:   * [Understanding Intersectionality](https://invrtraining.com/s/Understanding-Intersectionality_IntersectionalityandE1_PCG-nwxb.pdf) * [Embedding Intersectionality into Effective Supports](https://invrtraining.com/s/Embedding-Intersectionality-into-effective-supports_IntersectionalityandE1_PCG.pdf) * [Personal Perspectives in Intersectionality](https://invrtraining.com/s/Understanding-Intersectionality-Personal-Perspectives-on-Intersectionality-Employment_Intersectional.pdf) * [Understanding Barriers and Increasing Access](https://invrtraining.com/s/Basics-in-Understanding-with-Limited-Work-Experience_IntersectionalityandE1_PCG-854p.pdf) * [Strategies that Lead to the Hiring of Workers with Disabilities](https://invrtraining.com/s/Strategies-that-Lead-to-the-Hiring-of-Workers-with-Disabilities_IntersectionalityandE1_PCG.pdf) * [Fill Up Your Job Site Training Toolbox](https://invrtraining.com/s/Fill-Up-Your-Job-Site-Training-Toolbox_IntersectionalityandE1_PCG.pdf)   **PCG-Indiana held a virtual Mental Health and Employment Summit on May 24-26 of 2021**, coinciding with May being Mental Health Awareness Month, for Indiana VR.The Summit was held three afternoons with virtual sharing of knowledge, **collaboration, and discussions** around: mental health disabilities and conditions; including co-occurring disorders; and the value of employment to mental health, and resources, strategies, accommodations for supporting employment for people with mental health conditions. Archived videos of the summit can be found [here](https://invrtraining.com/mental-health-resources).  From 2020 to 2021 **PCG worked with the State of Wyoming Department of Health** to develop materials for case management agencies and case managers to support the changes made in the amended waiver, which included **a handbook for participants and training for case managers**. That handbook can be found in Appendix T7 All Components Training E—WY Waiver Change Training Samples Partner Materials Our partner Plan B marketing develops print, digital and interactive material for training and communications needs. For one client, they developed a comic book that was developed as a training document for sales and marketing. See the full version of the comic book [here](https://drive.google.com/file/d/1REqkXAiXgfYgWnFxdStHreW1bQOD2tfR/view?usp=sharing).  Other work examples include:  Show off our creativity - <https://youtu.be/PuSIZIuFFF0>  Campaign for Indiana Limestone - <https://youtu.be/jd19OQD4VeA>  Brand Story Video - <https://youtu.be/rC9SvAS5w8A>  Client Highlight Reel - <https://youtu.be/C98qMPY7vRQ>  Demo Reel - <https://youtu.be/OI9q51TMjq0> |

Respondents submitting a proposal addressing only Component E: Pre-ETS Innovation should respond to questions 1-4 below:

1. Proposed Solution and Features

Provide an overview of how the proposed strategies meet the requirements for Pre-ETS authorized activities as outlined in the scope of work. Describe in detail the strategies, including any measures related to diversity, equity and inclusion, for developing and carrying out the specific Pre-ETS authorized activity project you are responding to, including the following questions:

* 1. What form would this activity take (e.g., video, webinar, regional trainings, symposium, etc.)?
  2. What are the specific measures or objectives for this project?
  3. What, if any, follow-up will be provided?
  4. Who is the intended audience and how will you reach them (outline how you will reach out to students, parents, school staff, etc. in the community to ensure appropriate attendance)?
  5. In what way did you determine there was a training need for the selected audience (e.g., communication from stakeholders, survey results, etc.)?
  6. Describe how you will ensure that ALL training is easily accessible for all end users, including those who utilize assistive technology or other accommodations (e.g., screen readers, JAWS, Zoom text, Dragon, CART, ASL, etc.)

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| Overview We are pleased to propose a comprehensive approach to develop and implement quality Pre-ETS authorized activity projects. Component E represents a portion of our approach and includes 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.   Our approach aligns with Indiana’s priorities and an established body of research. At the center of our approach is **person-centered thinking and doing**. Our team is trained in Charting the LifeCourse Framework, which the Division of Disability and Rehabilitative Services (DDRS) uses to drive change and improve outcomes. We are pleased to share these core values with the agency. On top of person-centered thinking, we embody a lens of **diversity, equity, inclusion, and accessibility**. We firmly believe that employment first means creating systems, services, supports, and communities that provide equitable access for individuals with diverse lived experiences. Finally, we use data-based decision-making to do what works. Mazzotti[[8]](#footnote-9) (2021) establishes body of research that tells us how to improve the likelihood of post-secondary success of students with disabilities. We will leverage this knowledge to refine and target the technical services offered through this engagement. Combined, this groundwork provides a solid foundation through which we will provide technical assistance and training. We provide further detail on each part of our approach in the following narrative.  **Person-Centered Thinking and Doing:** At the end of the day, we are working to support each individual’s good life. Our team, led by professionals who understand this from a personal and professional perspective, see this at the center of everything we do. PCG-Indiana’s team follows the core tenet of LifeCourse:  All people have the right to live, love, work, play and pursue their life aspirations in their community.  We use the following LifeCourse[[9]](#footnote-10) core principles and values:   |  |  | | --- | --- | | All People | ALL people are considered in our vision, values, policies, and practices for supporting people with intellectual and developmental disabilities. | | Family System and Cycles | People exist and have reciprocal roles within a family system, defined by that individual. Roles adjust as the individual members change and age. | | Life Stages and Trajectory | Individuals and families can focus on a specific life stage, with an awareness of how prior, current, and future life stages and experiences impact and influence life trajectory. It is important to have a vision for a good, quality life, and have opportunities, experiences, and support to move the life trajectory in a positive direction. | | Life Outcomes | Individuals and families plan for present and future life outcomes that consider all facets of life and have life experiences that build self-determination, social capital, economic sufficiency, and community inclusion. | | Life Domains | People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life. | | Three Buckets | Supports address all facets of life and adjust as roles and needs of all family members change. | | Integrated Supports | Individuals and families access an array of integrated supports to achieve the envisioned good life, including those that are publicly or privately funded and based on eligibility; community supports that are available to anyone; relationship-based Supports; technology; and that consider the assets and strengths of the individual and family. | | Policy & Systems | Individuals and families are truly involved in policy making so that they influence planning, policy, implementation, evaluation, and revision of the practices that affect them. Every program, organization, system, and policymaker must always think about a person in the context of family. |   PCG-Indiana staff are trained on the LifeCourse tools, including individuals trained as LifeCourse Ambassadors, a course specifically focused on a deep dive into the principles and framework of person-centered planning and LifeCourse. PCG-Indiana staff members have also received The Learning Community for Person Centered Practices (TLCPCP) Person-Centered Thinking training; and one of our staff members is a Certified Person-Centered Thinking Trainer through TLCPCP.  **Diversity, Equity, Inclusion, and Accessibility (DEIA)**: PCG-Indiana also recognizes that youth with disabilities from multicultural families experience significantly poorer adult outcomes than their white peers with disabilities. Youth who identify with other minority populations often have limited opportunities for work experiences. In addition to research and employing Charting the LifeCourse as our person-centered framework, we build our approach and outlook on the lens of diversity, equity, inclusion, and accessibility. To improve outcomes, it’s imperative that we consider the intersectionality of each individual’s lived experience in supporting them to reach their good life. As a firm and as a team, we work to embed DEIA into everything we do. From our hiring practices to communication with clients, and ultimately the work we produce, we seek to incorporate and empower individuals from diverse lived experiences.  Within each curricula and training opportunity, PCG-Indiana will include strategies and supports for infusing diversity, equity, inclusion and accessibility components into existing curricula. Our goal is to support and train Pre-ETS providers to deliver culturally responsive services to racial and ethnic minorities, individuals identifying as LGBTQIA+, religious minorities, rural residents and individuals who benefit from using technology for accessing materials and services. We are pleased to propose the following technical assistance plan based on these important tenets.  **Data-based decision making:** This is integrated into our proposed approach, as well as within the contents. To start, BRS has prioritized improving the employment outcomes of individuals 22-24 years old. One of the strategies specified in the CSNA was increasing work-based learning opportunities for transition-age youth. Because work-based learning has been identified as an evidence-based predictor to improve transition-aged youth enrollment in post-secondary institutions and employment outcomes, we propose prioritizing technical assistance in this area. Multiple skills gained through work experiences have been identified as research-based predictors for post-secondary employment, including student support, self-realization, and self-advocacy (Mazzotti et al, 2021)[[10]](#footnote-11). Therefore, PCG-Indiana’s proposal addresses these findings and VR’s priority to improve employment outcomes of transition-age youth. The training curriculum and practices proposed by PCG-Indiana include guidebooks for Pre-ETS providers with guidance on implementing quality instruction, examples of practical application strategies, and pre-/post- evaluation methods to ensure that Indiana Pre-ETS are effective and that we are continuously improving our training methods and content to meet the providers’ needs and provide quality services to participants.  PCG-Indiana is pleased propose two projects for Component E: Pre-ETS Innovation. We are proposing: (1) collaboration with the YMCA for a work-based learning Pre-ETS model; and (2) collaboration with Easterseals Crossroads for piloting their CHIPS program with one provider. Each of these projects are delineated in the following paragraphs.  The YMCA work-based learning and CHIPS program are based on the Indiana’s CSNA specified strategy to increase work-based learning opportunities for transition-age youth. Work-based learning has been identified as an evidence-based predictor for improved transition-aged youth enrollment in post-secondary institutions and improved employment outcomes. Multiple skills gained through work-based learning experiences have been identified as research-based predictors for post-secondary employment, including student support, self-realization, and self-advocacy[[11]](#footnote-12). Although there are evidence-based transition curricula for licensed teachers to implement in a classroom, there is a lack of Pre-ETS curriculum designed for service providers to teach Pre-ETS skills and their application in work-based and community-based settings. There is also a lack of criteria or benchmarks to identify quality work experience opportunities.  Indiana VR is respected by other states for its progressive approach to achieving competitive integrated employment outcomes. Often employment providers have ideas to create innovative programs but are challenged to find the additional time necessary to organize and start a program. Others are overwhelmed on where to start developing and implementing a new program. Therefore, PCG-Indiana’s proposed innovative projects are designed to create step-by-step guides to create programs with a history of success. The projects being proposed will assist in establishing work-based learning programs and ultimately improve employment outcomes of transition-age youth by establishing replication models of two existing innovative programs. YMCA Work-based Learning Innovation Partnership PCG-Indiana is proud to propose the YMCA Work-based Learning Partnership as an innovative project to expand work-based learning opportunities for Pre-ETS students. The Partnership began with a small pilot of four students with high support needs and one career coach in the spring semester 2022. Based on the pilot’s success, the YMCA invited PCG-Indiana to extend the partnership to many departments throughout the YMCA and increase the number of student interns. After completion of the successful summer opportunity, the partnership members met to evaluate the project. School district staff, YMCA staff, and PCG-Indiana project leadership met to reflect on the summer practices, identify areas for improvement, and discuss the process needed to replicate the project. Based reflective evaluation, the partnership identified the need to: (1) build a project toolkit, (2) train YMCA staff, and (3) customize the model for replication in other YMCA locations in Northwest Indiana  PCG-Indiana proposes the extension and expansion of the YMCA Work-Based Innovation Partnership Project to develop and promulgate a replicable model which may be utilized at any local YMCA. To support implementation and replication of this partnership, we propose a phased approach to develop and deliver the following tools:   * Practice manual * Resource Toolkit * Demonstration video(s)   In addition to the development, refinement, and dissemination of the toolkit, we propose targeted technical assistance with a supporting Community of Practice (COP), where both YMCA chapters and Pre-ETS providers across the State can troubleshoot common problems and identify additional solutions. Leveraging the infrastructure built through Components A and C, we also propose the delivery of training for Leaders (Level UP Your Leadership – Component A) and intensive coaching (Component C) to support successful development and sustainability of the project. CHIPS (Community Hospital Internship Program for Students) This innovative Pre-ETS program was implemented by Easterseals Crossroads in 2017 to provide a work-based learning opportunity for students with disabilities in high demand careers in the hospital setting. This collaborative partnership between VR, the hospital, the employment provider and school corporations has given students the opportunity to explore multiple high demand occupations in a community-based inclusive setting. The program allows students to develop their independent living skills by using public transportation, setting their schedules, and learning valuable job-specific skills. In addition, students are given opportunities to develop and use their social skills, decision making and self-advocacy skills in a professional setting. Since 2017, there have been 36 students participating in the CHIPS program.  We propose that with this opportunity, PCG-Indiana partners with Crossroads to do things: replicate the model with a different provider, and develop a toolkit that documents successful practices and materials for further dissemination through Indiana as well as across the Easterseals National network.  In particular, we propose the development of resources in partnership with Easterseals Crossroads and a steering committee comprised of stakeholders identified in partnership with VR. First, PCG-Indiana and Crossroads will assess and categorize what has already been developed, and work with the steering committee to define the business requirements for the different training materials. We propose that these materials include:   * Manual for Pre-ETS providers and hospitals on how to develop, coordinate, and implement CHIPS * Templates for required documentation, such as MOU’s between school districts, providers, and businesses * Document successful practices in implementation * Develop online resource library   After initial assessment and design, PCG-Indiana will develop the identified resources leveraging the templates and examples Crossroads provides. These resources will be applied and tested during the replication process.  To support the replication of the site, PCG-Indiana will facilitate a needs assessment process to identify potential Pre-ETS providers who are interested in the model to determine a potential site. Potential sites will be assessed for readiness to implement, resource availability, and leadership support. In addition to identifying a replication site, this needs assessment process may also provide further information on the level of interest across the State for such a model and the technical assistance that could go along with it. Specific Measures and Objectives The specific measures and objectives for each innovative project are outlined below. PCG-Indiana has aligned the project objectives, measurement tools, and the frequency of measurements to demonstrate our evaluation plan.   | **Objective** | **Measurement Tool(s)** | **Frequency of Measurement** | **Anticipated Benefit** | | --- | --- | --- | --- | | Develop replication guide for innovative projects | Deliverable |  |  | | Implement pilot at one site for YMCA and one site for CHIPS | Signed MOU  Enrollment of students  Service delivery |  |  | | Increase the number students receiving work-based learning curriculum from Pre-ETS provider | Number of enrolled learners (attendance/registration)  Number of learners completing training | Application process  Beginning of each training course  Completion numbers | Students will exit the program with marketable skills and experience to obtain competitive integrated employment |   **Diversity, Equity, Inclusion and Accessibility**  PCG-Indiana recognizes that youth with disabilities from multicultural families experience significantly poorer adult outcomes than their white peers with disabilities. [[12]](#footnote-13)Youth who identify with other minority populations often have limited opportunities for work experiences.  Therefore, PCG-Indiana has ensured that each proposed training includes strategies and supports for infusing diversity, equity, inclusion and accessibility components into existing the project design. Our goal is to support and train Pre-ETS providers to deliver culturally responsive services to racial and ethnic minorities, individuals identifying as LGBTQIA+, religious minorities, rural residents and individuals who benefit from using technology for accessing materials and services. Evaluation PCG-Indiana’s evaluation approach seeks a wholistic view of the training provided and the impact that it has on participants’ ability to perform their job. Our aggregation and analysis processes provide insights on how to improve curriculum based on the results received.  PCG-Indiana will collect data related to participation, completion, and objectives for each respective activity. These assessments can be conducted online via Qualtrics, an accessible survey platform. Reporting Effectiveness PCG-Indiana will report on the effectiveness of curriculum on a quarterly basis. Reports will follow a standard format, which will be submitted for review and approval prior to the completion of the first training report. Our reports may include information such as data on training participation, evaluative data as reported in pre- and post-training assessments, and qualitative data gathered via unstructured feedback (as available). Quantitative data will be aggregated and presented as averages, to present a clear picture of overall effectiveness and to maintain respondent confidentiality. Following the initial quarterly report, PCG-Indiana will include analysis of trends in the report, to clearly articulate how effectiveness is improving, or diminishing, over time. Samples from PCG-Indiana-developed training evaluation reports are shown in the next section. Follow-up At the end of each pilot, the provider, community business site (i.e., YMCA locations and hospital), school representative and Pre-ETS career coaches/instructors will meet to review discuss strengths, challenges, and ways to improve each project design. This follow-up will be used to refine the pilot and evaluate expansion to other sites. Intended Audience The pilot sites for each of these projects will be with Pre-ETS providers in Indiana. The YMCA pilot project will include a maximum of 5 YMCA locations in Indiana. The CHIPS program will be replicated with one Pre-ETS providers. Accessibility of Training Materials For all three deliverable curricula identified above, PCG-Indiana will meet the Americans with Disabilities Act (ADA) compliance requirements. PCG-Indiana takes pride in its commitment to ADA compliance and to accessibility. We use a training development and delivery methodology that considers accessibility at every step.  To support a wide range of learners using and absorbing resources, PCG-Indiana uses plain language, universal design for learning concepts, and a number of visuals. When delivering live training, PCG-Indiana has an entry for accommodation requests to make sure that individuals needing ASL, CART, large print, and other accommodations receive the supports needed to participate in training. Materials will be sent in advance to allow those providing accommodations to preview and prepare for training activities. All training locations must also be wheelchair accessible including the parking, restrooms, entrance to the building, and entrance to the training room. All videos are close captioned, and materials are assessed for accessibility to support integration with JAWS and other accommodations.  PCG-Indiana will make sure that all products and services provided under this contract meet federal accessibility standards and guidelines. PCG-Indiana has previously done work where we have had to meet accessibility standards, and we are versed in the Web Content Accessibility Guidelines 2.0 and Section 508 of the Rehabilitation Act of 1973. PCG-Indiana fully supports making sure all materials are available to and accessible to all interested in it.  PCG-Indiana will work with the State of Indiana and its stakeholders to determine the most appropriate ways to make materials accessible. When appropriate, we will engage stakeholders and subject matter experts in accessibility, to consult and verify that our approach maximizes accessibility. Additionally, as we develop materials for this project, we’ll follow the process below:   1. Develop initial content. 2. Review content for accessibility needs. We anticipate this will include using plain language, and accessible or alternative formats, and alternative language as needed. 3. Develop accessibility features for materials. The PCG-Indiana team will create a standardized process to developing accessibility features including scripts, tools, video changes, closed captioning, and other features as well as make language edits that will make the materials more usable as well as all-inclusive. 4. Work with the State’s project leadership to review quality. Prior to the distribution or publication of materials we will conduct a quality assurance process to determine whether the materials are:    1. Aligned with the identified accessibility needs;    2. Compatible with assistive technology;    3. Consistent in information presented and shared across all formats;    4. Consistent across all alternative materials. |

1. Work Approach

Include a project plan and timeline for implementation of the proposed solution. Proposed project plan should include a tentative implementation schedule. The plan must identify all major phases and deliverables of the project.

Provide a detailed description of your work approach, including the following:

* + How would you organize this project in order to be able to manage the workload?
  + Provide a high-level project plan, based on the information provided in this RFP. The project plan should include a timeline that shows specific tasks that must be done in sequence to ensure that project will be done in a timely manner.
  + Indicate how you will track and report activities and outputs, including any supporting documentation.
  + Describe how you would staff this project to ensure capacity to carry out the scope of work. Identify key staff and their roles and responsibilities. Ensure that the staffing plan is consistent with cost proposal.
  + Describe how you would evaluate the effectiveness of services provided.

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| Project Management Methodology How would you organize this project in order to be able to manage the workload?  PCG-Indiana will keep our project organized using our project management methodology (PMM), tailored to support the objectives of this scope. By focusing on the right combination of stakeholders and their level of involvement, communication, and scope management, PCG-Indiana will manage the project efficiently while mitigating risks, so that it progresses to a successful conclusion.  **Project Communications:** Consistent, effective communication among stakeholders is key to project success. It is a critical criterion of getting tasks done in the right way, on schedule, and on budget. We value shared knowledge and empower project stakeholders with frequent, dependable project communication. PCG-Indiana will take the leadership role in seeing the initiative through fruition, while maintaining open and transparent communication among all stakeholders.  **Regular Project Status Meetings and Reporting:** PCG-Indiana proposes conducting regular (typically bi-weekly or weekly) status meetings with the Pre-ETS project manager. We will review each Project Status Report with VR project management and stakeholders, typically via Microsoft Teams or Zoom. Project status meetings will be used to keep all parties informed of project progress, risks, and upcoming activities. We will make sure the format, content, level-of-detail, and method of delivery for regular status reporting meet the requirements of both VR and PCG-Indiana.  **Project Work Plan/Schedule Maintenance:** Effective project management is more than building a schedule, assigning tasks, and monitoring progress. Project management requires looking at a challenge, understanding the goal, assessing the resources available, plotting a course, and keeping things on track until completion. PCG-Indiana’s Project Management Methodology (PMM) draws upon formal processes and standards established by industry leaders; it has been customized based on our hands-on project delivery expertise; and it acknowledges that as each project is unique it must have the flexibility to respond to specific needs and challenges.  PCG-Indiana’s PMM is built on three tenants that serve as its cornerstone. These reinforce the notion that projects require a commitment that starts on day one:   * **Understand the Goal**: Success begins with an understanding of the project. Project Managers must be active listeners, avid consumers of information, and facilitators of structured discussion that results in a common understanding of the project goals by all parties. * **Be Proactive and Stay on Task**: Progress is maintained by thinking ahead, communicating actively, being collaborative, leading decisively, and accepting responsibility for outcomes. * **Deliver Results**: Success is realized when a project is delivered on time, in scope, and on budget – and we have exceeded our clients’ expectations.   Using our proven approach and methodology, the PCG-Indiana team will provide effective, efficient project support throughout this engagement. High Level Workplan As shown in the following graphic, these proposed innovation projects will be developed and revised based on a continuous improvement process. PCG-Indiana recognizes that ongoing curriculum evaluation and refinement is essential for reflecting current state policies and practices, demographic changes within our state, and adjusting for the local community’s needs and preferences. First, revisions to an existing project curriculum and design will be made to allow its implementation with a pilot organization (for example removing specific agency protocols). Next, we would pilot curriculum. The curriculum will be evaluated to determine its impact being replicated within the pilot agency (measurements shown in Table 1). Finally, at the conclusion of the pilot, we would review and revise the curriculum based on the evaluation results for future replication and implementation.  The following table presents a high-level project plan, based on the information provided in this RFP, including a timeline that shows specific tasks that must be done in sequence to ensure that each project will be completed in a timely manner. At the end of each phase, an estimate on the level of effort from PCG-Indiana’s team is included. These hours do not include those of our partner, Karen Papp of Easterseals Crossroads.   |  |  |  |  | | --- | --- | --- | --- | |  | **Component E: Innovation in Work-based Learning** |  |  | | **#** | **PROJECT PHASE/TASK** | **START DATE** | **END**  **DATE** | |  |  |  |  | | **I** | **YMCA Program** |  |  | | **I.1** | **Confirming Needs** |  |  | | **I.1.a** | **Work with steering committee to outline the business requirements for:** | **Month 1** | **Month 2** | |  | Developing a manual for coordination and implementation of program |  |  | |  | Resource toolkit |  |  | |  | Technical assistance with CoP + Intensive in person |  |  | |  | Coordination with Component A: Level Up Your Leadership |  |  | |  | Development of demonstration video(s) |  |  | |  |  | **Hours** | **90** | | **I.2** | **Develop training materials, resources, events, trainings, webinars, partnerships, etc. based upon the 1 or more authorized activities identified as well as stakeholder need.** |  |  | | I.2.a | **Draft manual for coordination and implementation of program** | **Month 2** | **Month 4** | | I.2.b | **Resource toolkit with templates for required documentation, such as an MOU between potential school districts, providers, and local YMCA chapter** |  |  | | I.2.c | **Documentation of successful practices in implementation** |  |  | | I.2.d | **Development of a resource library to host materials** |  |  | |  |  | **Hours** | **243** | | **I.3** | **Conduct events (trainings, webinars, pilot projects, etc.) to support initial implementation** |  |  | | I.3.a | **Plan and execute initial communications to YMCA's, Pre-ETS providers, and other stakeholders on new opportunity** | **Month 3** | **Month 8** | | 1.3.b | **Support initial implementation** | **Month 6** | **Month 24** | |  | Universal and targeted TA: Webinars, CoP's, and grouped training |  |  | |  | Intensive TA: onsite training and supports (assume up to 5 IN YMCA locations) |  |  | | 1.3.c | **Evaluation** | **Month 6** | **Month 24** | | 1.3.d | **Up to 3 times of presenting to disseminate information** | **Month 6** | **Month 24** | |  |  | **Hours** | 1137 | | **II** | **CHIPS Program** |  |  | | **II.1** | **Confirming Needs** |  |  | | **II.1.a** | **Work with steering committee to outline the business requirements for:** | **Month 1** | **Month 3** | |  | Coordinate a manual for coordination and implementation of CHIPS |  |  | |  | Collect requirements for documentation, such as an MOU between potential school districts, providers, and businesses |  |  | |  | Documentation of successful practices in implementation |  |  | |  | videos |  |  | |  | lessons |  |  | |  | Development of a resource library to host materials |  |  | | **II.1.b** | **Conduct a needs assessment to determine extended interest and pilots of the model** | **Month 2** | **Month 9** | |  | Survey |  |  | |  | Key informant interviews |  |  | |  | Draft report and recommendations for future dissemination |  |  | |  |  | **Hours** | **188** | | **II.2** | **Develop training materials, resources, events, trainings, webinars, partnerships, etc. based upon the 1 or more authorized activities identified as well as stakeholder need.** |  |  | | **II.2.a** | Draft manual for coordination and implementation of CHIPS | **Month 1** | **Month 4** | | **II.2.b** | Draft templates for required documentation, such as an MOU between potential school districts, providers, and businesses | **Month 1** | **Month 4** | | **II.2.c** | Documentation of successful practices in implementation | **Month 1** | **Month 4** | | **II.2.d** | Development of a resource library to host materials | **Month 1** | **Month 4** | |  |  | **Hours** | **145** | | **II.3** | **Conduct events (trainings, webinars, pilot projects, etc.) or develop materials associated with the 1 or more identified authorized activities and stakeholder need.** |  |  | | II.3.a | Support initial implementation | **Month 6** | **Month 12** | |  | onsite training and supports |  |  | |  | Intensive coaching and follow up |  |  | | II.3.b | Evaluation | **Month 6** | **Month 24** | |  | Up to 3 times of presenting to disseminate information |  |  | |  |  | **Hours** | **452** |  Tracking Activities and Outputs We will leverage our proven project management methodology described above to effectively track and report activities and outputs. Through our previous experience, we have developed effective strategies to internally and externally communicate activities and outputs. Internally, we leverage standardized tools to monitor progress. For example, we often track our project activities using the project management tool, Microsoft Projects. With our external partners, such as VR, we establish agreed upon timelines, templates, roles, and responsibilities. We propose offering the following activities to track activities and outputs:   * Starting the project with a kickoff meeting to confirm timelines, deliverables, and expectations. * Regularly scheduled check-ins with updates on key activities. * Quarterly reports to summarize contract activities and outputs.   While these are our typical practices, we individualize our approach for each contract based on the needs of the client and the scope of work. PCG-Indiana is happy to collaborate with Indiana to configure a unique approach that meets the particular demands of this engagement. Staffing Plan To effectively staff this opportunity, PCG-Indiana proposes leveraging both our own team as well as our partners. In collaboration with Knowledge Services, PCG-Indiana is proud to propose partnership with Easterseals Crossroads, an Indiana leader in training Pre-ETS career coaches. Below, we outline both our key project staff, as well as our key advisors who we feel are exceptional partners for this engagement.   |  |  |  | | --- | --- | --- | | **Key Project Staff** | **Role** | **Responsibility** | | Sarah Salisbury | Engagement Manager | Oversees client engagement, including contract negotiations, oversight of deliverables, and client satisfaction. | | Amy Howie | Consulting Manager | Provide consultation in client engagement, contract negotiations, oversight of deliverables, and client satisfaction. | | Maya Cox | Project Director | Provide oversight and guidance over all components to support an integrated, effective approach to meeting both project objectives and DDRS goals. | | Alysia Ordway | Project Manager | Manages the project team, timelines, and day to day operations of the project. With extensive experience in large-scale implementation of person-centered planning, including cultural humility, she comes to this engagement with the experience needed to manage this scope. | | Faith Thomas | Senior Consulting Advisor | Provide subject matter expertise in the development and delivery of all curriculum development to support alignment with evidence-based and successful practices. |  |  |  |  | | --- | --- | --- | | **Key Advisor** | **Role** | **Responsibilities** | | Karen Papp | CHIPS curriculum developer | We are pleased to partner with Easterseals Crossroads’ Karen Papp, who will develop the CHIPS curriculum. Her responsibilities will include, but are not limited to, providing leadership and guidance in the implementation of CHIPS in the pilot site.. |   In addition to our key staff, we are pleased to have an extensive team of professionals who are well qualified to conduct this scope of work. In the following section, we are pleased to provide additional details regarding this team.  The prompt requests that we verify that our staffing plan aligns with our cost proposal. As a part of our planning process, we develop a workplan using resources who have the strengths, skills, and availability to complete tasks as described. If for unforeseen circumstances a team member is unable to participate as intended, PCG-Indiana will provide a substitute that meets or exceeds the qualifications of the original team member. Evaluation PCG-Indiana’s evaluation approach seeks a wholistic view of the training provided and the impact that it has on participants’ ability to perform their job. Our aggregation and analysis processes provide insights on how to improve training based on the results received.  PCG-Indiana will collect data related to participation, completion, and objectives for each respective activity. PCG-Indiana may also conduct pre- and post-training assessments and will collect and analyze the results. These assessments can be conducted online via Qualtrics, an accessible survey platform. Reporting Effectiveness PCG-Indiana will report on the effectiveness of training on a quarterly basis. Reports will follow a standard format, which will be submitted for review and approval prior to the completion of the first training report. Our reports may include information such as data on training participation, evaluative data as reported in pre- and post-training assessments, and qualitative data gathered via unstructured feedback (as available). Quantitative data will be aggregated and presented as averages, to present a clear picture of overall effectiveness and to maintain respondent confidentiality. Following the initial quarterly report, PCG-Indiana will include analysis of trends in the report, to clearly articulate how effectiveness is improving, or diminishing, over time. Samples from PCG-developed training evaluation reports are shown in the next section. Examples of Measurable Outcomes from Training The following are several examples of evaluations conducted on trainings Public Consulting Group provided. We summarize the evaluation results and share them with project managers on a routine basis to help understand the impact and return on investment of training. The results help improve our training efforts and understand continuing or existing gaps in learner knowledge or skills that can be addressed in future trainings. Example Training Evaluation Results from New York State Department of Health Project: **Trainer Evaluation (out of 5)**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Expertise | Clarity | Culturally  Appropriate | Time Management | Responsiveness | Overall | | 4.72 | 4.70 | 4.76 | 4.75 | 4.79 | 4.74 | | **Knowledge Evaluation** | |  |  |  |  | | Average Before | Average After | Average Change |  |  |  | | 3.29 | 4.48 | 36% |  |  |  | | **Overall Evaluation** | |  |  |  |  | | The difficulty level was about right. | | | | | 4.37 | | I can apply the information in my practice/service setting. | | | | | 4.56 | | The presentation met my professional educational needs. | | | | | 4.44 | | The trainer actively involved me in the learning process. | | | | | 4.62 | | As a result of this training, I feel more confident in my person  centered skills. | | | | | 4.54 | |  | |  |  | Overall: | 4.50 |    Example Training Evaluation Results from Michigan Department of Education Provider Training Series: Blueprint for Action! **Train the Trainor Sessions**   |  |  |  | | --- | --- | --- | | Region/ Location: | Training Delivery: | Sessions Covered: | | Grand Rapids | Tuesday, June 5  8:30 am-4:30 pm | Time Management  Personnel & Program Management  Getting Organized  Budgeting  Legal Considerations  Collecting Fees  Leadership and Program Evaluation | | Howell | Wednesday, June 6  8:30 am-4:30 pm | | Grayling | Thursday, June 7  8:30am-4:30 pm |     **Participant Evaluation Responses**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | General | | | | | | | | Evaluations Submitted | |  | # Returned | | Percent of Total | | |  | Grand Rapids | | 15 | | 31.5% | | |  | Howell | | 19 | | 39.5% | | |  | Grayling | | 14 | | 29% | | |  | Total | | 48 | | 100% | | | Survey Questions | | | | | | | | 1. The training prepared me to deliver the Blueprint for Action Training Series | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 8 | | 17% | | |  | 4- Agree | | 27 | | 58% | | |  | 5- Very Much Agree | | 11 | | 24% | | |  | Total | | 46 | | 100% | | |  | | | | | | | | 2. I know how I will implement the training curriculum when I use the training materials | |  | Count | | Percent | | |  | 1- Very Much Disagree | | 0 | | 0% | | |  | 2- Disagree | | 0 | | 0% | | |  | 3- Neither | | 4 | | 8.5% | | |  | 4- Agree | | 30 | | 64% | | |  | 5- Very Much Agree | | 13 | | 27.5% | | |  | Total | | 47 | | 100% | | |  | | | | | | | | 3. Compared with my knowledge and comfort level prior to the training, I feel more confident in delivering all components of the training series | |  | | Count | | Percent | |  | | 1- Very Much Disagree | | 0 | | 0% | |  | | 2- Disagree | | 0 | | 0% | |  | | 3- Neither | | 6 | | 12.5% | |  | | 4- Agree | | 30 | | 62.5% | |  | | 5- Very Much Agree | | 12 | | 25% | |  | | Total | | 48 | | 100% | |  | | | | | | | |
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1. Staffing

Describe relevant experience and qualifications in the provision of training and technical assistance to individuals serving students with disabilities or other populations that align with the Pre-ETS activities described in this RFP. Responses must also include background and expertise of staff who would play a substantial role in the delivery of services. Experience and qualifications for both respondent as well as any partner organizations, as applicable, must be included in the response. Provide resumes for key staff.

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| PCG Experience PCG-Indiana is pleased to leverage our experience, capacity, staff, and partners to develop and implement innovative approaches aligned with Pre-ETS authorized activities. Our staff have both expertise within Indiana, as well as being deeply embedded in national priorities and trends through our parent company’s work with clients across the country.  The following project summaries provide a brief description of PCG’s prior experience developing innovative approaches to partner needs. Indiana Department of Education From 2013-2021, PCG-Indiana’s Project Success assisted the Indiana Department of Education (IDOE) by providing technical assistance for implementation of the Indiana Alternate Academic Standards for students with significant cognitive disabilities. Project Success provided local educational agencies (LEAs) with guidance and support to help students with disabilities achieve higher academic and communication outcomes. The ultimate objective was for these students to leave high school prepared for college, career, and community.  PCG-Indiana developed and delivered a wide range of training and resources as part of Project Success, including:   * A website that provides access to materials, resources, and helpful tools * Training modules and resources for LEA teams that can be packaged as either a full day training or a series of shorter, topically based modules that can be delivered according to participant’s needs * Statewide professional development institutes across the state that provided instruction on assessing and aligning grade level content for students with disabilities * Informational webinars, instruction, and video examples of implementation of materials   The assistance center delivered professional development, instruction, and on-site technical assistance to LEAs and responded to statewide assignments from IDOE to intervene with selected LEAs and schools based on needs. Kansas From 2015 to 2020, PCG’s parent company, Public Consulting Group LLC, helped the **Kansas Department for Children and Families (DCF), Rehabilitation Services (RS)** conduct a five-year $25M grant entitled “End-Dependence Kansas” to implement evidence-based practices (EBPs) for individuals with disabilities. These EBPs include: Individual Placement and Support (IPS), Individualized Discovery/Customized Employment (ID/CE) and Vermont Progressive Employment (VTPE) for individuals with disabilities. **Public Consulting Group managed the training and technical assistance of evidence-based practices with 14 contracting agencies who are implementing the EBPs, and the KRS counselors who refer to them.** This training and technical assistance encompassed implementation of EBP’s, including supported employment, career exploration, job task analysis, development of natural supports, employer engagement, work experiences, situational assessments, job accommodations and modifications, and working with individuals with a criminal record. Technical assistance and training occur on several different levels. Public Consulting Group hosted conferences and individualized summits for over 175 individuals including contractors, KRS staff, Public Consulting Group staff, national consultants, and other Kansas leadership. Public Consulting Group works with the State to provide customized training and technical assistance in a variety of forms to KRS staff and contractors, to meet the varying needs across the State. Additionally, Public Consulting Group hosted an EDK website that provides pertinent information regarding the EBPs, policies, Public Consulting Group staff, and the national consultants bios. To monitor progress and measure impact, Public Consulting Group employed a data collection system as well as fidelity reviews to evaluate each provider’s performance. These reviews and data informed topics and approach of technical assistance for each contractor. Clark University Public Consulting Group contracted with **Clark University** to act as the grant administrative entity and apprenticeship workforce intermediary for the **Tech Quest Apprenticeship Expansion Consortium** (TQ Consortium). Tech Quest is a $12 million nationwide apprenticeship program awarded to Clark University for the USDOL Employment and Training Administration “Scaling Apprenticeships through Sector-Based Strategies” grant. Clark University was awarded the apprenticeship grant in 2019 to expand IT apprenticeships nationwide. Target populations receiving training are individuals seeking to upskill and gain relevant business and technology skills in an evolving workplace.  Launched in July 2019, the Tech Quest Apprenticeship was established by Clark University with a consortium of institutions of higher education, PCG, and local workforce development boards throughout the Unites States. The goal of the project is to enroll 4,000 individuals into technology and work readiness pre-apprenticeships, employ and train 1,000 unemployed and under-employed individuals into IT and IT-related apprenticeships over four years, establish five new apprenticeships, expand five existing apprenticeships, and secure at least 50 employers in apprenticeship activities.  PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. PCG also serves as the national workforce intermediary for the project, working with the USDOL Office of Apprenticeship, State Apprenticeship Agencies, to expand the number of registered apprenticeships in IT and IT-related technology occupations geographically, and in numbers of apprentices enrolled. The project will also utilize private Standards Recognition Entities (SRE) to register new apprentice-able occupations and training standards under the recently released industry recognized apprenticeship (IRAP) guidance. Through these apprenticeship programs, workers will be matched with employers and receive both on-the-job and related instruction, gaining employment and increasing their wages as they improve their skills and move up the career ladder. Massachusetts Public Consulting Group engaged with the Massachusetts Executive Office of Education, Department of Elementary and Secondary Education, and Department of Higher Education to support the New Skills for Youth grant initiative, also known as High-Quality College and Career Pathways. The initiative is designed to increase student access across the Commonwealth to career pathways, improve the state’s pipeline of skilled workers for high demand opportunities and bring coherence and efficiency to the use of relevant state education and workforce resources. Public Consulting Group provided state-level project management and facilitation, communications strategy consulting, and professional development curriculum and training for K-12 and Higher Education faculty, staff, and administrators statewide. Public Consulting Group was responsible for making organizational recommendations to restructure communications, coordination, and decision-making amongst senior staff from multiple state agencies.  Additionally, Public Consulting Group was hired by the Massachusetts Executive Office of Labor and Workforce Development (EOLWD) to develop frameworks for Industry-Recognized Apprenticeship Programs (IRAP) and Apprenticeship Pathways for Youth in expansion apprenticeship industries (i.e., technology, healthcare, and energy). The goal of this work was to identify and communicate opportunities to connect existing pathway programs and activities, including Registered Apprenticeship, Pre-Apprenticeship, Innovation Pathways, Career and Technical Education, and other work-based learning. Public Consulting Group analyzed state labor market information and blueprints developed by local workforce development boards and the MassHire system to identify and develop pathway frameworks for in-demand occupations. Public Consulting Group also provided an inventory of online apprenticeship resources and recommendations for an online apprenticeship tool suited for statewide audiences. Partner ExperiencePlan B Marketing Plan B Marketing, Inc. is registered with the Federal government as a Veteran Owned Small Business (VOSB). Today, Todd Muffley, Veteran, partners with companies who want to partner with the State governments. Plan B Marketing’s certified NAICS numbers are 541810, 541830, 541430 and 541611 (Advertising Agency, Media Buying Agency, Graphic Design Services and Administrative Management). For the Indiana Bureau of Vocational Rehabilitation, Plan B currently subcontracts with PCG-Indiana to deliver statewide training and technical assistance to contracted vendors providing employment services to individuals with disabilities. In this scope, Plan B develops a wide spectrum of branded videos to enhance PCG-Indiana’s multimodal training approach. For example, Plan B has developed a series of informative graphic-based videos to introduce key concepts. The firm also worked with PCG-Indiana to develop instructional videos that incorporate live demonstrations and professional interviews. Additional companies and organizations Plan B has partnered with and continues to work with are: the State of Indiana, MDwise, CyberActive Corporation, Indiana University, and Pearson Education. From media buying, web development, strategy design, branding and email/digital marketing, and a plethora of other marketing services, Plan B offers the right tactics to help your organization. Easterseals Crossroads Easterseals Crossroads has been a leader in collaboration with secondary schools regarding transition for over 20 years and a leader in Pre-ETS. Currently, they are one of the largest providers of Pre-ETS in Indiana. Easterseals Crossroads’ employment services are accredited by CARF International for maintaining outcome-driven rehabilitation services through integrated, coordinated and individualized programs.  In 2017, Easterseals Crossroads created the CHIPS program in collaboration with Community Hospital in Indianapolis. CHIPS has had 36 students participate in the program since 2017. This program was designed to provide internships (work-based learning opportunities) for students in their fifth year of high school who have completed all their coursework but need additional training to develop their career skills. Students who participate in CHIPS typically have four work experiences which last eight weeks each. These experiences are provided in different hospital units which align with the student’s interests. This variety gives students the broadest introduction to health-related careers and offers diverse skill development. Students are at the hospital for six hours per day in which they receive three hours of Pre-ETS classroom instruction and three hours of work-based learning supported by the career coach. Staff Experience PCG-Indiana and its parent company, Public Consulting Group LLC, are recognized leaders in management consulting with extensive State-specific and nationwide experience working with vocational rehabilitation and intellectual and developmental disabilities agencies, forming, and executing systems change and program implementation, and supporting statewide technical assistance and training for state agencies and providers. We also work with Medicaid programs, departments of education, workforce investment boards, Social Security advocacy, early childhood programs, and state Supplemental Nutrition Assistance Programs (SNAP).  As you will see below, staff have a deep knowledge and experience base in supporting state agencies, providers, and individuals with disabilities. Staff have direct service experience in the supporting employment and skills acquisition for individuals with disabilities, intensive technical assistance and training to agencies, and larger training and capacity building activities as they pertain to systems change and better outcomes for the individuals served. Program staff are uniquely qualified to support DDRS: staff have experience of effectively working with DDRS to improve program implementation through training, technical assistance, and program support across DDRS programs. As DDRS moves to align goals, programs, and processes; PCG-Indiana has the knowledge and relationships to support the State moving Indiana and the field forward.  An organization chart for our team is shown below followed by short biographies. Full resumes are available as part of our proposal in Appendix T2 -Resumes.    **Sarah Salisbury**, an Associate Manager, will serve as the Engagement Manager for this project. She has over 14 years of experience in a vast array of health and human services programs. She leads our firm’s Aging and Disability Center of Excellence. She has managed rate studies and fiscal analysis for Early Intervention (EI), Vocational Rehabilitation (VR), and Home and Community Based Services (HCBS) programs in numerous states. Ms. Salisbury also assists states with HCBS program design and activities including assistance with HCBS Statewide Transition Plan (STP) compliance, provision of person-centered planning trainings and compliance site assessments.  Prior to her work at PCG, Ms. Salisbury completed the Public Management Internship program in New York State while working for the State’s Budget office. At Division of the Budget, her portfolio including Home Energy Assistance Program (HEAP), Supplemental Security Income (SSI), homelessness, supportive housing, Supplemental Nutrition Assistance Program (SNAP), EI, state operations, and IT infrastructure. She also developed cost savings and revenue maximization recommendations for IT development projects and strategic sourcing. Her other past work has included serving as a subject matter expert for the federal Office of Refugee Resettlement, and public affairs at the U.S. Embassy in Guatemala.  **Amy Howie** is an Associate Manager and Special Education Subject Matter Expert at Public Consulting Group and Advisor of the Project Success Resource Center. Project Success is a resource center developed to support higher academic achievement for students with disabilities. 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 settings. For six years, Amy served as an assistant principal in two Indiana districts where she led efforts to improve instruction and increase achievement by developing and supporting special education programming; Response to Intervention initiatives; and Positive Behavioral Support programs. Additional areas of expertise include use of evidence-based instructional strategies, assessment, special programming including s504 and ENL; parent and community involvement; and academic and behavioral interventions, specifically aimed at the secondary level. Amy has a Master’s Degree in Educational Administration and Supervision K-12 and a Bachelor’s Degree in Special Education.  **Maya Cox, M.Ed**., a Certified Employment Support Professional, a LifeCourse Ambassador, and a Senior Consultant, will serve as Project Director for this engagement. Ms. Cox has more than 12 years of experience in disability services, with a focus on improving employment outcomes for individuals with disabilities. Ms. Cox provides subject matter expertise in vocational rehabilitation on a number of evaluation projects across the country including in Indiana, Massachusetts, Kansas, Mississippi, and Oregon. She leads training and technical assistance projects related to improving employment services to individuals with disabilities in Indiana and Kansas. Recently, Ms. Cox supported Indiana Vocational Rehabilitation through training and technical assistance around individuals with disabilities, with a focus around improving employment outcomes, including the development of foundational training for Pre-Employment Transition Service providers and traditional employment service providers, statewide training on mental health and employment, coaching for employment service providers, and the development of a multimodal training package to support the implementation of the new Claims Payment System. Ms. Cox has provided subject matter expertise in employment and community-based supports for individuals with disabilities in Mississippi, Michigan, and Wisconsin. Ms. Cox serves as the Vice President on the National Board of Directors of APSE, the national voice for the Employment First movement and organization for professionals and stakeholders who support employment for all individuals with disabilities.  **Alysia Ordway** has more than fifteen years' experience leading education and workforce initiatives that have engaged employers, creating career opportunities for youth and adults and uniting employers, individuals, philanthropic organizations, and government agencies to expand pathways. She has launched and managed three intermediary networks in healthcare, STEM, and IT, and coordinated workforce development operations and funding for the Boston Workforce Development Board.  With proven ability to engage, manage, and sustain collaborative learning networks and demonstrated effectiveness communicating complex ideas and systems in a way that is accessible to a range of audiences, Ms. Ordway offers expertise on several fronts in addition to workforce and career pathway development, including learning communities, elementary and secondary education and related accreditation, qualitative research, strategic planning and organizational redesign, cross-sector collaboration and facilitation, multi-stakeholder engagement, and nonprofit management, including budgeting and grants management.  Prior to joining PCG, Ms. Ordway served as a consultant to the Worcester Community Action Council, providing technical assistance to the leadership team. As Director of Strategic Partnerships for XR Terra, she helped launch an AR x VR workforce training startup. She served as Director of Employer Engagement (following a stint as Director, Workforce Initiatives) for the Boston Private Industry Council, focusing on new employer engagement, particularly those representatives of the innovation economy. During this time, she also served as a subject matter expert on youth employment and employer engagement for several peer organizations from across the country.  Ms. Ordway earned her Master of Arts in Teaching with a focus on Elementary Education and Middle School Licensure at Simmons College in Boston, MA, and her BA in Social Thought and Political Economy from the University of Massachusetts at Amherst. In 2019, she completed a fellowship for advanced learners at the MIT Sloan School of Management.  **Heidi Brett Baker** is a Senior Associate, Special Education Subject Matter Expert at Public Consulting Group, a LifeCourse Ambassador, and team member of 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 (http://projectsuccessindiana.com). Heidi coordinates the PCG Pre- Employment Transition Service project for Indiana and Mississippi. Prior to coming to PCG, Heidi was a special education director for several years. She has 30 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. 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 many 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, and transition options for youth. 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. Heidi 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 is completing her Doctorate in special education with an emphasis on transition programs for individuals with intellectual disabilities., completed a master's degree in Educational Administration and Supervision K-12 and a bachelor’s degree in Special and General Education. Labor Category: Program Operations Analyst **Functional Responsibility:** Monitors and analyzes program operations that impact performance. Identifies, analyzes and solves technical program problems. Responds to customer problems and complaints. Assesses program needs and makes recommendations for change. Designs program tools to detect and report on performance. Troubleshoots and provides support to users. Performs work under direct supervision. Handles basic issues and problems and refers more complex issues to higher-level staff. Possesses entry to journey knowledge of subject matter.  **Minimum/General Experience:** Minimum of 1 years’ experience  **Minimum Education:** Bachelor’s Degree in business, business administration, accounting, social work, public policy, or other closely related fields.   |  |  |  | | --- | --- | --- | | **Staff, Project Role** | **Educational experience** | **Years of employment experience and background** | | DeShawn Colemon, Program Operations Analyst | **Indiana University-Purdue University of Indianapolis**  Bachelor of Science, Engineering & Technology    **Purdue University**  Certificate, HR Management | **Mr. Colemon brings to this engagement over 4 years of experience** providing customer service and also has a background in organizational behavior. At PCG, Mr. Colemon leverages these skills as a Program Operations Analyst providing support for ongoing operations in training and technical assistance. |   **DeShawn Colemon** is an Apprentice Business Analyst for PCG and works remotely from Indianapolis, Indiana. Mr. Colemon has over 4 years of customer service experience, 3+ years of dedicated leadership experience involving youth and has studied HR Management and the theories of leadership, organizational behavior, and management. Mr. Colemon transitioned his skill set into providing communication with employment provider organizations and staff, managing training enrollment and maintaining the LevelUp Indiana website. Partner StaffEasterseals Crossroads **Karen Papp** is the Program Manager, Pre-Employment Transition Services at Easterseals Crossroads in Indianapolis. Currently, Ms. Papp currently supervises 29 career coaches which serve sixteen counties in Indiana. As the Program Manager of the Central Indiana Pre-Employment Transition Services (Pre-ETS) Collaborative, Karen has a wealth of experience in Pre-ETS as she started at the inception of the program in 2016. She has worked directly with Pre-ETS students for several years as both a Career Coach and Lead Career Coach before taking on the Program Manager role in 2020. With knowledge of systems and excellence in working with students, Karen trains and mentors 29 Career Coaches in ten agencies in the Central Indiana Collaborative. Plan B Marketing, Inc. **Todd Muffley** serves as the Marketing Leader and Owner of Plan B Marketing. Mr. Muffley’s skills and talents include being a creative problem solver, talented writer, and excellent communicator. Mr. Muffley served as an E-4 in the U.S. Army from 1988 to 1922 as an Electronics Warfare Signal Intelligence Morse Interceptor. He has held a Top-Secret military clearance. His commendations include the Good Conduct Medal, National Defense Service Medal, Army Service Ribbon, and the Overseas Service Ribbon. Mr. Muffley specializes in helping companies with branding, lead generation, and client retention.  **Rob Chinn** is the owner of Rezolutionary, a visual content creation company specializing in video, motion graphics, and photography. Mr. Chinn has 17 years’ experience turning client visions into reality. Mr. Chinn has worked as a creative director in addition to project manager, director, videographer, photographer, and editor. He has researched, implemented, and managed a digital asset management system for internal and client use. Mr. Chinn has experience setting budgets and managing photography contractors. He holds a bachelor’s degree in Mechanical Engineering Technology from Southern Illinois University.  **Matt Vincent** is a Senior Visual Communications Specialist at Onebridge where he works with a marketing team to blend messaging and visuals to tell clear, consistent, and compelling stories for clients. Mr. Vincent has 6 years’ experience in graphic design, communications, and creative direction. He was honored to be a guest speaker at the 2022 Indy Design Week. With expertise in Adobe CC, Webflow, Squarespace, Canva, Figma, Affinity, Procreate, Sketchbook, Fresco, Storybrand, Brand Archetypes, and InDesign, Mr. Vincent can effectively meet the needs of clients no matter their vision. |

1. Training and Documentation

Please include sample training curricula, presentations, videos, and/or other training materials that you have developed in the last two years, especially as it relates to content relevant for Pre-ETS and/or other transition personnel, including content related to diversity, equity and inclusion initiatives.

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| Below, PCG presents a collection of innovative solution our teams have developed to address state needs.  **PCG was contracted by Clark University** to act as grant administrative entity and apprenticeship workforce intermediary for the Tech Quest Apprenticeship Expansion Consortium (TQ Consortium). For this program, PCG provides administrative, programmatic, and partner coordination to support Clark University and the Tech Quest Apprenticeship Consortium partners, as they work to achieve grant outcomes. **Sample promotional and explanatory materials developed by PCG** can be found as part of our proposal in in Appendix T6 All Components Training D—Apprenticeship Overview. Success stories from the program can be viewed [here](https://tqaclark.com/success-stories/).  As an example of PCG-Indiana’s ability to organize curricula and effectively disseminate training materials, we present [invrtraining.com](https://invrtraining.com/), **a site developed by PCG-Indiana to store and share training materials for employment specialist in Indiana on behalf of Indiana Vocational Rehabilitation**. This site has been running since 2020, and is regularly updated with new, high quality training videos.  On May 18-19, 2022, PCG-Indiana hosted a summit in Indianapolis, Indiana for Indiana Vocational Rehabilitation titled “The 2022 Intersectionality and Employment First Summit”. The focus was learning about how to make employment the first option for all individuals, across a wide range of lived experiences. PCG-Indiana offered three different tracks. Each track had sessions that included Informational sessions, perspectives from individuals with lived experience, and successful practices from practitioners on increasing access to employment. Of particular relevance to this scope of work are two tracks: ‘Understanding Intersectionality’ and ‘Supporting People with Limited Work Experience’. Archived PPT slides are available for presentations from these tracks using the below hyperlinks:   * [Understanding Intersectionality](https://invrtraining.com/s/Understanding-Intersectionality_IntersectionalityandE1_PCG-nwxb.pdf) * [Embedding Intersectionality into Effective Supports](https://invrtraining.com/s/Embedding-Intersectionality-into-effective-supports_IntersectionalityandE1_PCG.pdf) * [Personal Perspectives in Intersectionality](https://invrtraining.com/s/Understanding-Intersectionality-Personal-Perspectives-on-Intersectionality-Employment_Intersectional.pdf) * [Understanding Barriers and Increasing Access](https://invrtraining.com/s/Basics-in-Understanding-with-Limited-Work-Experience_IntersectionalityandE1_PCG-854p.pdf) * [Strategies that Lead to the Hiring of Workers with Disabilities](https://invrtraining.com/s/Strategies-that-Lead-to-the-Hiring-of-Workers-with-Disabilities_IntersectionalityandE1_PCG.pdf) * [Fill Up Your Job Site Training Toolbox](https://invrtraining.com/s/Fill-Up-Your-Job-Site-Training-Toolbox_IntersectionalityandE1_PCG.pdf)   **PCG-Indiana held a virtual Mental Health and Employment Summit on May 24-26 of 2021**, coinciding with May being Mental Health Awareness Month, for Indiana VR.The Summit was held three afternoons with virtual sharing of knowledge, **collaboration, and discussions** around: mental health disabilities and conditions; including co-occurring disorders; and the value of employment to mental health, and resources, strategies, accommodations for supporting employment for people with mental health conditions. Archived videos of the summit can be found [here](https://invrtraining.com/mental-health-resources). s  Partner Materials  Our partner Plan B marketing develops print, digital and interactive material for training and communications needs. For one client, they developed a comic book that was developed as a training document for sales and marketing. See the full version of the comic book [here](https://drive.google.com/file/d/1REqkXAiXgfYgWnFxdStHreW1bQOD2tfR/view?usp=sharing).  Other work examples include:  Show off our creativity - <https://youtu.be/PuSIZIuFFF0>  Campaign for Indiana Limestone - <https://youtu.be/jd19OQD4VeA>  Brand Story Video - <https://youtu.be/rC9SvAS5w8A>  Client Highlight Reel - <https://youtu.be/C98qMPY7vRQ>  Demo Reel - <https://youtu.be/OI9q51TMjq0> |

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3. The Charting the LifeCourse Framework. <http://www.lifecoursetools.com/principles/> [↑](#footnote-ref-4)
4. Mazzotti, V.L., Rowe, D.A., Test, D.W., et al. (2021). Secondary Transition Predictors of Postschool Success: An Update to the Research Base. *Career Development and Transition for Exceptional Individuals*, 44:1. <https://doi.org/10.1177/2165143420959793> [↑](#footnote-ref-5)
5. Sally Lindsay, Azar Varahra, Hiba Ahmed, Sara Abrahamson, Sierra Pulver, Mara Primucci & Karen Wong (2021) Exploring the relationships between race, ethnicity, and school and work outcomes among youth and young adults with disabilities: a scoping review, Disability and Rehabilitation, DOI: [10.1080/09638288.2021.2001056](https://doi.org/10.1080/09638288.2021.2001056) [↑](#footnote-ref-6)
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9. The Charting the LifeCourse Framework. <http://www.lifecoursetools.com/principles/> [↑](#footnote-ref-10)
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12. [↑](#footnote-ref-13)