

EdTech Exchange Contract Information Sheet

Contract Information

Awarded Vendor:	Defined Learning, LLC
Contract Number:	ET231201
Effective Date:	July 1, 2023
Initial Term Expiration Date:	June 30, 2024
Renewable Through:	June 30, 2028

Please note: Renewals are automatic unless either party issues an intent to non-renew at least 60 days before the next renewal date. If the contract is cancelled or slated for non-renewal all current customers will be notified.

RFP Process Information

RFP Number:	RFP 2023-12
RFP Title:	Career and Technical Development Software
Dates Advertised:	April 13 & 20, 2023
# of Vendors that Requested RFP:	44
Questions Due:	May 3, 2023
Public Bid Opening Date and Time:	May 11, 2023, 2:00 pm CT #
of Responses Submitted:	9
Number of Awarded Vendors:	4
Date of Board Approval:	June 14, 2022

Evaluation Criteria, as Set Forth in the RFP

Pricing (30 Points)
Alignment with Region 10 Mission (25 Points)
Customer Training and Support (25 Points)
Qualifications and Experience (10 Points)
Ease of Use (10 Points)

Justification for Award to Multiple Respondents

- 1) Region 10 ESC stated clearly in the RFP that multiple vendors could be awarded if multiple awards were determined to be in the best interest of Region 10 and EdTech members.
- 2) The evaluation committee determined that multiple awards were necessary to cover a variety of software types and services needed by Texas school districts and other EdTech members.

Any information designated by the vendor as proprietary has been redacted from this contract document. For any questions regarding this process or this contract, please contact Clint Pechacek, Purchasing Consultant, at clint.pechacek@region10.org, or 972-348-1184.



Request for Proposal #2023-12

Career & Technical Development Software

Katie Bradigan

Head of Global Engagement

katie_bradigan@definedlearning.com

(440) 773-0785

Thursday, May 11, 2023

Table of Contents

Appendix A: Questionnaire	
Company Profile	03
Pricing	09
Alignment to Region 10 Mission	10
Customer Training & Support	119
Qualifications & Experience	138
Ease of Use	138
Value Add	139
 Appendix C: Contract & Signature Form	 140
 Appendix D: Additional Documents #1-12	
Doc #1: Clean Air & Water Act	150
Doc #2: Debarment Notice	151
Doc #3: Lobbying Certification	152
Doc #4: Contractor Certification Requirements	153
Doc #5: Antitrust Certification Statements	154
Doc #6: Implementation of House Bill 1295	155
Doc #7: Boycott Certification	156
Doc #8: Terrorist State Certification	156
Doc #9: Nondiscrimination Against Firearm	156
Doc #10: Resident Certification	157
Doc #11: Federal Funds Certification Form	158
Doc #12: General Terms & Conditions	163
 Attachment B: Education Marketing Form	 164
 Open Records Policy	 165

Company Profile

What is your company's official registered name?

Defined Learning, LLC is our legal name and Defined is our DBA name. We will use Defined throughout the narrative sections for consistency and clarity purposes.

Provide the main contact for questions and notifications regarding this RFP, including name, title, direct phone line, and email. Please note: notification of proposal results will be sent to this contact.

Katie Bradigan
Head of Global Engagement
(440) 773-0785
Katie_Bradigan@definedlearning.com

Where is/are your corporate office location(s)

Defined's corporate headquarters is located at 900 Skokie Blvd, Suite 100, Northbrook, IL 60062.

Given our extensive national footprint working with school districts in all 50 states, we have also established regional satellite offices across the country in intentionally selected locations to ensure we are providing best-in-class support to our most critical partners.

As such, we have a Texas satellite office and a dedicated local Texas team. Defined's local Texas team not only resides in Texas but has also been born and raised in the state, has a long career as Texas educators and administrators, and are proud alumni of public-school systems across the state. This local Texas team makes up roughly 20% of our organizational leadership team.

Please provide a brief history of your company, including the year it was established.

Established in 2009, Defined is the nation's leading authority on applied learning and recognized as a leader within the Career and Technical Education arena. We possess a unique and unparalleled expertise in engaging

students in real-world, relevant, and career-connected project-based learning that results in improved student, district, and community outcomes across all 50 states.

Our why is to give ALL students a relevant, passion-aligned & purposeful reason for learning that builds future ready skills and prepares ALL students for college, career, and life. By presenting students with real-world problems worth solving, personalized career exposure, exploration and experiences, and equitable access to resources and opportunities, the Defined ecosystem plays a valuable role in enhancing the trajectory of a student's learning journey and life.

Defined's ecosystem of career and technical education services have been built from the ground-up using the globally renowned Wiggins & McTighe Understanding by Design Framework (UbD) and upon decades of industry leading research. The Defined ecosystem included in this RFP response aligns tightly with Tier 1 ESSA Evidence and has an undeniable track record of accelerating student outcomes, all of which has been verified through extensive, independent & mixed method evaluations, which are included in the following pages under "Alignment to Region 10 Mission, question # 15".

With decades of experience working with schools in every US state & territory led by a management team with over 100 combine years of education experience, Defined has a proven-track record of outcomes-based implementations that build students and teacher capacity in the most sought-after employment skills. This proven track record of success includes working with a diverse array of school districts and partners across all demographics and sizes including the largest school districts in the US and multiple statewide partnerships with Departments of Education across the country.

We firmly believe, and the research is clear:



Career connected project-based learning that offers meaningful problems worth solving engages students and closes the opportunity gap.



What are your total annual sales for the last three (3) years?

Defined is a privately owned company and does not regularly disclose annual/cumulative sales volume, financial statements, and/or other profit related information in publicly accessible Request for Proposals.

If this information is required for final selection and vendor approval, Defined would be happy to provide this in a confidential follow-up document to ensure full transparency for the Region 10 evaluation committee and subsequent district partners. Additionally, we would be happy to provide a customized letter directly from our corporate accountant with a description of our financial good standing and details.

Question #6: Diversity program

Do you currently have a diversity program or any diversity partners that you do business with? If yes, please give a brief description of the program.

Question #7: Diversity Vendor Certification Participation

It is the policy of some entities participating in EdTech Exchange to involve minority and women business enterprises (M/WBE), small and/or disadvantaged business enterprises, disable veterans' business enterprises, historically utilized businesses (HUB) and other diversity recognized businesses in the purchase of goods and services. Respondents shall indicate below whether or not they hold certification in any of the classified areas and include proof of such certification with their response.

Please provide any diversity certifications your company holds and list the certifying entity.

Yes, Defined has a formally established and comprehensive diversity strategy to ensure ALL students, teachers, administrators, and staff receive the personalized college and career resources they not only need, but that they deserve. Included in this strategy is an impressive array of diversity programs, partners, and their corresponding certifications.

Defined is proudly **Asian American co-owned**, has an organizational employee base of over **75% women** and our Texas regional satellite office is managed by an African American male with **an impressive administrative and educational leadership** history in our Texas public school systems.

Below is a summary of the diversity programs, partners, and their corresponding certifications. Further details can be provided as needed.

Diversity Programs

Urban Education Division

Led by former Superintendent Traci Davis and 20-year education veteran Molly Loyd, Defined proudly launched the Urban Education Division which is exclusively dedicated to supporting our country's most diverse school districts with the greatest underserved and underrepresented student populations. This team is majority minority led and staffed by industry experts with decades of experience driving the nation's most successful diversity, equity, and inclusion efforts.

This division oversees all diversity programing, partnerships and product development efforts focused on ensuring ALL students receive the personalized support and services they deserve.

Defined's Urban Education division will be leading a comprehensive Diversity, Equity & Inclusion Audit that will inform our organization's strategic growth plan for the next 3-5 years.

Diversity, Equity, and Inclusion Advisory Council

The Diversity, Equity, and Inclusion Advisory Council is a program launched by the Urban Education Division within Defined and is focused on three (3) critical pillars:

1. Providing thought leadership, guidance and direction on organizational diversity, equity, and inclusion efforts
2. Development, review & refining of all Defined instructional content to ensure it reflects the core tenants and most up-to-date research around diversity, equity, and inclusion.
3. Provide strategic guidance on human capital recruitment, retention & development to help ensure a diverse employee based that reflects the customers we have the privilege of serving.

Discourse by Defined

This thought leadership program is an Executive think tank series examining the intersection of economic and workforce development and K-12 Education. This program features some of our nation's top education leaders, business and industry experts and community stakeholders ranging from non-profit organizations and foundations to our countries most powerful state and national governmental agencies and institutions.

Professional Learning & School Based Support Staff Certification Program

The Defined professional learning team who works shoulder to shoulder with educators daily is comprised of diverse and highly credentialed experts with extensive experience as former educators, principals, district leaders and superintendents.

To be hired at Defined, all professional learning specialists have undergone a comprehensive vetting process inclusive of their ability to demonstrate their deep understanding of, and experience in, the best practices of diversity.

Once hired, our professional learning specialists go through extensive, rigorous, and ongoing training and certification to ensure they remain informed in the latest research, industry trends, best practices, and skills around diversity. Professional learning specialists are continuously evaluated and certified to ensure our staff continuously embodies the core business values of equity, diversity, and inclusion.

Diversity Partners & Certifications

Defined proudly partners, formally and informally, with an impressive array of nationally acclaimed education and diversity leaders who play an irreplaceable role in designing, executing, and sustaining an effective and research-based diversity, equity, and inclusion strategy. Below is a listing of several key diversity partners and a brief summary of their background and corresponding certifications.

Traci Davis

- Defined Partnership Role: Senior Equity & Diversity Ambassador
- Current Role: Lead Superintendent for AASA /Howard Urban Academy and the AASA National Equity Cohort, Capstone Facilitator Superintendent for AASA/USC Rossier School of Education Urban Superintendents Academy and Emeritus superintendent for various organizations
- Former Role: Superintendent of the Washoe County School District (WCSD) in Reno, NV
- Certification: Superintendent Certification
- Certification: Principal Certification
- Certification: Superintendent Leadership Academy Graduate & Certification
- Certification: Teacher Certification
- Award: Nevada National Distinguished Principal Award
- Award: AASA National Dr. Effie Jones Humanitarian Award Winner for her long-standing commitment to her deliberate and intentional equity work.
- Award: “10 Women to Watch” by Nevada Business Magazine

Dr. Ester Williams

- Defined Partnership Role: Instructional and Professional Learning Specialist
- Current Role: Special Advisor to the City Manager (Desoto, Texas)
- Former Role: Teacher, Principal, head of grants, and senior project manager to the Superintendent
- Certification: Fine Arts Certification
- Certification: Instructional Technology Certification
- Certification: Doctorate in Educational Leadership
- Certification: Principal Certification
- Certification: Teacher Certification

Dwight Jones:

- Defined Partnership Role: Senior Education Policy Advisor
- Current Role: CEO & Founder, Education Practice and Policy Partners (EP3)
- Former Role: Commissioner of Education (Colorado), Deputy Superintendent of Equity for Denver Public Schools (CO), Superintendent of Clark County (NV), Superintendent Fountain-Fort Carson School District (CO)

- Certification: Superintendent Certification
- Certification: Principal Certification
- Certification: Superintendent Leadership Academy Graduate & Certification
- Certification: Teacher Certification
- Award: AASA Distinguished Service Award
- Award: NAACP Heartbeat Award
- Award: Asian Chamber of Commerce Community Achievement Award
- Award: Chairman's Award of Excellence
- Award: Nevada Latin Chamber of Commerce
- Award: Hall of Fame, Kansas State University College of Education
- Award: Troops to Teachers Hall of Fame

Ben Necaise

- Defined Partnership Role: Senior Workforce Development Advisor
- Current Role: Acting Superintendent for East Baton Rouge Schools (LA)
- Certification: Executive Leadership Academy Completion & Certification
- Certification: Lean Six Sigma Green Belt Completion & Certification
- Certification: Superintendent Leadership Academy Graduate & Certification
- Certification: Teacher Certification
- Certification: Principal Certification
- Award: National Association of Secondary School Principals (NASSP) Middle School Principal of the Year
- Award: Louisiana Association of Computer Using Educators (LACUE) State Educator of the Year
- Award: Apple Distinguished School
- Award: Teacher of the Year

Jay McTighe

- Defined Partnership Role: Senior Advisor, Understanding by Design & Product Development
- Current Role: CEO & Founder of McTighe & Associates Consulting (MAC)
- Former Role: Author of the ground-breaking understanding by design framework, Director of Maryland Assessment Consortium, Maryland Department of Education School Improvement lead, Prince George's County Schools (MD) administrator,
- Certification: Teacher Certification
- Certification: Post Graduate Studies Certification
- Certification: Superintendent Leadership Academy Graduate & Certification
- Certification: Education Policy Fellowship Program & Certification
- Award: Author of 17 award winning international books

Pricing

Does the respondent agree to offer all future product introductions at prices that are proportionate to contract pricing offered herein?

Yes, Defined agrees to offer all future product introductions at the prices that are proportionate to contract pricing offered herein.

Does pricing submitted include the required administrative fee as required in the Scope of this RFP?

Yes, the pricing submitted includes the required administrative fee as required in the Scope of this RFP.

Define your standard terms of payment, including discounts for early payment if available.

Defined's standard terms are full payment due 15 days from the date of the invoice (Net 15). We recognize that payment terms may need to be revised in order to best meet the contractual and/or overarching needs of Region 10 and associated partners. As such, Defined is open to discussions and negotiations as needed around customized payment terms.

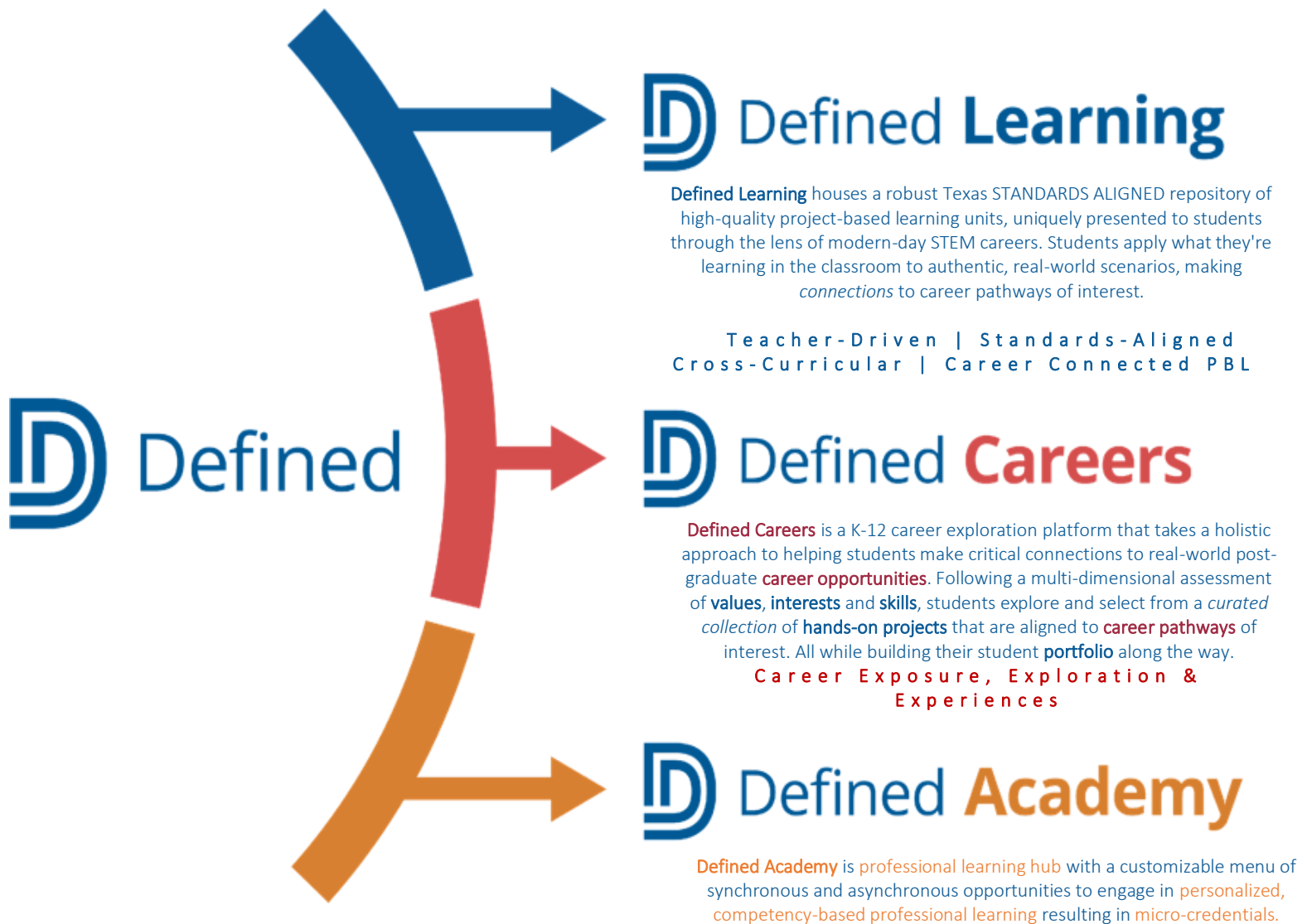
Defined is happy to extend early payment discounts for multiple year partners who pay in full upfront in Year 1. The percentage discount is based on the size and scope of the partnership. Further details can be provided as needed.

Alignment to Region 10 Mission

Describe your software solution and how it is geared toward providing career and technical development to students, teachers, and/or administrators.

Please give a general overview of your software's functionality and features.

Defined's Ecosystem of Career and Technical Development includes three (3) pillars of software and solution opportunities- each of which tightly aligns with Region 10 ESC's mission of being a trusted, student-focused partner that serves the community through responsive, innovative educational solutions.



Pillar #1



Defined Learning houses a robust Texas STANDARDS ALIGNED repository of high-quality career connected project-based learning units, uniquely presented to students through the lens of modern-day careers. Students apply what they're learning in the classroom to authentic, real-world scenarios, making connections to career pathways of interest.

The following information provides:

- General overview of Defined Learning
- Highlights key functionality and features.
- Explanation and examples of how Defined Learning is geared towards providing career and technical development to students, teachers, and administrators.

Please find below screenshots of the of the many ways the career connected project-based learning units/lessons are searchable:

Academic Standard

Q

Search by Standard

Career Cluster & Pathway

Filters

Filters

☐ Agriculture, Food & Natural Resources
 7

☒ Architecture & Construction
 3

☒ Design/Pre-Construction

☒ Construction

☒ Maintenance/Operations

☐ Arts, A/V Technology & Communications
 6

☐ Business Management & Administration
 5

☐ Education & Training
 3

Reset filters

Apply

Grade Level & Subject & Course

Grades (3)

☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☒ 6
 ☒ 7
 ☒ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12

Subjects (2)

Search...

☐ Science
 ☒ Math
 ☐ Social Studies
 ☐ Multi-Subject
 ☐ Defined Careers
 ☐ Art Integration
 ☒ English / Language Arts

Defined Summer Learning Projects

4 Courses

102 Projects

English / Language Arts

2 Courses

22 Projects

Math

14 Courses

188 Projects

Multi-Subject

4 Courses

56 Projects

Science

19 Courses

266 Projects

Social Studies

8 Courses

107 Projects

MS Short Stories

Grades: 6-8

Projects: 9

Explore Literary Themes Through Project Based Learning

View >

Grade 6 Math

Grades: 6

Projects: 18

Explore the 6th Grade Math Skills Through Project Based Learning

View >

Grade 7 Math

Grades: 7

Projects: 16

Explore the 7th Grade Math Skills Through Project Based Learning

View >

Grade 8 Math

Grades: 8

Projects: 13

Explore the 8th Grade Math Skills Through Project Based Learning

View >

Career

All Career Courses

All available career courses organized by career clusters and pathways

Elementary teacher

Q

Elementary School Teachers, Except Special Education

Teaching/Training

85% match

Go To Course →

College, University, Trade Programs & Military Opportunities

Find your future

Search

Search by name

Q

Location

North Carolina

X

▼

Type

Type

▼

The images below highlight a 6th grade Math career connected project-based learning unit/lesson for example purposes only. All lessons within Defined Learning follow the identical structure with grade/standard/cluster appropriate content.


Request for Proposal 2023-12

Career and Technical Development Software

12

Defined Learning put the students in the driver seat of their learning journey and meets EACH learner exactly where they are, from our most beginning learners to our most advanced learners.

All grade level career connected project-based learning units/lessons are organized in an **standards-aligned** Unit Outline to accelerate standards-based instruction.



Grade 6 Math

Units and related projects most commonly taught in Grade 6 Math: Operations with Decimals, Expressions, Equations, & Inequalities, Ratios, Proportions, Geometry, Data & Statistics.

Course Playbook - A background on the course and utilizing it in your classroom

Task Plan - A step-by-step guide on working through a project in your classroom


Unit Outline

- Operations with Decimals
- Expressions, Equations, & Inequalities
- Rates, Ratios, & Percents
- Operations with Fractions
- Integers
- Geometry
- Data & Statistics

$$\begin{cases} 2x_1 + x_2 = 7 \\ x_1 + x_2 - 3x_3 = -10 \\ 6x_2 - 2x_3 + x_4 = 7 \\ 2x_1 - 3x_4 = 13 \end{cases}$$

Expressions, Equations, & Inequalities


This unit contains tasks relating to creating and evaluating algebraic equations, expressions, and inequalities.



Food Truck Entrepreneur

Students will **create an equation** and determine fuel expenses to create a fuel


[View Project →](#)



Paramedic

Students will **build and evaluate algebraic expressions and equations** by creating a

[View Project →](#)

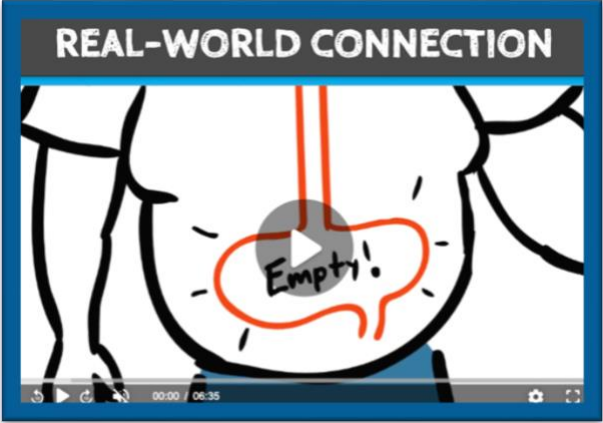


Artificial Island Real Estate

Students will design an artificial island and create an advertisement, including

[View Project →](#)

Defined Learning often says “Our kids can’t be what they can’t see” so every lesson starts with a real-word, engaging career video to set the stage by showing the practical application of educational concepts within a specific career/company/industry.



Students spend time working through the real-world, career-based issues and/or challenge before considering which authentic work product they want to produce to solve the real-world challenge presented that is typical in that profession/industry.

Each career connected project-based learning unit/lesson provides students between **2-5 career focused projects** to complete, which allows the teacher to determine which students receive which projects and/or allows for optimal voice and choice for students based on passion & preference! Each performance task has a wide variety of multi-modal resources to deepen students learning, extend project/course work duration and provide students with opportunities to reach higher levels of Bloom's taxonomy, utilize critical 21st-century skills and academic Standards mastery.

Food Truck Entrepreneur - Mini-lesson for Summer Course Explanation

FOOD TRUCK ENTREPRENEUR

Introduction Products Check-ins Resources Standards Defined Careers - Connections

[Browse copies](#) [Customize Project](#)

Fuel Expense Chart

You decided you will take your food truck a maximum of a radius of 60 miles from your current town/city. Using a map, find 3 different places you would like to take your food truck. Make one a short trip (under 15 miles), one a medium trip, and one near the edge of your 60 mile maximum.

Now you will need to determine the fuel cost for that one day (to and from the event) of each location. You will need to research the cost of gas in your area (gasbuddy.com may be a good resource). Assume your truck gets 15 miles per gallon. Create an algebraic equation that can be used to determine your fuel expenses. Be sure to include what each variable stands for.

Next, create a chart that shows the location, number of miles, number of gallons needed and fuel expenses for each of these trips. Be sure to include all labels, units, substituting into your algebraic equations, and all math calculations.

Monthly Budget

Your food truck is already equipped with the appliances you need to make your food. However, there are many other expenses that you will need to cover, such as:

- truck upkeep and insurance (\$200/month)
- paper goods (\$12 for 200 plates & napkins)
- rolls (\$2.34/16 count)
- other food supplies (\$7/month)
- permits/licenses (\$25 for each event).

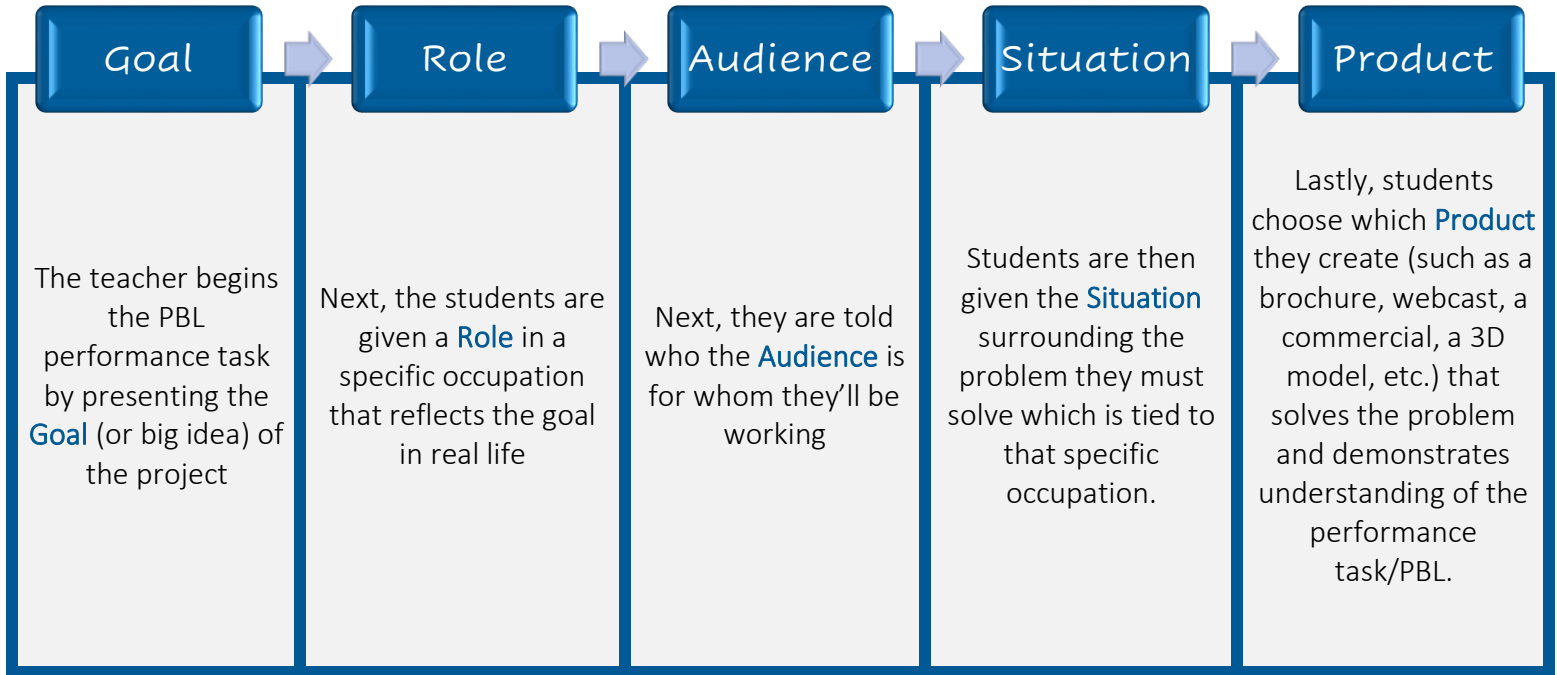
In a month's time, you plan on attending 8 events, selling at least 400 pieces of your food, and traveling a total of about 600 miles (remember your truck gets 15 miles to the gallon). Show each expense for the month and the total amount it would cost in the budget at the link below.

[Food Truck Entrepreneur Expenses - Worksheet](#)

These tasks are easily **customizable** to focus the project locally, statewide, or nationally. Include information on a local business, university, career, person(s), media outlets, etc.

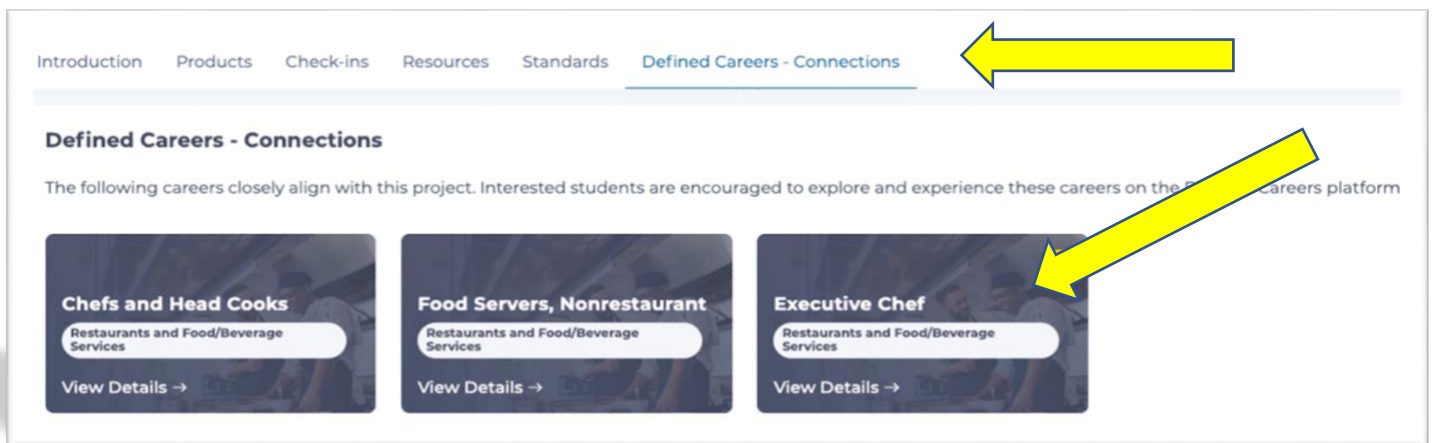
No longer will our students have to ask WHY they need to learn something. The future ready relevance is at our students' fingertips!

Once the students select (or teacher assigns) a project, students are placed in the role of a specific career and asks them to solve a real-world career problem/project that follows the research-based GRASP Model (Goal, Role, Audience, Situation and Product).



Career Connections, Exploration & Experience

ALL career connected project-based learning units/lessons include a Career Connection opportunity where students are encouraged to further explore and experience relevant careers within different Career Clusters & Pathways.



Students select a career they are interested in and are provided the opportunity to explore and experience that career cluster, pathway and job in more detail utilizing O*net information. Students learn about the Education Requirements, Job Outlook, Qualifications, Required Skills, Prerequisite knowledge, Technology Utilized, etc.



This site incorporates information from O*NET Web Services by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA). O*NET® is of USDOL/ETA.



Restaurants and Food/Beverage Services

Chefs & Head Cooks

Also called: Chef, Cook, Executive Chef (Ex Chef), Sous Chef

Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts.

Back to project

Experience in Defined Careers



Education

- associate's degree
- certificate after high school



Job outlook




New job opportunities are very likely in the future.

Median salary:

- \$50,160 annual

This career will grow rapidly in the next few years.

- Grow Rapidly



Personality

People interested in this work like activities that include leading, making decisions, and business.

They do well at jobs that need:

- Dependability
- Initiative
- Adaptability/Flexibility
- Leadership
- Stress Tolerance
- Attention to Detail



On the job, you would:

- Monitor sanitation practices to ensure that employees follow standards and regulations.
- Check the quality of raw or cooked food products to ensure that standards are met.
- Determine production schedules and staff requirements necessary to ensure timely delivery of services.



Technology

You might use software like this on the job:

Spreadsheet software


- Google Sheets
- Microsoft Excel

Instant messaging software

- GroupMe

Data base user interface and query software

- Culinary Software Services ChefTec
- ReServe Interactive



Skills

Basic Skills

- keeping track of how well people and/or groups are doing in order to make improvements
- talking to others

Social

- changing what is done based on other people's actions
- understanding people's reactions

Resource Management

- managing your time and the time of other people
- selecting and managing the best workers for a job



Knowledge

Manufactured or Agricultural Goods

- food production
- manufacture and distribution of products

Business

- customer service
- management

Education and Training

- teaching and course design

Math and Science

- arithmetic, algebra, geometry, calculus, or statistics

All of the Defined Learning career connected project-based learning units/lessons include a robust, intuitively designed, and easy to navigate set of supporting documents to guide educator instructional practice and student knowledge and skill acquisition and application.

Supporting materials for EACH career connected project-based learning unit/lesson includes, but is not limited to:

Student Facing Materials

RESEARCH RESOURCES

The following resources may be helpful for your work:

- This website will teach you how to start a food truck business. [How to Start a Food Truck Business](#).
- This website tells you steps that need to be done to start a food truck business. [7-Step Plan For How To Start A Mobile Food Truck Business](#).
- This resource shows you the different types of Food Trucks in one small city in North Carolina. [Wilmington Food Trucks](#).

HELPFUL VOCABULARY

The following terms and definitions may be helpful for your work:

- Business Plan** - a document setting out the business's future goals and how to achieve them
- Expenses** - money spent on items or services
- Income** - money earned from working, investments, or doing business
- Profit** - income minus all expenses
- Radius** - the distance between the center and the edge of a circle

Worksheets

Attached you will find a PDF and Word Doc version of the worksheets for this task.

- [_Food Truck Entrepreneur Expenses - Worksheet.docx](#)
- [_Food Truck Entrepreneur Expenses - Worksheet.pdf](#)

DESIGN PROCESS

Food Truck Entrepreneur: Monthly Budget

Your food truck is already equipped with the appliances you need to make your food. However, there are many other expenses that you will need to cover, such as:

- truck upkeep and insurance (\$200/month),
- paper goods (\$12 for 200 plates & napkins),
- rolls (\$2.34/16 count),
- other food supplies (\$7/month)
- permits/licenses (\$25 for each event).

In a month's time, you plan on attending 8 events, selling at least 400 pieces of your food, and traveling a total of about 600 miles (remember your truck gets 15 miles to the gallon). Show each expense for the month and the total amount it would cost in the budget below.

Item	Cost per item	Number Needed per Month	Cost per month
Truck Upkeep & Insurance			
Paper Goods			
Rolls			
Food Supplies			
Event Permits & Licenses			
Fuel Expense			
TOTAL Expenses			

Teacher Facilitation Guides & Slide Decks

All career-connected project-based learning lessons include a robust 'Course Playbook' and "Task Plan" which guides teachers through critical background on the project (such as what problems kids are solving and why this project is relevant for kids) and provides a step-by-step lesson plan on how educators can work through the project in their classroom. They also include CUSTOMIZABLE rubrics for teachers to easy grade and provide real-time feedback to students on their authentic career experiences.



Grade 6 Math

Units and related projects most commonly taught in Grade 6 Math: Operations with Decimals, Expressions, Equations, & Integers; Geometry, Data & Statistics.

Course Playbook - A background on the course and utilizing it in your classroom

Task Plan - A step-by-step guide on working through a project in your classroom

Fuel Expense Chart rubric

Product Rubric

Print

Edit

Achievement Levels	1	2	3	4
Chart Organization x1	The data collected is unorganized and lacks appropriate units or labels.	The data collected is somewhat organized in a table or chart containing appropriate units or labels.	The data collected is organized in a table or chart containing appropriate units and labels.	The data collected is organized in a neat, easy to read table or chart containing appropriate units and labels.
Writing Algebraic Equations - NC.6.EE.6. - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem. x1	Algebraic equation is incorrect or missing.	Algebraic equation is somewhat correct using variables for the unknowns.	Algebraic equation is correctly shown using variables for the unknowns and some variables are defined.	Algebraic equation is correctly shown using variables for the unknowns and all variables are clearly defined.
Evaluating Equations - NC.6.EE.5. - Use substitution to determine whether a given number in a specified set makes an equation true. x1	Product shows a minimally correct substitution and evaluating of algebraic equations.	Product shows a mostly correct substitution and evaluating of algebraic equations with some work shown.	Product shows correct substitution and evaluating of algebraic equations with most work shown.	Product shows correct substitution and evaluating of algebraic equations with all work shown.

Close

Pillar #2



Defined Careers is a K-12 career exploration platform aligned to the 16 Career Clusters and 79 Career Pathways that takes a holistic approach to helping students make critical connections to real-world post-graduate career opportunities. Following a multi-dimensional assessment of values, interests and skills, students explore and select from a curated collection of hands-on projects that are aligned to career pathways of interest.

All while building their student portfolio along the way.

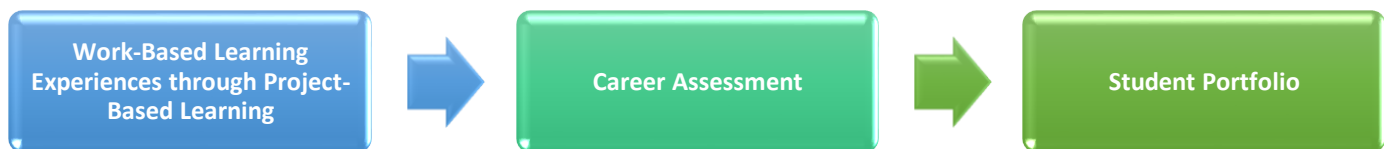
Defined Careers is focused on:

- Career Exposure
- Career Exploration
- Career Experiences

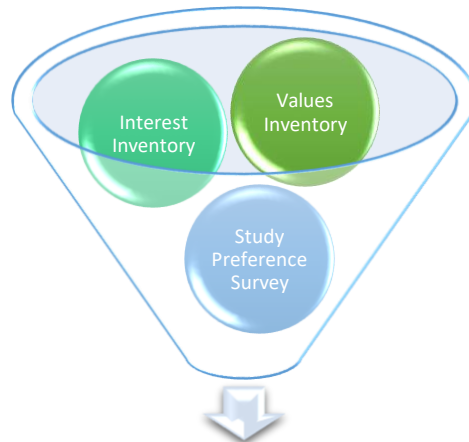
The following information provides:

- General overview of Defined Careers
- Highlights key functionality and features.
- Explanation and examples of how Defined Careers is geared towards providing career and technical development to students, teachers, and administrators.

Defined Careers is a comprehensive career exploration system that bridges the gap between on-site work-based learning, career guidance tools, and classroom project-based learning. This career-based learning path provides students with career guidance and real-world projects which align with their interests and personality traits and provides synchronous or asynchronous distance learning curriculum matched to a student's personalized assessment. Defined Careers consists of 3 main components, all of which easily complement and integrate with existing computer assisted student advising services and/or any other Region 10 or district Career and Technical Development programs.



All Region 10 students can take a uniquely created Career Matching assessment that explores three (3) components related to the individual student (Values, Interests & Study Preferences).

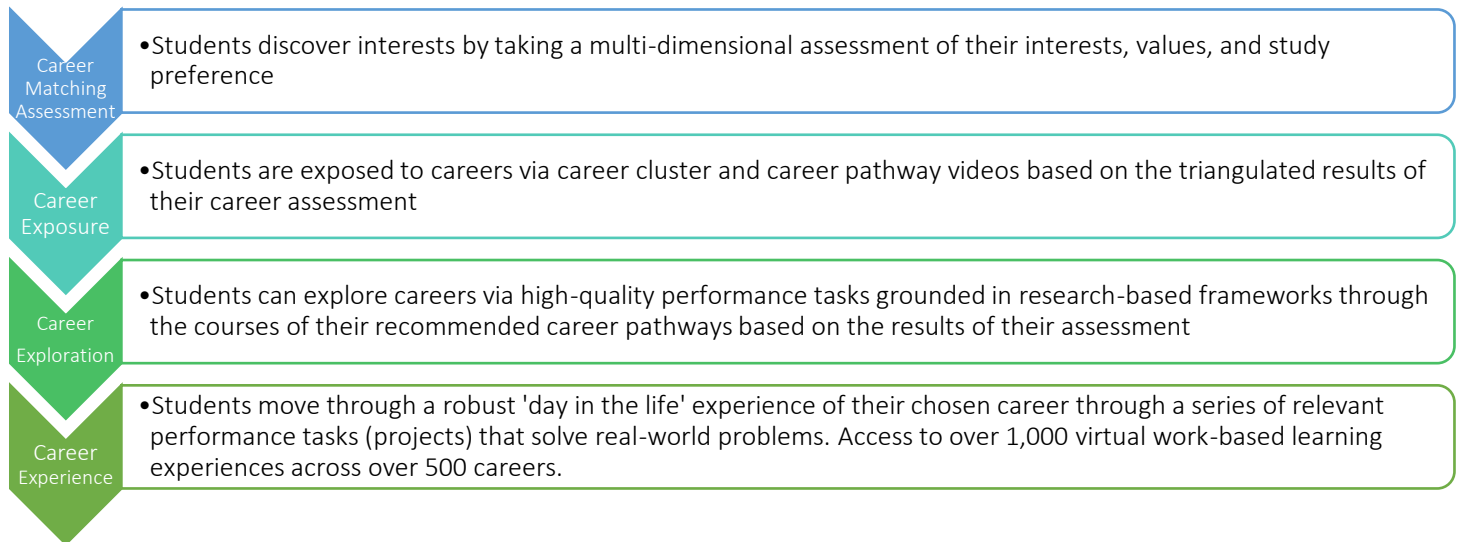


Career Matching Assessment

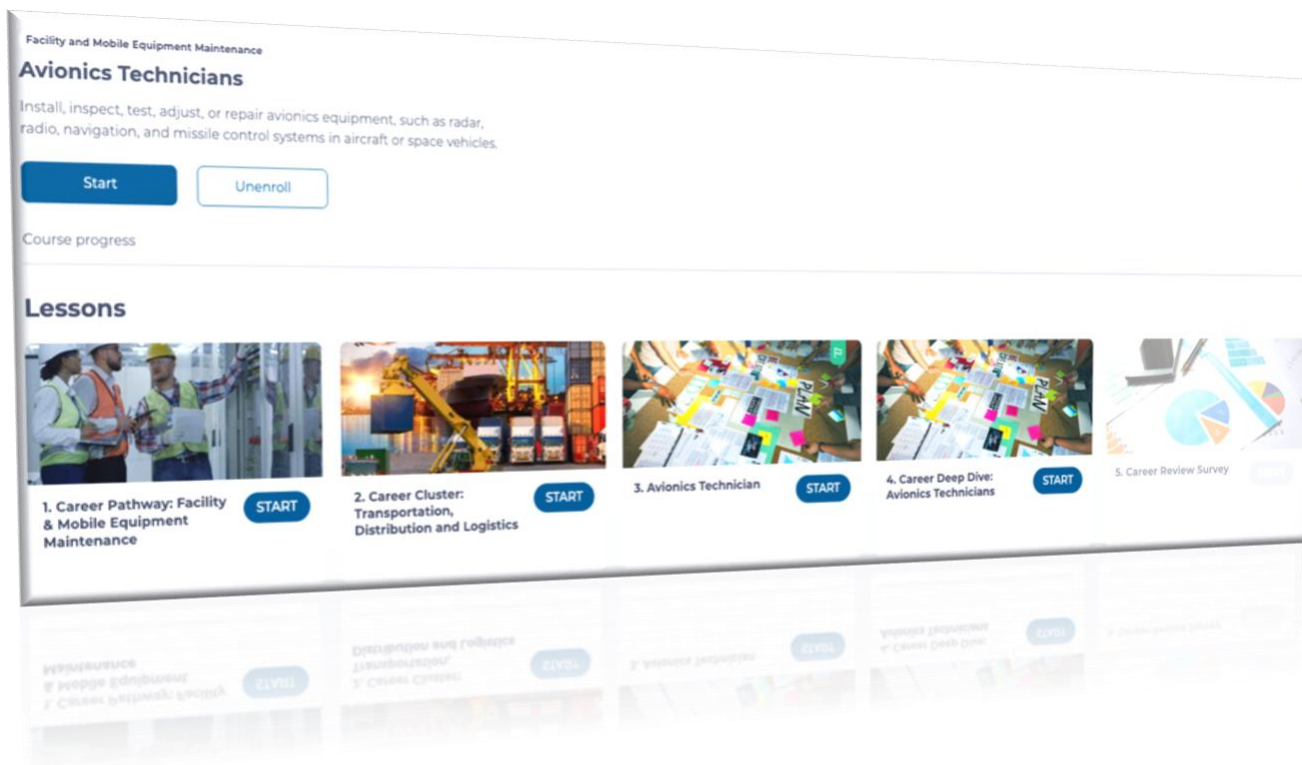
Students are then provided with immediate results from their assessment. Based upon the data from the triangulated assessment, each student is presented with four (4) career pathways, each containing 4 or 5 careers to explore through a structured course about the career pathway. **These careers will differentiate by education, salary, and typical working environment.** Students can choose to explore one of the recommended career pathways based on the assessment results OR they can choose their own career pathway to optimize student voice & choice. A personalized career exploration & experience course follows. This moves students through desired careers within their personalized career pathway that provides intentional skill development and relevant, engaging & meaningful performance tasks to complete. This culminates in providing each student with a comprehensive career experience through exposure to a library of work-based learning experiences.

Educators at students' schools or districts have direct access to view student assessment results and progress within Defined Careers and parents can login using the student's credentials.

Below is a visual representation of this process:



Below is the structure of every Defined Career 5-Lesson Course



Lesson	Focus	Estimated Time	Lesson Details
Lesson 1	Career Cluster	15-20 Minutes	Introduce Career Cluster through multimedia and formative assessments
Lesson 2	Career Pathway	15-20 Minutes	Introduce Career Pathway through multimedia and formative assessments
Lesson 3	Career Project	4-5 Hours	Conduct research and produce authentic work product through virtual work-based learning experiences . Lesson includes building academic vocabulary, career-specific vocabulary, career research, select work-based learning experience option, design process work, formative assessments through check-in questions.
Lesson 4	Career Deep Dive	1-2 Hours	Explore post-secondary & college options , build personal budget to strengthen financial literacy skills, understand and plan for lifestyle and extensive career exploration.
Lesson 5	Career Review Survey	5-10 Minutes	Provide feedback on completed career course & career interest moving forward.




Industry & Occupational Exploration

Defined Careers includes **500+ ONET-based multimedia career courses** each that include videos, detailed information, and most importantly, 2 hands-on career experiences through project-based learning. The Advance CTE organization define work-based learning as “an educational strategy that offers learners an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills in an authentic, real-world setting.” The over **1,000 PBL career experiences** within Defined Careers offers relevant, real-world, and personalized work-based learning experiences that are accessible to all students. As students work through the virtual work-based learning experiences, they can experience the careers and have a better idea about whether a career is for them prior to choosing an internship, apprenticeship, career pathway, college major, etc. Users can filter and search for specific careers in the “Courses” menu within Defined Careers.

Below is a screenshot of the intuitive, easy, and hierarchical list of multimedia industry and occupational profiles.

All Career Courses

All available career courses organized by career clusters and pathways

Search for courses...   

Filters

- ☐ Agriculture, Food & Natural Resources 7
- ☐ Architecture & Construction 3
- ☐ Arts, A/V Technology & Communications 6
- ☐ Business Management & Administration 5
- ☐ Education & Training 3
- ☐ Administration and Administrative Support
- ☐ Professional Support Services
- ☐ Teaching/Training

[Reset filters](#) [Apply](#)

Childcare Workers
Early Childhood Development & Services
88% match
Enroll In Course →

Education Administrators, Preschool and Childcare Center/Program
Early Childhood Development & Services
88% match
Enroll In Course →

Nannies
Early Childhood Development & Services
88% match
Enroll In Course →

Special Education Teachers, Preschool
Early Childhood Development & Services
88% match
Enroll In Course →

Biologists
Science and Mathematics
86% match
Enroll In Course →

City and Regional Planning Aides
Science and Mathematics
86% match
Enroll In Course →

Computer and Information Research Scientists
Science and Mathematics
86% match
Go To Course →

Industrial Ecologists
Science and Mathematics
86% match
Enroll In Course →

Precision Agriculture Technicians
Science and Mathematics
86% match
Enroll In Course →

Quality Control Analysts
Science and Mathematics
86% match
Enroll In Course →

Statisticians
Science and Mathematics
86% match
Enroll In Course →

Transportation Planners
Science and Mathematics
86% match
Enroll In Course →

Producers
Performing Arts
84% match
Go To Course →

Producers and Directors (Cirque du Soleil)
Performing Arts
84% match
Enroll In Course →

Advertising and Promotions Managers
Marketing Management
83% match
Enroll In Course →

Brokerage Clerk
Securities & Investments
83% match
Enroll In Course →

Fraud Examiner, Investigator and Analyst
Securities & Investments
83% match
Enroll In Course →

Fundraising Managers
Marketing Management
83% match
Enroll In Course →

Agents and of Artists, Performers, and Athletes
Performing Arts
84% match
Enroll In Course →

Makeup Artists, Theatrical and Performance
Performing Arts
84% match
Enroll In Course →

[Show More](#)

Postsecondary Training Exploration

Each of the 500+ career courses within Defined Careers includes an **interactive** college search tool within Lesson 4. Students are presented with the typical education and credential requirements for the career they are exploring and then are presented with a list of over 6,500 colleges (locally, statewide and/or national) that provide the educational program required. Students are also able to search and **filter** postsecondary institutions by type, size, and state. Additional state-specific institutions can easily be added.

Education, Outlook, & Salary

- Web Graphic Designers generally require a four-year bachelor's degree, but some do not.
- [ONET Summary](#)
- Average Salary: \$53,380
- Projected Employment Growth: Decline

[View Local College Programs](#)

College Type

- ☐ Private not-for-profit, 4-year or above 1,650
- ☐ Private for-profit, less-than 2-year 1,524
- ☐ Public, 2-year 935
- ☐ Public, 4-year or above 764
- ☐ Private for-profit, 2-year 704
- ☐ Private for-profit, 4-year or above 443
- ☐ Public, less-than 2-year 221
- ☐ Private not-for-profit, 2-year 148
- ☐ Private not-for-profit, less-than 2-year 66

College Size

- ☐ Under 1,000 3,927
- ☐ 1,000 - 4,999 1,470
- ☐ 5,000 - 9,999 487
- ☐ 10,000 - 19,999 343
- ☐ 20,000 and above 220
- ☐ Not reported 7
- ☐ Not applicable 1

State

Personalized Electronic Portfolio

The Defined Careers Platform includes a personalized electronic portfolio for ALL students. This personalized electronic career portfolio travels with students, documents their career preferences, projects, workforce skill development and experiences as a digital career footprint and comprehensive career dashboard identifying career competency growth, career exposure and authentic career connected learning artifacts.

The personalized electronic career portfolio can also be customized to include any customized Region 10 district competencies. All student career experiences can be tracked, measured, and reported against this essential district and/or statewide framework.

Admissions, Financial Aid & Scholarships

Access to information on admissions requirements, financial aid and scholarships can be accessed one of two ways (or both depending on Region 10 and/or school district vision). First, each institution provided to students in the college search tool within the existing Defined Careers product includes a link to the institution's website, which gives access to information on admissions requirements, financial aid, and scholarships. However, recognizing that the point of use access to this critical information is also desired, the purchase of this solution could also include the development of a customized and searchable landing page/functionality. The look, feel, functionality and user experience can be custom designed to best meet the Region 10 vision & needs.

Matching Employers to Students

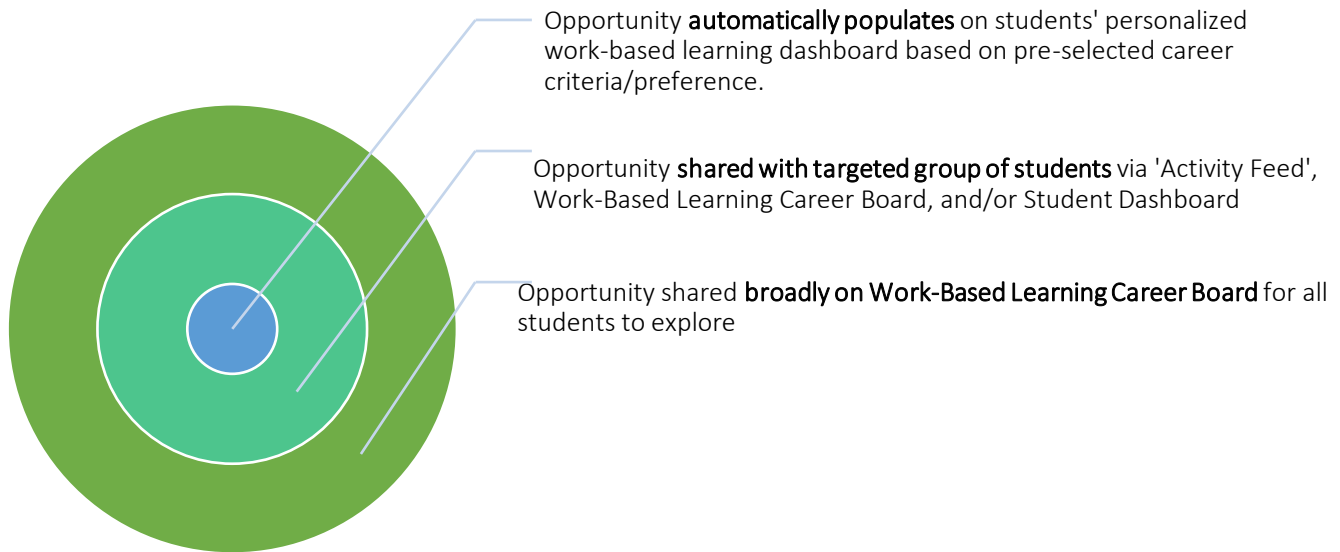
Defined Careers will include an intuitive and customizable search mechanism enabling employers to efficiently and effectively search for students that would match an available opportunity. This would, in turn, facilitate meaningful and career focused two-way search/filtering functionality between students (and school/district communities) and employers/industry.

Through this flexible filtering system, employers will be able to search for targeted groups of students based on personalized and relevant criteria such as, but not limited to, geographic location, student career interests, work-based learning experiences, demonstrated career competencies/skills, career cluster/pathway/projects completed, virtual internships, etc. We are open to including other search criteria/filters that may be of interest to Region 10 employers and valuable to students & districts.

In addition to this dynamic search functionality for employers, they would also be able to promote upcoming and/or currently vacant positions, direct students to job application opportunities, share work-based learning opportunities, highlight career shadowing and mentorship opportunities, announce apprentice/fellowship positions, and much more. These critical employment and career readiness opportunities that employers promote/share/announce can be accessible in a variety of ways for students.

Below are a few examples of the expansive ways employers can share available opportunities with students.

Example Employer Communication Avenues to Students



This two-way search/filtering functionality between students and employers not only allows all stakeholders to personalize their career planning and work-based learning experience, but it also allows our employer and industry partners to proactively target students to ensure their respective talent pipeline of future employees is qualified, strong, and viable while simultaneously addressing any underemployment or unemployment that may exist.

Below are several examples and screenshots of the two-way search/filtering functionality between employer & students around relevant and available career opportunities and experiences.

[Dashboard](#)
[Courses](#)
[Portfolio](#)
[Final Report](#)
[Opportunities](#)
[College Explorer](#)
[Messages](#)

Work-Based Learning Opportunities

Interested / Current Opportunities

Google Web Developer Training Internship
3/5/2022 - 9/10/2022
In-Progress →

Recommended Opportunities


Quest Junior Architect Internship
3/5/2022 - 9/10/2022
In-Progress →

Crane Construction Program Internship
3/5/2022 - 9/10/2022
In-Progress →

Doven Marketing Analyst Internship
3/5/2022 - 9/10/2022
In-Progress →

All Opportunities

Filter Type Pathway Keyword



Advance Nursing Internship
3/5/2022 - 9/10/2022
In-Progress →

Ebble Business Management Internship
3/5/2022 - 9/10/2022
In-Progress →

Defined Virtual Health Internship
3/5/2022 - 9/10/2022
In-Progress →

Defined Virtual Government Internship
3/5/2022 - 9/10/2022
In-Progress →

Defined Virtual Agriculture Internship
3/5/2022 - 9/10/2022
In-Progress →

Activity Feed

- You've been Accepted into the [Google Web Internship!](#)
- You have a message from the WBL Coordinator
- You have a recommended opportunity to Advance Nursing Internship
- You have a recommended opportunity to the Defined Virtual Government Internship

Post & Search Opportunities

Latest Opportunities

Avent Healthcare Nursing Program Internship
3/5/2022 - 9/10/2022
Various Locations
8 of 8 positions available →

Google Programming Internship
3/5/2022 - 9/10/2022
Various Locations
8 of 8 positions available →

Publix Management Program Internship
3/5/2022 - 9/10/2022
Various Locations
8 of 8 positions available →

Jabil Supply Chain Internship
3/5/2022 - 9/10/2022
Various Locations
8 of 8 positions available →

Opportunities by Cluster

Agriculture, Food, & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communication

Business Management

Education & Training

Work-Based Learning Overviews

Avent Health Nursing Program - Internship

[Interested](#)

Opportunity Details

The Avent Health Nursing Internship is a 12 week program in which interns will learn the basics of the nursing. The qualified candidate will be a junior or senior looking to attend a post-secondary program in order to become a registered nurse. Interns will receive a certificate with preferred enrollment.

Starts: 9/15/2022
Ends: 12/15/2022

Locations:
Orlando
Tampa
Jacksonville
Tallahassee

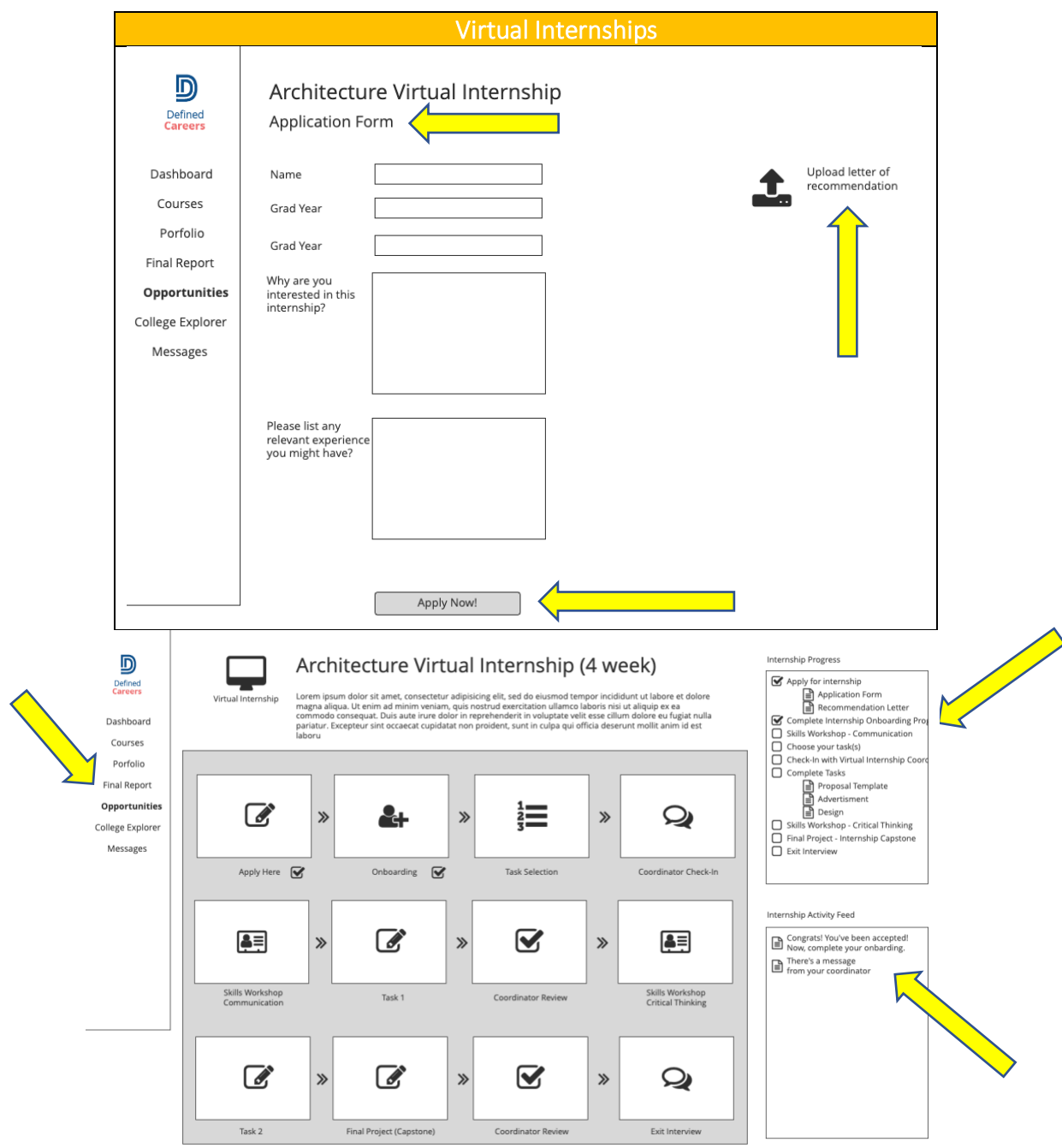
8 of 8 positions currently available

[Apply Now!](#)

- Location & Dates
- Salary Information
- Credits & Outcomes
- Related Opportunities

If students do not have access to in-person work-based learning experiences in their area within their desired career/industry, the **Defined Careers Platform** will provide a comprehensive and extensive offering of virtual internships across career clusters.

This is one of the many examples of how the **Defined Careers Platform** demonstrates our fundamental philosophy that ALL students deserve equitable access to career experiences!



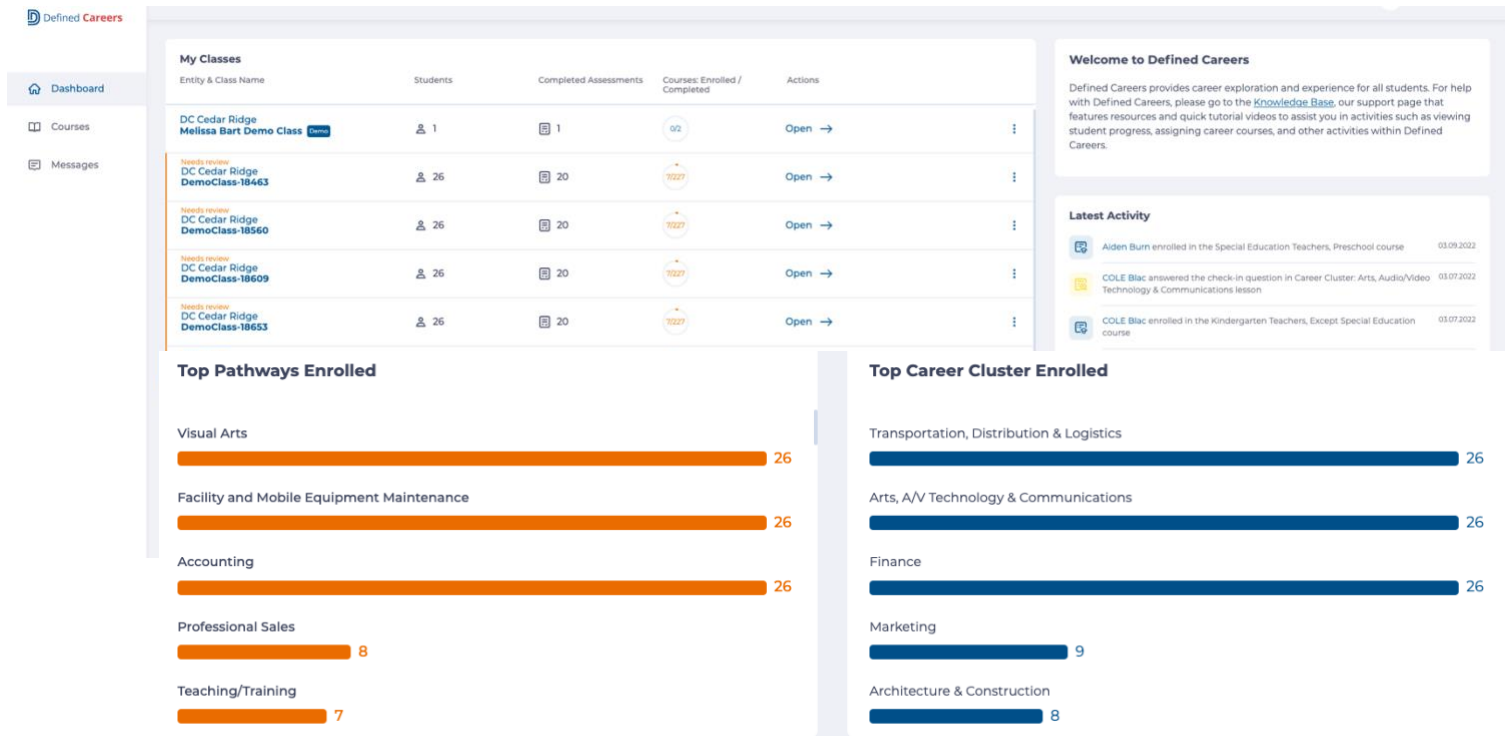
Data Reporting & Analysis

Defined Careers includes a comprehensive and customizable, 4-pronged reporting and analytics system for administrators, teachers and other relevant stakeholders to login and analyze system use and outcomes. All reporting is flexible with unlimited mutually agreed upon reportable field options. Data can be aggregated and disaggregated at the state/region/district/class/student level.

- Reporting Portal & Data Dashboard
- Career Matching Assessment Results
- Career Cluster & Pathway Exposure and Exploration
- Work-Based Learning Experiences & Student Portfolios

1 Reporting Portal & Data Dashboard

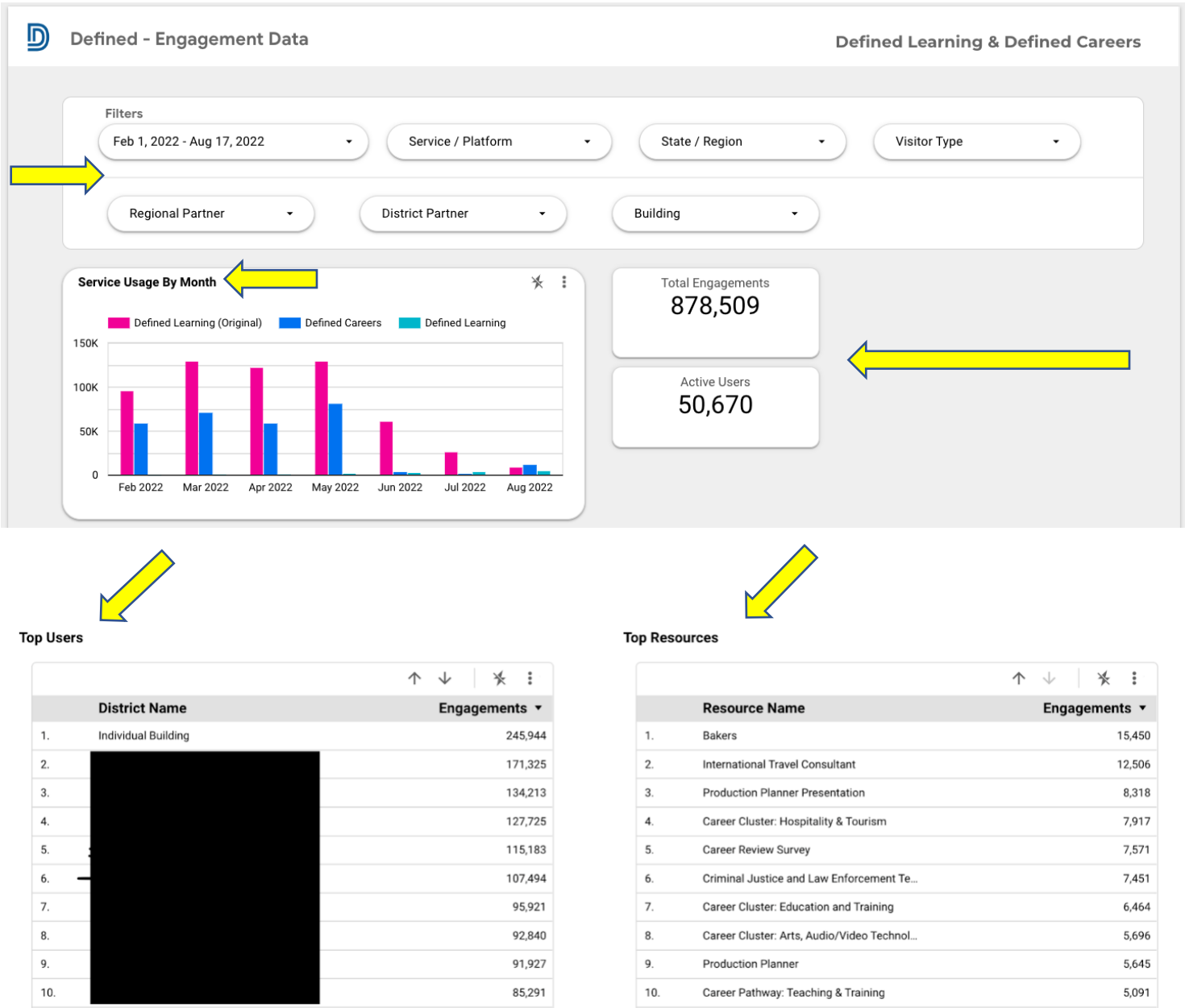
A comprehensive, centralized, and customizable reporting and analytics data dashboard is included within the Defined Careers Platform to provide valuable, real-time and student focused data for teachers, principals, and district administrators.



In addition to the above screenshots of the Defined Careers data dashboard, the Defined Careers Platform also includes a comprehensive reporting portal for administrators that allows users to generate deeper reports to analyze system use. All reporting is flexible with unlimited mutually agreed upon reportable field options.

A few examples of filters currently in the existing portal include date range, region, visitor type (student vs educator), and building. Additional/all data elements could be added to allow for ultimate flexibility in reporting since the reports could then be generated for all available filters.

Screenshots of existing functionality included below for illustrative purposes:



2 Career Matching Assessment Results

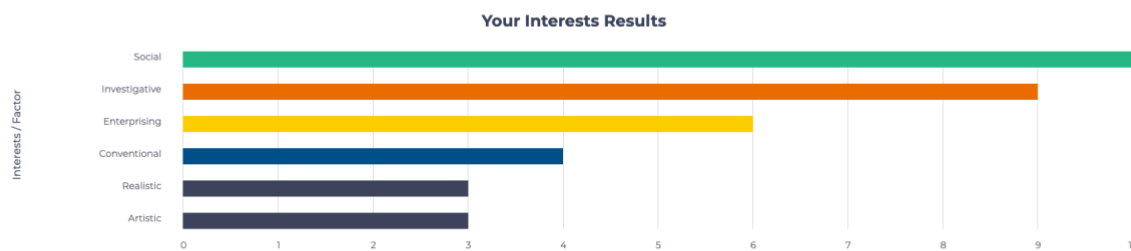
The purpose of the Careers Pathways Matching Assessment is to provide students with a personalized selection of career pathways to sharpen the job exploration aspect of their career planning and development. Students who take the three-part assessment are provided recommendations of probable “best fit” pathways to explore for their career entry or further development. Not only does the Careers’ Pathway Matching Assessment provide recommended personalized career pathways to explore with aligned work-based learning opportunities, but it also provides a detailed report summary that can be easily shared with any/all stakeholders critical to that student’s learning journey.

Below is a visual representation of the Career Matching Assessment Result Summary.

Interests

The graph below shows your career-related interests measurement results. The longer bar indicates you demonstrated stronger interest in that interest area. Brief explanations for the interest areas are provided below.

Virtually all individuals demonstrate a pattern across these six areas. Usually, two or three interest areas will be stronger for an individual than the others. However, each person’s pattern is their own. If you have one area very strong and none of the others close, or none really standing out strongly from the others, there is nothing to be concerned about in those less-common patterns, since jobs that fit all kinds of patterns exist.



The interest areas measured on the Pathways Matching Assessment are:

- Social:** likes to work with people, teach, coach, be a helper, tend to want to have close relationships
- Investigative:** like to work with data gained by observations, thinking about how pieces of a puzzle go together, tend to be focused on individual rather than on group activities
- Enterprising:** like to work with people and data, setting up situations, jobs, departments or businesses, persuading others in the process
- Conventional:** likes to work with data and organize things, prefers structure and order, expects self-control, clarity of assignments and work requirements
- Realistic:** likes to work with things, do things, solve problems, tend toward scientific and mechanical preferences
- Artistic:** likes to work with ideas and things, being creative, inventing things, may be less interested in structure and rules and more interested in people and physical skills

Study Preferences

In today’s work world, to be successful in a career you will need to continue to learn. Technology that you use will evolve and change, your role may develop over time and that will make new demands on your knowledge and skills. The point of this part of the assessment is to let you set that direction based on your preferences today. Recognize that your preferences change over time.

Your expressed interest in study/preparation areas to support your career ambitions in rank order from 1 (your most preferred area to study) through 7 (your least preferred area to study) are:

Rank	Areas of Study
1	Math Such as: Pre-Algebra, Algebra, Algebra II, Geometry, Trigonometry, Statistics, PreCalculus, Calculus
2	Science Such as: Biology; Chemistry; Environmental Science; Geology; Life Science; Earth Science; Physical Science; Astronomy; Physics
3	Computers Such as: User Support; Programming; Systems Design; Web Design & Development; Game Creation; Online Store Creation; Digital Media
4	Creative Arts Such as: Art, Interior Design, Band, Chorus/Choir, Theater, Drama, Music
5	Social Studies Such as: History; Political Science; Economics; Legal Studies; Criminal Justice; Sociology; Government; Civics; Geography
6	Language Arts Such as: English, Reading/Literature, Writing/Composition, Foreign Language, Speech
7	Trades Such as: Shop, Carpentry, Electrical, Plumbing, Welding, Pipefitting, Hair Stylist, Esthetician, Culinary Arts, Fashion, Automotive

Work Values

If the work environment in your job choice fits your basic beliefs about what is most important and of value, you will more likely be satisfied and successful in your job.

The graph below shows your results. A longer bar indicates you demonstrated stronger relative need for that value in a job environment.



The six work values categories measured on the Pathways Matching Assessment, with brief definitions are:

- Independence:** work that meets your needs for using your creativity, exercising responsibility, individual decision-making, etc.
- Achievement:** work that meets your needs for achievement, having your skills and abilities well used, doing something of value, etc.
- Working Conditions:** work that meets your needs for things like compensation, activity level, security, desirable work environment, etc.
- Support:** work that meets your needs for competent technical management, good interpersonal supervision, favorable company policies, etc.
- Relationships:** Relationships: work that meets your needs for smooth, harmonious working conditions with co-workers, your exercise of ethical behaviors, providing service to others, etc.
- Recognition:** work that meets your needs for advancement, authority, social status, rewards etc.

Recommended Pathways

Based on your interests, work values, and preparation preferences, jobs within the following Career Pathways (definition modal) are likely to be a good fit for you. We recommend you consider exploring jobs in the following pathways:



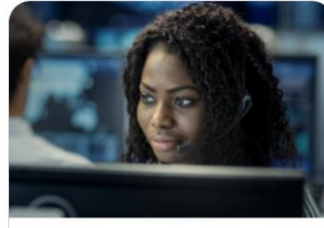
Teaching/Training

The teaching and training pathway includes occupations that lead or assist in the delivery of instructional materials or lessons in classrooms, workshops, or via online and distance technology. Includes individual and group instruction of children, adults, and professionals.



General Management

The general management pathway includes occupations that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.



Professional Support Services

The professional support services pathway includes occupations that assist people involved in education and training systems with personal and family needs, mental health assistance, educational goals, and career decision making.



Engineering and Technology

The engineering and technology pathway includes workers who apply mathematics, science and technology concepts to solve problems quantitatively in engineering projects involving design, development or production in various technologies.

3 Career Cluster/Pathway Exposure & Exploration

Below is a screenshot demonstrating the types of data accessible and available for reporting and analytics. Please note that the fields below are provided for sample purposes only and are customizable and able to be updated to best reflect the vision/needs/objectives of the Region 10 partners.

Sample Cluster/Pathway/Career Experience Report										
first_name	last_name	email	career_course	career_pathway	career_cluster	type	onet_job_zone	Growth Outlook	date_enrolled	date_completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Quality Control Analysts	Science and Mathematics	STEM	default	3	Below Average	03/10/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Nursery and Greenhouse Managers	Agribusiness Systems	Agriculture, Food & Natural Resources	default	3	Below Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Training and Development Specialists	Human Resources Management	Business Management & Administration	default	4	Bright	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Video Game Designers	Information Support and Services	Information Technology	default	4	Much faster than average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Set and Exhibit Designers	Visual Arts	Arts, AV Technology & Communications	default	5	Below Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Pesticide Handlers, Sprayers, and Applicators, Vegetation	Plant Systems	Agriculture, Food & Natural Resources	default	2	Bright	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Sales Engineers	Professional Sales	Marketing	default	4	Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Cement Masons and Concrete Finishers	Construction	Architecture & Construction	default	1	Below Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Telecommunications Line Installers and Repairers	Telecommunications	Arts, AV Technology & Communications	default	2	Below Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Court Reporters	Legal Services	Law, Public Safety, Corrections & Security	default	3	Much faster than average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Accountants	Accounting	Finance	default	4	Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Biochemist	Biotechnology Research and Development	Health Science	default	5	Average	03/18/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Brokerage Clerk	Securities & Investments	Finance	default	3	Average	03/20/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Education Administrators, Preschool and Childcare Center/Program	Early Childhood Development & Services	Human Services	default	4	Below Average	05/15/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	General and Operations Managers	General Management	Business Management & Administration	default	4	Faster than average	05/15/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Avionics Technicians	Facility and Mobile Equipment Maintenance	Transportation, Distribution & Logistics	default	3	Average	07/12/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Bicycle Technician	Facility and Mobile Equipment Maintenance	Transportation, Distribution & Logistics	foundational			09/24/2021	Not Completed
Adelaide	Nels	nelsoad000@dodemo1dist.com	Commercial and Industrial Designers	Visual Arts	Arts, AV Technology & Communications	default	4	Below Average	12/05/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Nursery and Greenhouse Managers	Agribusiness Systems	Agriculture, Food & Natural Resources	default	3	Below Average	03/18/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Training and Development Specialists	Human Resources Management	Business Management & Administration	default	4	Bright	03/18/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Video Game Designers	Information Support and Services	Information Technology	default	4	Much faster than average	03/18/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Set and Exhibit Designers	Visual Arts	Arts, AV Technology & Communications	default	5	Below Average	03/18/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Pesticide Handlers, Sprayers, and Applicators, Vegetation	Plant Systems	Agriculture, Food & Natural Resources	default	2	Bright	03/18/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Sales Engineers	Professional Sales	Marketing	default	4	Average	03/18/2021	Not Completed
Aiden	Burn	burnsaid000@dodemo1dist.com	Cement Masons and Concrete Finishers	Construction	Architecture & Construction	default	1	Below Average	03/18/2021	Not Completed

4


Work-Based Learning Experiences & Student Portfolios

Within the Defined Careers Reporting Center, there is a Personalized Student Portfolio capturing evidence of all career-based products completed, personal projects, resume(s) and other critical career planning and work-based learning collaboration tools.

Defined Careers


Dashboard
 Courses
 Messages

Project Showcase
 Portfolio Projects
 Personal Projects




Preschool Teachers, Except Special Education - Assignment: Activity and Benefits List
 You will need to create a list of unique activities (gross motor and small motor) that can be conducted in an outdoor setting no matter the season or weather conditions. Your list should include traditional activities, but can also include innovative and new ideas. Alongside your list of activities, describe the potential physical, social, cognitive and/or life skill benefit of each activity. The list should demonstrate your understanding of early childhood development and the establishment of a positive learning environment.

sample1.txt



Adapted Physical Education Specialists - Assignment: Adaptive Activity Catalogue for Summer Camp
 The summer camp is putting together an activity catalogue that can be shared with children and their parents. The catalogue will describe the camp experience and many of the activities in which the young children may participate. You have been asked to share 3-4 adapted physical activities that you will lead that can be placed into this catalogue. Be sure to choose a variety of activities that help the children both physically and socially (playing and

test.doc



Adapted Physical Education Specialists - Assignment: Visual Demonstration of One Adapted Activity
 You have been asked to create a 1-3 minute video to help educate other camp counselors to use proper adaptive teaching techniques with the campers. This video will also be on the camp website to help parents and children know what to expect when participating in an activity. For this video, please choose one of the 3-4 activities that you will place in the camp activity catalogue. In the video, demonstrate the important parts of leading the activity. Use

sample1.txt

BD
 bartmedc Demo
 Melissa Bart Demo Class

Resume
 There is no uploaded resume yet.

Top Pathways Enrolled
 Visual Arts
 Facility and Mobile Equipment Maintenance
 Accounting
 Professional Sales
 Teaching/Training

Top Career Cluster Enrolled
 Transportation, Distribution & Logistics
 Arts, A/V Technology & Communications
 Finance
 Marketing
 Architecture & Construction

Accessibility

All career planning and work-based learning coordination tools are compatible with and flexible across a wide variety of platforms, devices, and technology environments inside and outside of the classroom and can be effectively implemented in a 1:1, 1: many or very low technologically rich environment. With or without internet access, **ALL** students can experience the lifechanging benefits of personalized work-based learning experiences through project-based learning.

The **Defined Careers Platform** has many accessibility features already built into the system including translation to 20 different languages (Arabic, Chinese (Mandarin), Danish, Dutch, English, Finnish, French, German, Greek, Italian, Japanese, Korean, Latvian, Norwegian, Polish, Portuguese, and Portuguese (Brazil)) text to speech/read along capability, text highlighting, line-focusing, dictionary support, video captioning, and font-size increasing. Any custom landing page that is created would also have translation tools available as well.

Additionally, the Defined Careers Platform includes instructional content, career planning and work-based learning opportunities, career course and Career Matching Assessments at **multiple reading levels** to ensure no student is locked out of this life changing content because of their reading abilities. All differentiated instructional content and functionality can be turned on or off at a state/regional/district/class/student level to ensure maximum ability to differentiate.


Pillar #3



Defined Academy is an **online** professional learning hub with a customizable menu of synchronous and asynchronous opportunities to engage in career connected, personalized, competency-based professional learning resulting in micro-credential to demonstrate the results of the development teachers, administrators and students have received.

The following information provides:

- General overview of Defined Academy
- Highlights key functionality and features.
- Explanation of how Defined Academy is geared towards providing career and technical development to students, teachers, and administrators.



“The Defined Ecosystem of Career and Technical Development resources are **highly intuitive**, easy to navigate and **do not require extensive training** for teachers in order to proficiently deliver engaging and personalized student instruction. Defined Academy is a one-stop-shop of virtual professional learning!

Career connected project-based learning was my. **GO TO** strategy and set of resources to change the culture of teaching and learning in Charlotte Mecklenburg Schools with over 150,000 students.”

Dr. Cindy Moss
Former STEM Director
Charlotte Mecklenburg Schools

Current Vice President of Innovation
Defined

Defined Academy includes a customizable menu of synchronous and asynchronous virtual professional learning opportunities for educators that focuses on both resource navigation as well as instructional practices to fuel career connected learning and experiences. The depth and breadth of professional learning included is customizable and based on the overarching vision and needs of Region 10 and school district partners.

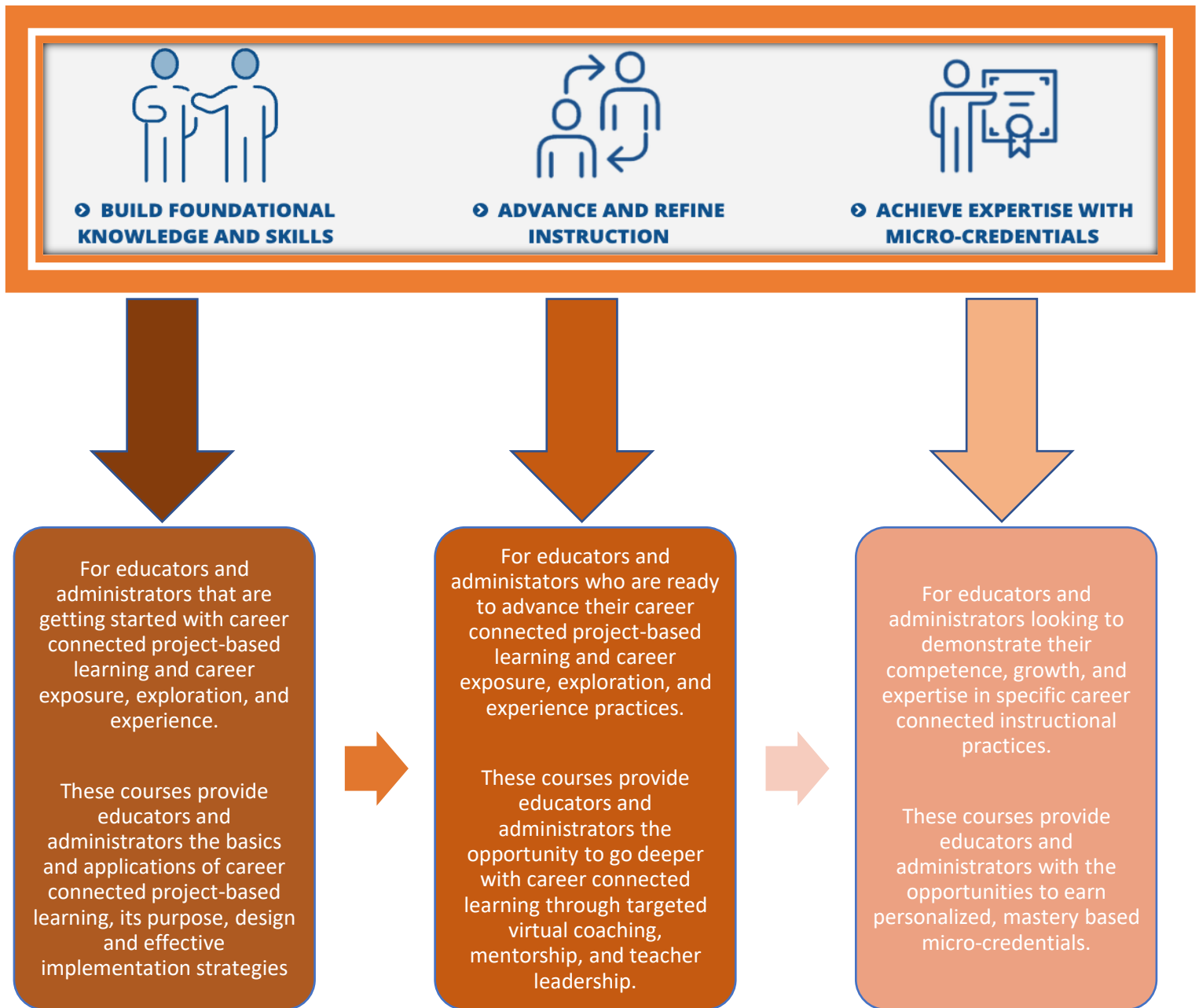
Defined professional learning has been built upon the fundamental philosophy that every child deserves a great teacher and every teacher deserves an opportunity to engage in meaningful, just-in-time and personalized professional learning. We believe that professional learning opportunities must be grounded in the most trusted industry research in adult learning theory and intrinsically promote the core tenants of culturally responsive teaching, equity, access, and inclusion.

Defined’s professional learning team is fully comprised of licensed educators and former administrators. Our professional learning team brings with them with decades of experience delivering systematic and scalable systems of professional learning in schools across all 50 states.

Dr. Dave Reese, Chief Academic Office for Defined and lifelong educator is often heard saying,

“We are a team of accomplished and passionate educators who have dedicated this chapter of our careers to serving our fellow accomplished and passionate educators in schools across the country.”

The Defined Academy provides virtual training opportunities for teachers and administrators in three (3) categories, which are highlighted below:



Additional details and specific training offerings are included in Appendix A, Customer Training and Support Section.

Alignment to Region 10 Mission

Question #12

Does your software provide certifications, and what certifications off of the TEA list referenced in the scope of this RFP do you offer? Describe how students, teachers, and/or administrators can show current or future employers the results of the development received from your software.

Question #13

What certifications or courses does your software provide for college readiness? Describe how students, teachers, and/or administrators can show college administrators the results of the development they receive from your software.

Question #14

Do you offer Continuing Education Units (CEUs) and how does the software show completion of those to an employer? Please give examples of districts accepting your CEUs.

Defined does not provide formalized certifications off the TEA list referenced in the scope of this RFP or continuing education units. However, our Ecosystem of Career and Technical Development software *IS* being used across the country as part of *existing certification and CEU programs* to aide in the demonstration of learning (showing results of the development received) for both students, teachers, and administrators because of the robust and customizable opportunities to showcase growth!

There are four (4) core ways students, teachers and administrators can show their current/future employers and/or college administrators results of the development received through any of the Defined resources.



Competency-Based Micro-Credentials



Personalized Student Portfolio



Career Assessment Results



Career Experience & Standards Mastery Dashboard








Competency-Based Micro-Credentials

Defined's micro-credentials are a competency-based form of certification developed and issued based upon personalized professional learning experiences that demonstrate an educator's application of skills and knowledge to improve professional practice that supports student success in career connected learning.

Each Defined micro-credential serves as an assessment of a specific competency where educators apply their knowledge and skills to create a unique product, reflect, and apply their knowledge thus demonstrating their competence. Micro-credentials are completed individually and are an excellent support mechanism for ongoing skill development and sustaining career exposure, exploration & experience project-based learning practices.

The Defined Digital Medallion synthesizes 10 of the most important micro-credentials that align with best classroom practices associated with career connected learning. Each micro-credential that makes up the Defined Digital Medallion, marked with an asterisk in the chart below, is also aligned with the essential elements of the Danielson and Marzano effective educator frameworks.

Districts wishing to create their own **Custom Digital Medallion** may choose from a combination of up to 10 of the micro-credentials listed.

STACKS	MICRO-CREDENTIALS
Planning and Preparation 	1. Aligning to Standards 2. Infusing (5Cs, 21st Century, Workplace, SEL) Skills* 3. Designing Authentic Tasks* 4. Developing Driving Questions 5. Using GRASP to Frame a Task 6. Planning for Student Voice and Choice*
Instruction 	1. Purposeful Grouping 2. Providing Scaffolding* 3. Effective Facilitation/Coaching* 4. Meaningful Feedback 5. Guiding Research 6. Digital Literacy
Assessment 	1. Pre/Diagnostic Assessment — Finding Out 2. Formative Assessment — Checking In* 3. Summative Assessment — Making Sure* 4. Rubric Design 5. Critique and Revision* 6. Public Product
Classroom Environment 	1. A Culture of Reflection* 2. Developing Self-Direction 3. Encouraging Risk-Taking 4. Creating an Environment of Sustained Inquiry* 5. Developing a Growth Mindset/Grit 6. Incorporating Social/Emotional Learning
Leadership 	1. Reflecting on Teaching 2. Collaborating with Colleagues 3. Leading Professional Learning 4. Creating Community Events 5. Communicating with Families 6. Growing and Developing Professionally

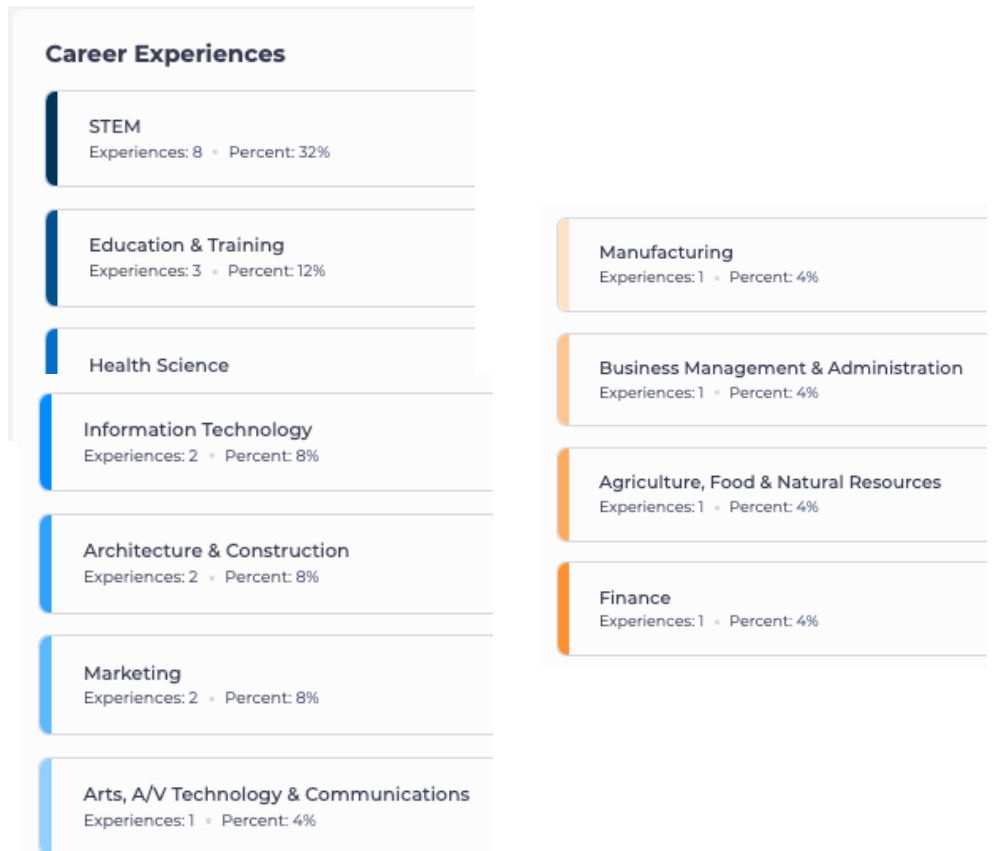
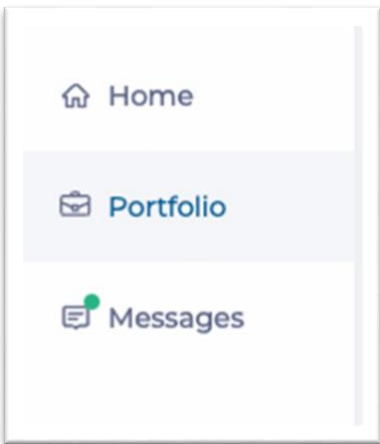


Personalized Student Portfolio

The Defined Ecosystem includes a personalized electronic portfolio for ALL students. This personalized electronic career portfolio travels with students, documents their career preferences, projects, workforce skill development and experiences as a digital career footprint and comprehensive career dashboard identifying career competency growth, career exposure and authentic career connected learning artifacts.

The personalized electronic career portfolio can also be customized to include specific Region 10 district competencies (such as district specific Portrait of a Graduate, graduation requirements, capstone project criteria, etc.)

All student career experiences can be tracked, measured, and reported against to share with current/future employers and/or college admissions teams.





Career Assessment Results

The purpose of the Careers Pathways Matching Assessment is to provide students with a personalized selection of career pathways to sharpen the job exploration aspect of their career planning and development. Students who take the three-part assessment are provided recommendations of probable “best fit” pathways to explore for their career entry or further development.

Not only does the Careers’ Pathway Matching Assessment provide recommended personalized career pathways to explore with aligned work-based learning opportunities, but it also *provides a detailed report summary that can be easily shared with any/all stakeholders critical to that student’s learning journey.*

Interests

The graph below shows your career-related interests measurement results. The longer bar indicates you demonstrated stronger interest in that interest area. Brief explanations for the interest areas are provided below.

Virtually all individuals demonstrate a pattern across these six areas. Usually, two or three interest areas will be stronger for an individual than the others. However, each person's pattern is their own. If you have one area very strong and none of the others close, or none really standing out strongly from the others, there is nothing to be concerned about in those less-common patterns, since jobs that fit all kinds of patterns exist.



The interest areas measured on the Pathways Matching Assessment are:

- Social:** likes to work with people, teach, coach, be a helper, tend to want to have close relationships
- Investigative:** like to work with data gained by observations, thinking about how pieces of a puzzle go together, tend to be focused on individual tasks
- Enterprising:** like to work with people and data, setting up situations, jobs, departments or businesses, persuading others in the process
- Conventional:** likes to work with data and organize things, prefers structure and order, expects self-control, clarity of assignments and work instructions

Study Preferences

In today's work world, to be successful in a career you will need to continue to learn. Technology that you use will evolve and change, your role may develop over time and that will make new demands on what you will find of interest in the long run to widen and deepen your knowledge and skills. The point of this part of the assessment is to let you set that direction based on your preferences today. Record your expressed interest in study/preparation areas to support your career ambitions in rank order from 1 (your most preferred area to study) through 7 (your least preferred area to study) are:

Your expressed interest in study/preparation areas to support your career ambitions in rank order from 1 (your most preferred area to study) through 7 (your least preferred area to study) are:

Rank	Areas of Study
1	Math Such as: Pre-Algebra, Algebra, Algebra II, Geometry, Trigonometry, Statistics, PreCalculus, Calculus
2	Science Such as: Biology; Chemistry; Environmental Science; Geology; Life Science; Earth Science; Physical Science; Astronomy
3	Computers Such as: User Support; Programming; Systems Design; Web Design & Development; Game Creation; Online Store Creation
4	Creative Arts Such as: Art, Interior Design, Band, Chorus/Choir, Theater, Drama, Music
5	Social Studies Such as: History; Political Science; Economics; Legal Studies; Criminal Justice; Sociology; Government; Civics; Geography
6	Language Arts Such as: English, Reading/Literature, Writing/Composition, Foreign Language, Speech
7	Trades Such as: Shop, Carpentry, Electrical, Plumbing, Welding, Pipefitting, Hair Stylist, Esthetician, Culinary Arts, Fashion, Automotive

Work Values

If the work environment in your job choice fits your basic beliefs about what is most important and of value, you will more likely be satisfied and successful in your job.

The graph below shows your results. A longer bar indicates you demonstrated stronger relative need for that value in a job environment.



The six work values categories measured on the Pathways Matching Assessment, with brief definitions are:

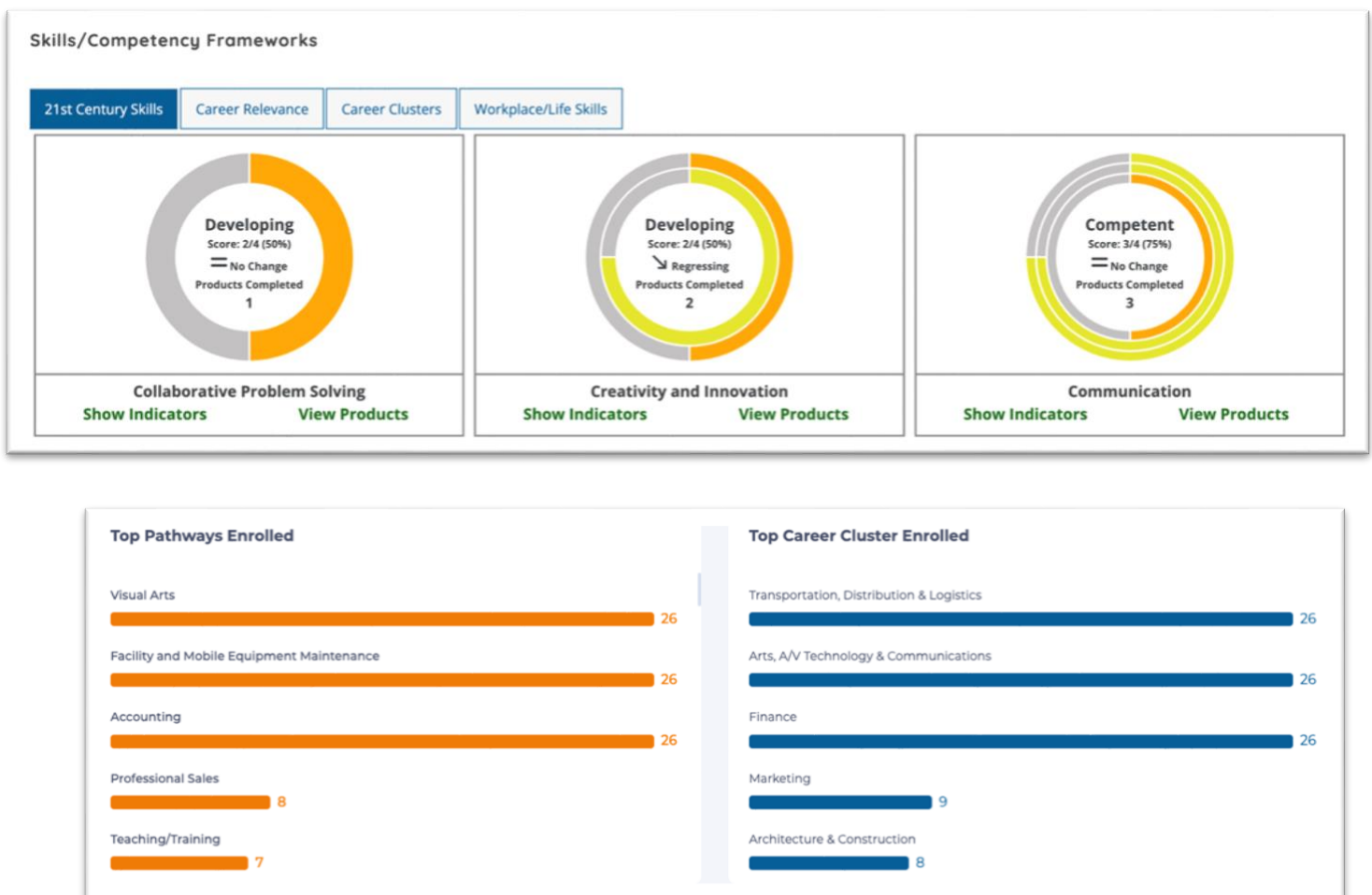
- Independence:** work that meets your needs for using your creativity, exercising responsibility, individual decision-making, etc.
- Achievement:** work that meets your needs for achievement, having your skills and abilities well used, doing something of value, etc.
- Working Conditions:** work that meets your needs for things like compensation, activity level, security, desirable work environment, etc.
- Support:** work that meets your needs for competent technical management, good interpersonal supervision, favorable company policies, etc.
- Relationships:** Relationships: work that meets your needs for smooth, harmonious working conditions with co-workers, your exercise of ethical behaviors, providing service to others, etc.
- Recognition:** work that meets your needs for advancement, authority, social status, rewards etc.



Career Experience & Standards Mastery Dashboard

A comprehensive, centralized, and customizable reporting and analytics data dashboard is included within the Defined Platform, which also includes a reporting portal for administrators that allows users to generate deeper reports to analyze system use. All reporting is flexible. A few examples of filters currently in the existing portal include date range, region, visitor type (student vs educator), and building. Additional/all data elements could be added to allow for ultimate flexibility in reporting since the reports could then be generated for all available filters.

Within this Dashboard, educators and administrators are able to track students' growth in standards-based instruction, career exposure, exploration and experience and any other customized workplace/life skills or competencies a district would like to include.

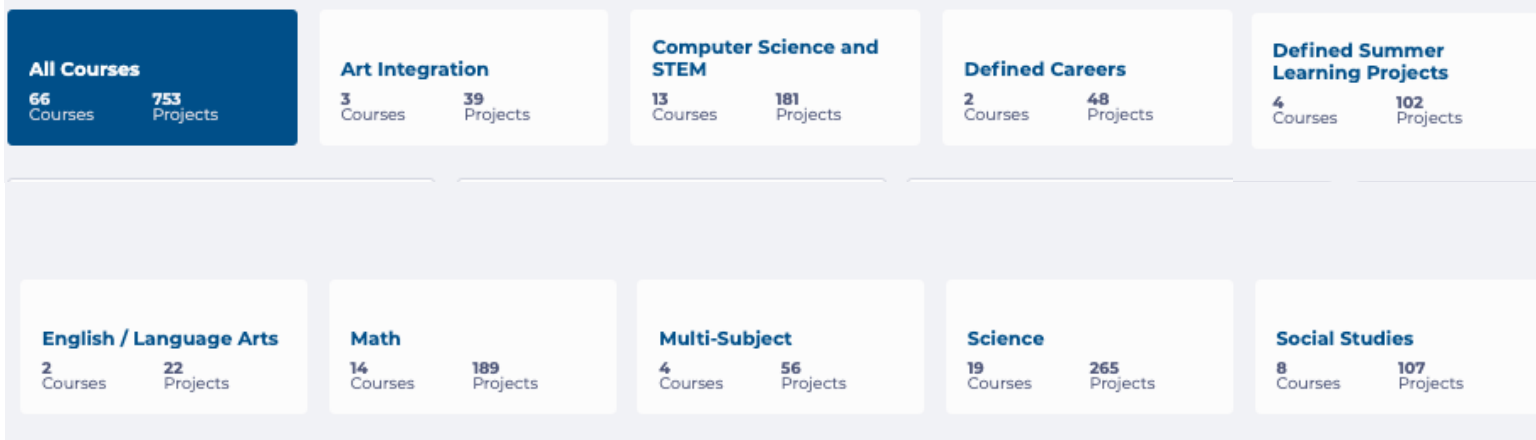


Defined Courses to Fuel College Readiness

Defined provides an EXTENSIVE repository of over 550 customizable career connect project-based learning courses/units/lessons to accelerate career exposure, exploration, and experience. Our extensive career connected learning course offerings are organized around two solutions/services which are detailed above. (**Defined Learning & Defined Careers**).

Within **Defined Learning**, there are 66 standards-aligned K-12 courses that include real-world career connected project-based learning tasks where students solve a problem in the role of an industry profession. The breakdown of the 66 K-12 courses is shown below.

Course Library



Within **Defined Careers**, there are over 485 career courses, organized in alignment with the 16 Career Clusters and 79 Career pathways.

The following pages provide a full listing of the 485 career courses within Defined Careers. Please note that this list is continuously growing to reflect the changing employment world our students are entering.

Career Cluster	Career Pathway	Career Course	Products
Agriculture, Food, & Natural Resources	Agribusiness Systems	Agricultural Managers	Products in the course include a Recipe and Presentation .
	Agribusiness Systems	Buyers of Farm Products (Coffee Buyer)	Products in this task include a Coffee Bean Map and Coffee Cupping Demo .
	Agribusiness Systems	Farm and Ranch Managers	Products in this course include a Diagram and Mission Statement .
	Agribusiness Systems	Farm Labor Contractors	Products in this course include a Farm Safety Signs and Sustainable Farming Presentation .
	Agribusiness Systems	Nursery and Greenhouse Managers	Products in this course include an Aquaponics Design and Gardening Coloring Book .
	Animal Systems	Animal Breeders	Products in this course include a Diagram of the Artificial Insemination Process for Dairy Cows and a Graphic .
	Animal Systems	Animal Caretaker	Products in this course include an Animal Care Picture Book and Pet Care Game .
	Animal Systems	Animal Scientists	Products in this course include a Animal Feed Plant and Animal Scientist Presentation .
	Animal Systems	Aquacultural Managers	Products in this course include a Promotional Video and Virtual Field Trip .
	Animal Systems	Farmworkers, Farm, Ranch, and Aquacultural Animals	Products in this course include an Oyster Life Cycle and Aquaculture Graphic and Water Chemistry and Oyster Farming Chart .
	Animal Systems	Nonfarm Animal Caretakers	Products in this course include an Animal Care Menu/Daily Schedule and Pet Daycare App Design .
	Environmental Service Systems	Environmental Engineers	Products in this course include a Diagram and Infographic .
	Environmental Service Systems	Environmental Science and Protection Technicians, Including Health	Products in this course include a Model and Public Service Announcement .
	Environmental Service Systems	Hazmat Technician	Products in this course include a Brochure - Helping Oiled Birds Survive and Method of Clean-Up Presentation .
	Environmental Service Systems	Pest Control Workers	Products in this course include a Bird Control Treatment and Prevention Plan and Commercial Property Inspection Report .
	Environmental Service Systems	Refuse and Recyclable Material Collectors	Products in this course include a Recycling Puppet Show and Refuse and Recyclable Chart .
	Environmental Service Systems	Water/Wastewater Engineers	Products in this course include a Critical Path and Demonstration .
	Food Products and Processing Systems	Agricultural Technicians	Products in this course include an E-Coli Life Cycle Diagram and FAQ (Frequently Asked Questions) .
	Food Products and Processing Systems	First-Line Supervisor of Logging Workers	Products in this course include a Logging Safety Display and Logging Safety Display .
	Food Products and Processing Systems	First-Line Supervisors of Agricultural Crop and Horticultural Workers	Products in this course include an Informative Poster/Diagram and Planting and Picking Calendar .
	Food Products and Processing Systems	Food Science Technicians	Products in this course include a Nutritional Analysis and Plan an Investigation .
	Food Products and Processing Systems	Food Scientists and Technologists	Products in this course include an Infographic and a Social Media Campaign .
	Natural Resources Systems	Forest and Conservation Technicians	Products in this course include a GPS Diagram and Jaguar Project Website .
	Natural Resources Systems	Geological Sample Test Technicians	Products in this course include a Robotic Water Collector Engineering and Water Quality Signs .
	Natural Resources Systems	Geophysical Data Technicians	Products in this course include a Permafrost Presentation Board and Playdough or Clay Drilling Demonstration .
	Natural Resources Systems	Natural Sciences Managers	Products in this course include a Multimedia Presentation and Social Media Campaign .
	Natural Resources Systems	Zoologists and Wildlife Biologists	Products in this course include a Diagram and Social Media Campaign .
	Plant Systems	Agronomy Specialist	Products in this course include a Potato Leafroll Polerovirus Chart and Potato Leafroll Polerovirus Infographic .
	Plant Systems	Biological Technicians	Products in this course include a Microorganism Resource Chart and Phytoremediation Diagram .
	Plant Systems	Pesticide Handlers, Sprayers, and Applicators, Vegetation	Products in this course include a Pesticide Handling Video and Pesticide Record Template .
	Plant Systems	Soil and Plant Scientists	Products in this course include a Fertilization Schedule and Sprinkler Map .
	Plant Systems	Tree Trimmers and Pruners	Products in this course include a Cutting and Trimming Trees for Drought Diagram and Preparing Trees for Drought Video Assignment .
	Power, Structural & Technical Systems	Agricultural Engineers	Products in this course include a Demonstration and a Yield Map Portfolio .
	Power, Structural & Technical Systems	Agricultural Equipment Operators	Products in this course include a Design and Flow Chart .
	Power, Structural & Technical Systems	Farm Equipment Service Technicians	Products in this course include a John Deere Combine Electronic Inspection Guide and Troubleshooting Video .

Career Cluster	Career Pathway	Career Course	Products
	Power, Structural & Technical Systems	Machinists	Products in this course include a Hydro Excavation Safe Operation Checklist and VR Training Introduction Video .
	Power, Structural & Technical Systems	Mobile Heavy Farm Equipment Mechanics	Products in this course include a Farm Equipment Model and Farm Equipment Repair Presentation .
Architecture & Construction	Construction	Carpenters (Marsh Harbour)	Products in this course include a scale model and framing inventory .
	Construction	Cement Masons and Concrete Finishers	Products in this course include a Graphic Checklist and Stamped Patio Design .
	Construction	Construction Manager	Products in this course include a Pop-Up Ice-Cream Shop Model and Pop-Up Ice-Cream Themes Vision Board .
	Construction	Derrick Operators, Oil and Gas	Products in this course include a Derrick Operator Infographic and Tripping the Pipe Demonstration .
	Construction	Plumbers, Pipefitters, and Steamfitters	Products in this course include a Pipe Design Project and Stadium Restroom Usage .
	Construction	Solar Energy Installation Managers	Products in this course include a Solar Grid Cost Analysis and Solar Grid-Tie System Diagram .
	Construction	Weatherization Installers and Technicians	Products in this course include a Home Energy Audit and Home Energy Escape Game .
	Design/Pre-Construction	Architects, Except Landscape and Naval	Products in this course include an Architecture Website and Tiny Home Design Blueprint .
	Design/Pre-Construction	Civil Engineers (Transportation Engineers Animal Crossing)	Products in this course include an Investigation Plan and Technical Drawing .
	Design/Pre-Construction	Cost Estimators	Products in this course include a Project Cost Estimation and Project Plan .
	Design/Pre-Construction	Interior Designers: Smart Classroom	Products in this course include a Research Study and Classroom Floor Plan/ Materials List .
	Design/Pre-Construction	Landscape Architects	Products in this course include a Materials Spreadsheet and Scale Drawing of Design .
	Design/Pre-Construction	Surveying Technicians	Products in this course include a Building a Topographical Map and Surveying Project .
	Design/Pre-Construction	Transportation Engineers	Products in this course include a Traffic Flow Simulation and Case Study Report .
	Maintenance/Operations	Commercial Divers	Products in this course include a Diving Demonstration and Diving Equipment Poster .
	Maintenance/Operations	Construction and Related Workers, All Other	Products in this course include a Framing Inventory and Scale Model .
	Maintenance/Operations	Heating and Air Conditioning Mechanics and Installers	Products in this course include a HVACR Diagram and Selection Video of HVACR System .
	Maintenance/Operations	Helpers--Installation, Maintenance, and Repair Workers	Products in this course include a New Tool Belt or Caddy Design and Repair Work .
	Maintenance/Operations	Landscaping and Groundskeeping Workers	Products in this course include a Multimedia Presentation and Video of Tarp Installation and Removal .
	Maintenance/Operations	Mechanical Door Repairers	Products in this course include a Garage Door Maintenance Checklist and Mechanical Door Repair Presentation .
	A/V Technology & Film	Animators	Products in this course include a Drawing and Storyboard .
	A/V Technology & Film	Audio and Video Equipment Technician	Products in this course include a Concert Graphics and Concert Poster Advertisement/Resume .
	A/V Technology & Film	Electronic Home Entertainment Equipment Installer and Repairer	Products in this course include a Home Theater Component Infographic and Home Theater Visual Layout .
	A/V Technology & Film	Game Designer	Products in this course include a Video Game Character and Video Game Storyline Flowchart .
	A/V Technology & Film	Media Collections Specialists	Products in this course include a Audio Visual Memes and Virtual Field Trip Creation .
	Journalism and Broadcasting	Camera Operators: Videographer	Products in this course include a Business Page and Event Video .
	Journalism and Broadcasting	Film and Video Editors	Products in this course include a Film Study and Video Editing Software Tool .
	Journalism and Broadcasting	Poets, Lyricists and Creative Writers	Products in this course include a Screenplays Presentation and Screenwriting Sample .
	Journalism and Broadcasting	Reporters and Correspondents	Products in this course include an Interview Questionnaire and a Magazine Article .
	Performing Arts	Agents and Business Managers of Artists, Performers, and Athletes	Products in this course include a Basketball Player Stat Sheet and Highlight Video .
	Performing Arts	Directors- Stage, Motion Pictures, Television, and Radio	Products in this course include a Short Film and Script .
	Performing Arts	Makeup Artists, Theatrical and Performance	Products in this course include a Makeup Artist Social Media Campaign and Makeup Tutorial for Black Performers .
	Performing Arts	Media Technical Directors/Managers	Products in this course include a Sports Media Analysis Assignment and Sports Video Montage Assignment .
	Performing Arts	Producers	Products in this course include a TV Series Review and TV Show Teaser .

Career Cluster	Career Pathway	Career Course	Products
Arts, A/V Technology & Communications	Performing Arts	Producers and Directors (Cirque du Soleil)	Products in this course include a Global Touring Itinerary and Production Plan Overview .
	Printing Technology	Desktop Publishers	Products in this course include a DIY Ebook Publishing and Smartphone Ebook Demonstration .
	Printing Technology	Prepress Technicians and Workers	Products in this course include a Magazine Cover Content Analysis and Magazine Cover Assignment .
	Printing Technology	Print Binding and Finishing Workers	Products in this course include a Bookbinding Instruction Manual and Bookbinding Tools and Equipment Guide .
	Printing Technology	Printing Equipment Operator	Products in this course include a Braille Print Then and Now and Multimedia Presentation .
	Printing Technology	Printing Press Operators	Products in this course include a Lithographic Printing and Paper Folding Video .
	Printing Technology	Proofreaders and Copy Markers	Products in this course include an Audio Transcription Screencast and Proofreading Checklist .
	Telecommunications	Radio, Cellular, and Tower Equipment Installers and Repairers	Products in this course include a 5G Cell Tower Infographic and Cell Tower Models .
	Telecommunications	Software Developer	Products in this course include a Biometrics Programming Presentation and Secure Code Tutorial Video .
	Telecommunications	Telecommunications Engineering Specialist	Products in this course include a Latency Tip Sheet and Millimeter Wave Technology Course .
	Telecommunications	Telecommunications Equipment Installers and Repairers, Except Line Installers	Products in this course include an Aerial Lift Safety Presentation and Wireless Access Points Layout .
	Telecommunications	Telecommunications Line Installers and Repairers	Products in this course include a Case Study and Multimedia Presentation .
	Visual Arts	Commercial and Industrial Designers	Products in this course include a Prototype and Sketch .
	Visual Arts	Craft Artists	Products in this course include a Global Arts Web Page Assignment and Nature Weaving Assignment .
	Visual Arts	Fashion Designers	Products in this course include a Fashion Design Timeline and Paper Doll Fashion Designs .
	Visual Arts	Floral Designers	Products in this course include a Bouquet Design for a Holiday and Brochure .
	Visual Arts	Multimedia Artists and Animators	Products in this course include an Animation and Sample Background and Character Design .
	Visual Arts	Set and Exhibit Designers	Products in this course include a Movie Set and Museum Artifacts .
Business Management & Administration	Administrative Support	Bookkeeping, Accounting, and Auditing Clerks	Products in the course include a Remote Working Interview and Remote Working Proposal .
	Administrative Support	Brokerage Clerks	Products in the course include a FAQ Phone and Email Scripts and Trading Software Decision Making Matrix .
	Administrative Support	Customer Service Representatives	Products in the course include a Creating Bill of Lading (BOL) and Freight Claim Process .
	Administrative Support	Human Resources Assistants, Except Payroll and Timekeeping	Products in the course include a Careers Webpage and Employment Application .
	Administrative Support	Shipping, Receiving, and Traffic Clerks	Products in the course include a Medical Supplies Packaging Manual and Shipping Label Tutorial Video .
	Administrative Support	Stock Clerks, Sales Floor	Products in the course include a Instructions for Storing Refrigerated or Frozen Foods and Preparing a Package for Shipping .
	Business Information Management	Computer User Support Specialists	Products in the course include a Computer MockUp and Scavenger Hunt .
	Business Information Management	Data Analysts	Products in the course include a Fast Food Data Display and Franchise Comparison Spreadsheet .
	Business Information Management	Data Warehousing Specialists	Products in the course include a Blood Drive Logistics and Home Organization .
	Business Information Management	Information Systems Manager	Products in the course include a Ring Heat Map City Council Presentation Video and Media Request Response .
	Business Information Management	Operations Research Analysts	Products in the course include an Inventory Management Presentation and Wikipedia Article on Supply Chain Data .
	General Management	Entertainment and Recreation Managers	Products in the course include a Team Building Activities Assignment and Ice Breaker Assignment .
	General Management	General and Operations Managers	Products in the course include an Interview and Now Hiring Advertisement .
	General Management	Investment Fund Managers	Products in the course include an Investment Podcast and Risk Management Presentation .
	General Management	Security Manager	Products in the course include a Fire Escape Plan and Mall Security Innovations .
	General Management	Supply Chain Managers (3M)	Products in the course include a Presentation and Supply Chain Infographic .

Career Cluster	Career Pathway	Career Course	Products
	General Management	Wind Energy Development Managers	Products in the course include a Personal Budget and Wind Energy Infographic Assignment .
	Human Resources Management	Compensation and Benefits Managers	Products in the course include a Healthcare Benefits Recommendation and Term Life Insurance Analysis Presentation .
	Human Resources Management	Compensation, Benefits, and Job Analysis Specialists	Products in the course include a Cost Benefit Analysis and Phased Parental Leave White Paper .
	Human Resources Management	Human Resources Managers	Products in the course include a Health Challenge Brochure and Wellness Survey .
	Human Resources Management	Human Resources Specialist	Products in the course include a Interview Questions Script Assignment and Job Posting Assignment .
	Human Resources Management	Labor Relations Specialist	Products in the course include an Employee Exit Interview Questions and Inclusive Practices Gap Analysis .
	Human Resources Management	Training and Development Specialists	Products in the course include an Ice Breaker and Team Building Activity .
	Operations Management	Energy Auditors	Products in the course include an Energy Conservation Demonstration and Energy Conservation Graphic Comic.
	Operations Management	Hydroelectric Production Managers	Products in the course include a Flow Chart and Turbine Diagram .
	Operations Management	Meeting, Convention, and Event Planners	Products in the course include an Advertisement and Site Map .
	Operations Management	Office Manager	Products in the course include a 3D Printer Office Presentation and Sales Pitch .
	Operations Management	Online Merchants	Products in the course include an Online Store App Programming Flowchart and Webpage .
	Operations Management	Purchasing Manager	Products in the course include an Automotive Survey and Projection Presentation.
	Operations Management	Quality Control Systems Managers	Products in the course include a Bag Quality Inspection Checklist and Bento Bag Instagram Stories .
	Operations Management	Sustainability Specialists	Products in the course include an Energy Audit of Home Assignment and Energy-Saving Infographic .
Education & Training	Administration and Administrative Support	Distance Learning Coordinators	Products in this course include a Zoo Course and Zoo Course Schedule .
	Administration and Administrative Support	Education Administrators, Elementary and Secondary School	Products in this course include a School Event/Program and Social Media Communications .
	Administration and Administrative Support	Education Administrators, Postsecondary	Products in this course include a Course Catalogue and Promotional Web Video .
	Administration and Administrative Support	Education and Childcare Administrators, Preschool and Daycare	Products in this course include a Welcome Video and Interview Questions .
	Administration and Administrative Support	Fitness and Wellness Coordinators	Products in this course include a Survey and Website .
	Administration and Administrative Support	Office and Administrative Support Workers, All Other	Products in this course include a Office Advertising Samples and Survey .
	Administration and Administrative Support	Receptionists and Information Clerks	Products in this course include a Calendar and Critical Contacts and Format for Daily Announcements .
	Professional Support Services	Archivists	Products in this course include an Artificial Collection Description and Online Exhibit .
	Professional Support Services	Career Counselor	
	Professional Support Services	Curators	Products in this course include a Paper Airplane Virtual Exhibit and Toy Timeline .
	Professional Support Services	Guidance Counselors	Products in this course include a SEL Club Poster Invitation Assignment and SEL Group Meeting Agenda Assignment .
	Professional Support Services	Instructional Designers and Technologists	Products in this course include a Instructional Media Audit and Instructional Media Design .
	Professional Support Services	Interpreters and Translators	Products in this course include a Hearing Impairment Advocacy Flyer and Interpretation Services Landing Page .
	Professional Support Services	Librarians	Products in this course include a Layout and Scavenger Hunt Assignment .
	Professional Support Services	Museum Technicians and Conservators	Products in this course include an Airport Multimedia Exhibit and Exhibit Artifact Descriptions .
	Teaching/Training	Adapted Physical Education Specialists	Products in this course include an Adaptive Activity Catalogue for Summer Camp and Visual Demonstration of One Adapted Activity .
	Teaching/Training	Career/Technical Education Teachers, Middle School	Products in this course include a Career Abstract and Digital Presentation .
	Teaching/Training	Coaches and Scouts	Products in this course include a Conditioning Program and Course Strategy .
	Teaching/Training	Criminal Justice and Law Enforcement Teachers, Postsecondary	Products in this course include a Dog Training Video and Passion Project .

Career Cluster	Career Pathway	Career Course	Products
	Teaching/Training	Elementary School Teachers, Except Special Education	Products in this course include a Growing Plants in a Greenhouse and Plant Graphs .
	Teaching/Training	Farm and Home Management Advisors	Products in this course include a BeeKeeping Protective Gear and a HoneyBee Based Product .
	Teaching/Training	Kindergarten Teachers, Except Special Education	Products in this course include an ABC Card Game and Fairy Tales and Puppets .
	Teaching/Training	Preschool Teachers, Except Special Education	Products in this course include an Activity and Benefits List and Outdoor Learning Lesson Demonstration .
	Teaching/Training	Teacher Assistants	Products in this course include Flash Cards and Jigsaw Puzzle .
Finance	Accounting	Accountants	Products in this course include a Accounting Software Solution and Business Budget Presentation .
	Accounting	Auditors	Products in this course include a Audit Plan and Audit Schedule .
	Accounting	Billing and Posting Clerk	Products in this course include Billing System Templates and Electronic Bill Payment Educational Video .
	Accounting	Payroll and Timekeeping Clerks	Products in this course include a Deductions Reference List and Income Tax Sheet.
	Accounting	Tax Preparers	Products in this course include a Tax Tips Pamphlet and Tax Updates Explainer Video .
	Banking Services	Bill and Account Collectors	Products in this course include a Role-Play Phone Call and Script .
	Banking Services	Credit Checkers	Products in this course include a Graphic Calculation of Credit Score and Explanation and Virtual Application Introduction for College Students .
	Banking Services	Loan Interviewers and Clerks	Products in this course include a Additional Information Visual Checklist and Loan Agreement Sample .
	Banking Services	Loan Officers	Products in this course include a First-Time Home Buyer Webpage and Mortgage Table .
	Banking Services	Tellers	Products in this course include a Bitmoji Introduction and Counting Change How-To Video .
	Business Finance	Budget Analysts	Products in this course include a Business Budget and Personal Budget .
	Business Finance	Financial Analysts	Products in this course include an Investment Recommendation and Revenue Forecast Project .
	Business Finance	Financial Managers, Branch or Department	Products in this course include a Finance Offer , Financial Budget Plan and Monthly Payment Chart .
	Business Finance	Treasurers and Controllers	Products in this course include a Finance Presentation and Walt Disney Spreadsheet .
	Insurance	Actuaries	Products in this course include a Video and FAQ Document .
	Insurance	Insurance Appraisers, Auto Damage	Products in this course include a Auto Damage Estimate Process and Vehicle Appraisal Form .
	Insurance	Insurance Policy Processing Clerks	Products in this course include a Auto Insurance Application App and Insurance Tutorial Video .
	Insurance	Insurance Sales Agents	Products in this course include a Frequently Asked Questions (FAQ) Document and Multimedia Presentation .
	Insurance	Pricing Actuary	Products in this course include a Explainer Video and FAQ Document .
	Securities & Investments	Brokerage Clerk	Products in this course include a FAQ Phone and Email Scripts and Trading Software Decision Making Matrix .
	Securities & Investments	Financial Risk Specialists	Products in this course include a Green Technology Top Investment List Assignment and Renewable Energy Risk Assessment Assignment .
	Securities & Investments	Fraud Examiner, Investigator and Analyst	Products in this course include a Electronic Fraud Form and Social Media Scam Infographic .
	Securities & Investments	Personal Financial Advisors	Products in this course include a Blog and Business Page .
	Securities & Investments	Sales Agents, Financial Services	Products in this course include a Insurance Coverage Recommendation and Sample Budget .
	Securities & Investments	Securities and Commodities Traders	Products in this course include a Commodities Investment Graph and Supply Chain Podcast .
	Securities & Investments	Securities, Commodities, and Financial Services Sales Agents	Products in this course include a Beginners Guide to Cryptocurrency Website Assignment and Cryptocurrency Summary Sheet Assignment .
	Foreign Service	Administrative Services Managers	Products in this course include a Office Plan and Office Proposal .
	Foreign Service	<u>Customs Brokers</u>	Products in this course include an Aquaculture Video Assignment and Personal Budget .
	Foreign Service	Interpreters and Translators (Foreign Languages)	Products in this course include a Foreign Language Interpreter Phrases and Translator or Interpreter Interview .

Career Cluster	Career Pathway	Career Course	Products
Government & Public Administration	Foreign Service	Public Relations Coordinators	Products in this course include a Gender Equity Press Release and Gender Equity Video Promotion .
	Foreign Service	United States Ambassadors	Products in this course include an Email and Map .
	Governance	Aviation Inspectors	Products in this course include an Aviation Inspection Checklist and Helitack Crew Interest Video .
	Governance	<u>Compliance Officers</u>	Products in this course include a Quick Compliance Checklist Assignment and Trash and Recycling Stickers Assignment .
	Governance	Economic Analyst	Products in this course include an Economic Policy Briefing and Hometown Monopoly .
	Governance	Environmental Compliance Inspectors	Products in this course include an Environmental Impact Podcast and Environmental Checklist .
	Governance	Government Property Inspectors and Investigators	Products in this course include an Inspection Overview Guide and Inspection Tool .
	Governance	Legislators	Products in this course include an Infographic and Personal Budget .
	Governance	Licensing Examiners and Inspectors	Products in this course include an Electronic Written Test and Road Test Map .
	National Security	Aircraft Launch and Recovery Specialists	Products in this course include an Aircraft Hand Signal Video and Safety Flash Cards .
	National Security	Artillery and Missile Officer	Products in this course include an Artillery or Missile Illustration and Communication Infographic .
	National Security	<u>Command and Control Center Specialists</u>	Products in this course include a Design a Board Game Assignment and Scenario Cards Assignment .
	National Security	Radar and Sonar Technicians	Products in this course include a Seafloor Map Model and Sonar Activity .
	National Security	Special Forces Officers	Products in this course include a Battlespace Intelligence Preparation and Language/Culture Brief .
	National Security	Transportation Security Screeners	Products in this course include a Mascot Design and Video PSA (Public Service Announcement) .
	Planning	Bioinformatics Technicians	Products in this course include a Data Set Development Through Bioinformatics and Diagram .
	Planning	Economists	Products in this course include an Economic Indicators Portfolio and Productivity Report .
	Planning	Statistical Assistant	Products in this course include an American Family Data Visualization and Personal Budget .
	Planning	Surveyor	Products in this course include a Forest or Wooded Area Survey and Scavenger Hunt .
	Planning	Urban and Regional Planners	Products in this course include a Newspaper Article and Digital Development Site Map .
	Planning	Urban and Regional Planners (Linear Park)	Products in this course include a Project Cost Sheet and Description .
	Public Management and Administration	Court Clerks	Products in this course include a Court Schedule and Criminal Docket Template .
	Public Management and Administration	Eligibility Interviewers, Government Programs	Products in this course include a FYI Video and Application Process Flow Chart .
	Public Management and Administration	Emergency Management Directors	Products in this course include an ABC Picture Book Creation and Documentary .
	Public Management and Administration	License Clerks	Products in this course include a Permit Completion Checklist and Process for Obtaining a License .
	Public Management and Administration	Postmasters and Mail Superintendents	Products in this course include a Postal Worker Interview and State of the Post Office Executive Summary .
	Regulation	Agricultural Inspectors	Products in this course include a Audit Overview Presentation for Aqua Farming Facility and Food Safety Awareness Poster .
	Regulation	Construction and Building Inspectors	Products in this course include an Investigation and Recommendations .
	Regulation	Fish and Game Wardens	Products in this course include a Fish Sampling Podcast and Invasive Species Infographic .
	Regulation	Occupational Health and Safety Specialists	Products in this course include a Safety Poster and Instructional Video .
	Regulation	Occupational Health and Safety Technicians	Products in this course include a Concept Map and Safety YouTube Channel Playlist .
	Revenue and Taxation	Appraisers, Real Estate	Products in this course include an Appraisal Information Sheet and Home Value Explainer Video .
	Revenue and Taxation	Internal Revenue Agents	Products in this course include a Government Taxation Report and Tax Class Chart .
	Revenue and Taxation	Property Assessors	Products in this course include a Mobile Business Tax Estimate One Pager and Property Valuation Summary .
	Revenue and Taxation	Tax Collectors	Products in this course include a Letter and Tax Audit Commercial .

Career Cluster	Career Pathway	Career Course	Products
	Revenue and Taxation	Tax Examiners and Collectors, and Revenue Agents	Products in this course include a Government Taxation Report and Tax Class Chart .
Health Science	Biotechnology Research and Development	Biochemist	The products in this course include an Asthma Infographic and Polymer Model .
	Biotechnology Research and Development	Biomedical Engineers	The products in this course include a Prosthetic Hand and Protective Pill Covering .
	Biotechnology Research and Development	Biostatisticians	The products in this course include a Flu Health Poster and Flu Survey .
	Biotechnology Research and Development	Medical Scientists, Except Epidemiologists	The products in this course include a Diagram with Explanation and Frequently Asked Questions (FAQ) Document .
	Biotechnology Research and Development	Regulatory Affairs Managers	The products in this course include a Summary of Regulations and Technical File Outline .
	Diagnostic Services	Cardiovascular Technologists and Technicians	The products in this course include a Diagram & Introduction and Web Demo .
	Diagnostic Services	Diagnostic Medical Sonographers	The products in this course include an Explainer Video and Patient Preparation Infographic .
	Diagnostic Services	Epidemiologists	The products in this course include a Correlation, Data Graph and Prevention Recommendation Report .
	Diagnostic Services	Magnetic Resonance Imaging Technologists	The products in this course include a Frequently Asked Questions (FAQ) and Graphics/Charts .
	Diagnostic Services	Medical and Clinical Laboratory Technicians	The products in this course include a Heavy Metal Symptoms Chart Assignment and What Happens to My Blood? Video Assignment .
	Diagnostic Services	Radiologic Technologists and Technicians	The products in this course include a Broken Bones in Children Graph Assignment and What to Expect Pamphlet for Kids and Families Assignment .
	Diagnostic Services	Veterinary Technologists and Technicians	The products in this course include a Feeding Plan and Veterinarian Exam Form .
	Health Informatics	Health Education Specialists	The products in this course include a Helmet Design Contest and Seat Belt Safety Video .
	Health Informatics	Health Information Technologists and Medical Registrars	The products in this course include a Health Picture Book and Online Product Display .
	Health Informatics	Healthcare Risk Managers	The products in this course include a Relief Items Checklist and Staff Schedule .
	Health Informatics	Medical Registrars	The products in this course include a Online Product Display and Health Picture Book .
	Health Informatics	Medical Secretaries	The products in this course include a Patient Check-In Audio Recording and Spreadsheet .
	Health Informatics	Medical Transcriptionists	The products in this course include a Transcription Work Sample and Voice-to-Text Tip Sheet .
	Support Services	Endoscopy Technicians	The products in this course include an Endoscopy Instrument Cleaning Checklist and Endoscopy Procedure Instrument Graphic .
	Support Services	Healthcare Support Workers, All Other	The products in this course include an Equipment Description for Ambulance Manual and Inventory Checklist .
	Support Services	Medical Equipment Preparers	The products in this course include a Patient Monitoring Device Agreement Form and Pulse Oximeter Maintenance Guide .
	Support Services	Phlebotomists	The products in this course include a Phlebotomy Comfort Animal and "What I Do" Book for Young Patients .
	Support Services	Speech-Language Pathology Assistants	The products in this course include a Speech Generating Devices and Student Practice Digital Review .
	Therapeutic Services	Audiologists	The products in this course include a Hearing Test and Investigation .
	Therapeutic Services	Dental Hygienists	The products in this course include a Dental Tools Poster and Children's Dental Care Animated Video .
	Therapeutic Services	Dentists, General	The products in this course include a Healthy Teeth Poster and Oral Health Demonstration Video .
	Therapeutic Services	Dietitians and Nutritionists	The products in this course include a Graphic and Blog Post .
	Therapeutic Services	Licensed Practical and Licensed Vocational Nurses	The products in this course include a Patient Plan and Activity to Combat Loneliness .
	Therapeutic Services	Medical and Health Services Managers	The products in this course include a Relief Item Checklist and Hospital Schedule .
	Therapeutic Services	Nurse Practitioners	The products in this course include a Healthy Lifestyle Treatment Plan Assignment and Body Mass Index (BMI) Explainer Video Assignment .
	Therapeutic Services	Occupational Therapists	The products in this course include a Game Collections Assignment and Occupational Therapy Prototype Assignment .
	Therapeutic Services	Orthotists and Prosthetists	The products in this course include a Patient Consultation and Prosthetic Prototype .
	Therapeutic Services	Pharmacists	The products in this course include a Healthy Game Plan Assignment and Pediatric Healthy Lifestyle Infographic Assignment .

Career Cluster	Career Pathway	Career Course	Products
	Therapeutic Services	Physical Therapist Aides	The products in this course include a Graphic Instructions for the Caregiver and Online Demonstration of Exercises .
	Therapeutic Services	<u>Physical Therapists</u>	The products in this course include a Exercise Cards Assignment and Stretch Demo Assignment .
	Therapeutic Services	Physician Assistants	The products in this course include a Passion Video and Pediatric Board Game .
	Therapeutic Services	Preventive Medicine Physicians	The products in this course include a Healthy Heart Brochure and Top 10 Video .
	Therapeutic Services	Psychiatric Technicians	The products in this course include a Video of Illness or Disability and Treatment Plan: Therapeutic Activities Focus .
	Therapeutic Services	Radiation Therapists	The products in this course include an Awareness Video and Children's Book .
	Therapeutic Services	Registered Nurses	The products in this course include a Handoff Role Play Assignment and Personal Budget .
	Therapeutic Services	Veterinarians	The products in this course include a Diagram Assignment and Multimedia Presentation Assignment .
Hospitality & Tourism	Lodging	Baggage Porters and Bellhops	The products in this course include a Guest Interaction Practice Assignment and Luggage Tagging System Assignment .
	Lodging	Concierges	The products in this course include a Attractions Kiosk and Historical Itinerary .
	Lodging	First-Line Supervisors of Housekeeping and Janitorial Workers	The products in this course include a Frequency Schedule: Productivity Standards and Room Status Report: Housekeeping Standards .
	Lodging	Hotel, Motel, and Resort Desk Clerk	The products in this course include a Check-In Responsibilities Checklist and Check-In Video .
	Lodging	Lodging Managers	The products in this course include a Floor Plan Setup and Registration Procedures .
	Lodging	Maids and Housekeeping Cleaners	The products in this course include a Housekeeping Trolley Design and Materials List and Purpose .
	Recreation, Amusements & Attractions	Amusement and Recreation Attendants	The products in this course include a App Video Demonstration and Scheduling App Description .
	Recreation, Amusements & Attractions	Animal Trainers	The products in this course include a Chart and Explainer Video .
	Recreation, Amusements & Attractions	Gaming Managers	The products in this course include an Instructional Video and Revenue Projection .
	Recreation, Amusements & Attractions	Gaming Supervisors	The products in this course include a Casino Promotion Video and House Rules Infographic .
	Recreation, Amusements & Attractions	Recreation Workers	The products in this course include an Activity Catalogue and Video Demonstration of Activity .
	Recreation, Amusements & Attractions	Umpires, Referees, and Other Sports Officials	The products in this course include a Difficult Soccer Calls Video Assignment and Personal Budget .
	Restaurants and Food/Beverage Services	Bakers	The products in this course include an Ingredient List and Virtual Cookbook .
	Restaurants and Food/Beverage Services	Baristas	The products in this course include a Common Coffee Brew Graphic and Dalgona Coffee Information Card .
	Restaurants and Food/Beverage Services	Chefs and Head Cooks	The products in this course include a Human Resource Plan and Kitchen Design Layout .
	Restaurants and Food/Beverage Services	Cooks, Restaurant	The products in this course include a Recipe for New Food Item on Menu and Restaurant Kitchen Design .
	Restaurants and Food/Beverage Services	First-Line Supervisors of Food Preparation and Serving Workers	The products in this course include a Food Ordering and Delivery Pick Up Processes and Ordering Process Training (Script, Recording, Order Slip) .
	Restaurants and Food/Beverage Services	Food Servers, Non-Restaurant	The products in this course include a Room Service Sample Photos Assignment and Room Service Set Up Checklist Assignment .
	Restaurants and Food/Beverage Services	Food Service Managers	The products in this course include a Main Dish Video Tutorial and Restaurant Menu .
	Travel & Tourism	International Travel Consultant	The products in this course include a Website for Large Groups from the U.S. Wanting to Visiting Greece and Travel Advisory .
	Travel & Tourism	Reservation and Transportation Ticket Agents and Travel Clerks	The products in this course include a Graphic Checklist and Instructional Video .
	Travel & Tourism	Tour Guides and Escorts	The products in this course include a Tourism License and Tour Packet .
	Travel & Tourism	Travel Agents	The products in this course include a Travel Package and Trip Itinerary .
	Travel & Tourism	Travel Guides	The products in this course include a Brochure and Web Itinerary .
	Information Support and Services	Business Intelligence Analysts	Products in this task include a Case Study and Fake Review Tool Presentation .
	Information Support and Services	Computer Systems Engineers/Architects	Products in this task include a Flowchart and NOAA Web Page Analysis .

Career Cluster	Career Pathway	Career Course	Products
Information Technology	Information Support and Services	Database Architects	Products in this task include a Google Products: Multimedia Presentation and UX Writer .
	Information Support and Services	Information Technology Project Managers	Products in this task include a Team Building Game and UN Sustainability Goals Social Media Campaign .
	Information Support and Services	Search Marketing Strategists	Products in this task include an On-Page SEO Mind Map and Promotion Advertisement (Ad) .
	Information Support and Services	Video Game Designers	Products in this task include a Video Game Character and Video Game Storyline Flowchart .
	Information Support and Services	Web Administrators	Products in this task include a Collaboration Tools Video and New Technology Infographic .
	Network Systems	Computer Network Architects	Products in this task include a Breakout Box Game and Interactive Training Module .
	Network Systems	Computer Network Support Specialists	Products in this task include a Case Study and Network Design .
	Network Systems	Database Administrators	Products in this task include a Article Search Database and Flower Garden Database .
	Network Systems	Information Security Analysts	Products in this task include a Frequently Asked Questions (FAQ) and Town Hall Presentation .
	Network Systems	Network and Computer Systems Administrators	Products in this task include a Password Protection Plan and Twitter Post Automation Tool .
	Network Systems	Telecommunications Engineering Specialists	Products in this task include a Telecommunications Presentation Assignment and Telecommunications Timeline Assignment .
	Programming and Software Development	Computer Programmers	Products in this task include a Flowchart and Wireframe .
	Programming and Software Development	Computer Systems Analyst	Products in this task include a Flowchart and NOAA Web Page Analysis .
	Programming and Software Development	Informatics Nurse Specialists	Products in this task include a Screening Checklist and Visitor Training Module .
	Programming and Software Development	Software Developers	Products in this task include a Sports App Development Assignment and Unplugged Coding Activity .
	Programming and Software Development	Software Quality Analysts	Products in this task include a Feedback Form and Software Test .
	Programming and Software Development	Software Quality Assurance Engineers and Testers	Products in this task include an Online Games Survey and Software Testing Webpage .
	Web and Digital Communications	Digital Special Effects Artists and Animators	Products in this task include an Animation Presentation and Flipbook .
	Web and Digital Communications	Virtual Reality Specialist	Products in this task include a Storyboard and a Video .
	Web and Digital Communications	Web and Digital Interface Designers	Products in this task include a Design Your Own App and Social Media Analysis .
	Web and Digital Communications	Web Developers	Products in this task include a Hands-On Demonstration and Social Media Marketing Campaign .
	Web and Digital Communications	Web Graphic Designers	Products in this task include a School Web Page and Webpage Checklist .
	Correction Services	Adult Basic Education Instructor	Products in this task include a GED Process Overview Virtual Training and Tutoring Lesson Plan Template .
	Correction Services	Correctional Officers and Jailers	Products in this task include a Diagram/Illustration and Video .
	Correction Services	First-Line Supervisors of Correctional Officers	Products in this task include a Correctional Officer Training and Violence Prevention Campaign .
	Correction Services	Probation Officers and Correctional Treatment Specialists (Juvenile Correctional Officer)	Products in this task include a Juvenile Justice System Storyboard and Individual Rehabilitation Plan Outline .
	Emergency and Fire Management Services	Emergency Medical Technicians	Products in this task include an EMT Training Webinar and Podcast .
	Emergency and Fire Management Services	Firefighters	Products in this task include a Fire Safety Commercial Assignment and Prescribed Burns One-Page Assignment .
	Emergency and Fire Management Services	Forest Fire Fighting and Prevention Supervisors	Products in this task include a Podcast and Report .
	Emergency and Fire Management Services	Forest Fire Inspectors and Prevention Specialists	Products in this task include a Camper Assessment Checklist and Rating System Graphic and Description .
	Emergency and Fire Management Services	Municipal Fire Fighting and Prevention Supervisors	Products in this task include a Predictive Services Article and Prescribed Burn Quiz .
	Emergency and Fire Management Services	Paramedics	Products in this task include a Poster and Emergency Care Video .
	Emergency and Fire Management Services	Police, Fire, and Ambulance Dispatchers	Products in this task include a Design a Quiz and Guidecard and Roleplay Phone Call .
	Law Enforcement Services	Animal Control Workers	Products in this task include a Puppy Care Demo and Puppy Mill Slideshow Assignment .
	Law Enforcement Services	Forensic Science Technicians	Products in this task include an Audio Note and Multimedia Presentation .

Career Cluster	Career Pathway	Career Course	Products
Law, Public Safety, Corrections & Security	Law Enforcement Services	Immigration and Customs Inspectors	Products in this task include a How To Create a Harness/Collar and Interactive Infographic .
	Law Enforcement Services	Intelligence Analysts	Products in this task include a Crime Podcast and Flowchart .
	Law Enforcement Services	Police and Sheriff's Patrol Officers	Products in this task include a Case Study Report and Multimedia Presentation .
	Law Enforcement Services	Private Detectives and Investigators	Products in this task include an Aging Cartoon Characters and Photography Observation Skills .
	Legal Services	Arbitrators	Products in this task include a Final Offer Arbitration Editorial and Youtube Video .
	Legal Services	Arbitrators, Mediators, and Conciliators	Products in this task include a Ground Rules Contract and Mediation Diagram .
	Legal Services	Court Reporters	Products in this task include a Court Vocabulary Game and Transcription Reflection .
	Legal Services	Lawyers	Products in this task include a Crime Podcast and Positivity Song List .
	Legal Services	Paralegals and Legal Assistants	Products in this task include an Infographic and Podcast Interview Proposal .
	Legal Services	Title Examiners, Abstractors, and Searchers	Products in this task include a Land Status Map and Title Status Report Summary .
	Security & Protective Services	Bailiffs	Products in this task include a Calm Music Playlist and Rules of Law Infographic .
	Security & Protective Services	Gaming Surveillance Officers and Gaming Investigators	Products in this task include a Live Dealer Roulette SWOT Analysis and Online Gambling Collusion Infographic .
	Security & Protective Services	Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	Products in this task include a Skiing/Snowboard Safety Infographic and Ski Patrol Equipment Inventory .
	Security & Protective Services	Loss Prevention Detectives	Products in this task include an Employee Theft Training Module and Inventory Shrink Audit Checklist .
	Security & Protective Services	Security Guards	Products in this task include a Celebrity Private Entrance and Evacuation System Report .
Manufacturing	Health, Safety & Environmental Assurance	Environmental Health and Safety Specialist	Products in this task include a Community Brochure and Environmental Impact Audit Proposal .
	Health, Safety & Environmental Assurance	Occupational Health and Safety Technicians	Products in this task include a Concept Map and Safety YouTube Channel Playlist .
	Health, Safety & Environmental Assurance	Pollution Control Engineers	Products in this task include an Air Pollutant Catcher and Resource Website .
	Health, Safety & Environmental Assurance	Safety Consultant	Products in this task include a Cell Phone Holder Design and Escape Room Game for Employees .
	Health, Safety & Environmental Assurance	Safety Specialist	Products in this task include a Presentation Prototype and Safety and Life Prevention Analysis .
	Health, Safety & Environmental Assurance	Water Resource Specialists	Products in this task include a Légionnaires Video Infographic and Water Management Audit .
	Logistics & Inventory Control	Cargo Agents	Products in this task include a Bill of Lading Template and Construction Materials Arrival Schedule (Calendar) .
	Logistics & Inventory Control	Freight Forwarder	Products in this task include a Conversion Chart and Freight Cost Sheet .
	Logistics & Inventory Control	Logistics Management Analysts	Products in this task include a Graphic Poster and Purchasing Comparisons .
	Logistics & Inventory Control	Supply Chain Managers (Living Wages for Workers)	Products in this task include a Graphic/Flow Chart and Living Wage Determination .
	Logistics & Inventory Control	Transportation, Storage, and Distribution Managers	Products in this task include an Insulated Vaccine Container Information and Map of Delivery Operations .
	Maintenance, Installation & Repair	Avionics Technicians	Products in this task include an Aircraft Infographic and Avionics Model .
	Maintenance, Installation & Repair	Industrial Machinery Mechanics	Products in this task include a Ground Support Equipment Infographic and Baggage Conveyor Systems Video .
	Maintenance, Installation & Repair	Maintenance Workers, Machinery	Products in this task include a Baggage Conveyor System Video and Ground Support Equipment Infographic .
	Maintenance, Installation & Repair	Musical Instrument Repairers and Tuners	Products in this task include a Diagram featuring the Parts of a Ukulele and Visual Tutorials for Ukulele Tuning and Troubleshooting .
	Maintenance, Installation & Repair	Radio Mechanics	Products in this task include a Morse Code Telegraph and Space Podcast .
	Maintenance, Installation & Repair	Security and Fire Alarm Systems Installers	Products in this task include a Blueprint and Comparison Chart .
	Maintenance, Installation & Repair	Wind Turbine Service Technicians	Products in this task include a Comparison Chart and Wind Turbine Model .
	Manufacturing Production Process Development	Chemical Technicians	Products in this task include a Client Presentation and Descriptive List .
	Manufacturing Production Process Development	Electro-Mechanical Technicians	Products in this task include a Microprocessor Assembly Video and Microprocessor Block Diagram .

Career Cluster	Career Pathway	Career Course	Products
	Manufacturing Production Process Development	Industrial Engineering Technicians	Products in this task include a Capabilities of Machines Analysis and Floor Layout .
	Manufacturing Production Process Development	Manufacturing Engineering Technologist	Products in this task include a Foldable Mask and Shoe Covering Design .
	Manufacturing Production Process Development	Manufacturing Production Technicians	Products in this task include an Assembly Line Production Video and Engineering Design Process .
	Manufacturing Production Process Development	Robotics Technicians	Products in this task include a Magazine Cover and Robotic Artist Model & Video .
	Production	Biomass Plant Technicians	Products in this task include a Flowchart and Diagram .
	Production	Dental Laboratory Technician	Products in this task include a Dental Care Mascot Talk and Orthodontic Engineering .
	Production	Gem and Diamond Workers	Products in this task include a Career Picture Book and Mohs Scale Chart .
	Production	Glass Blowers	Products in this task include a Glass Blowing Mold Assignment and StopMotion Instructional Glass Blowing Video Assignment .
	Production	Model Makers, Metal and Plastic	Products in this task include a Component and Material Explanation Chart and Hip Replacement Drawing and Material Identification .
	Production	Painters, Transportation Equipment	Products in this task include Car Art and an Infomercial .
	Quality Assurance	Inspectors, Testers, Sorters, Samplers, and Weighers	Products in this task include an Inspection Report and Inspection Tools List .
	Quality Assurance	Material Record Clerks	Products in this task include an Inventory Spreadsheet and a New Client Information Form .
	Quality Assurance	Production Planner	Products in this task include a Monthly Scheduling Assignment and Communications Skit Assignment .
	Quality Assurance	Production, Planning, and Expediting Clerks	Products in this task include a Electronic Diagram and Food Product Summary .
	Quality Assurance	Weighers, Measurers, Checkers, and Samplers for Recordkeeping	Products in this task include a Supply Chain Infographic and Medical Supply Checklist .
Human Services	Consumer Services	Credit Counselors	The products in this course include a Debt Management Plan (DMP) Checklist and Improving Your Credit Score Game Show .
	Consumer Services	Customer Care Representative (CCR)	The products in this course include a Chatbot FAQ List and Knowledge Base Article .
	Consumer Services	Financial Planner	The products in this course include a Comparison Chart and Question Sheet to Gather Data .
	Consumer Services	Loan Counselor	The products in this course include a Financial Aid Options Video and Financial Budget Plan .
	Consumer Services	Market Researchers	The products in this course include a Buyer Persona Profile and Market Research Executive Summary .
	Counseling & Mental Health Services	Clinical and Counseling Psychologists	The products in this course include an ACE Testing Pamphlet Assignment and Preventing ACEs Conference Proposal Assignment .
	Counseling & Mental Health Services	Counselors, All Other	The products in this course include a Group Workshop and Mock Interview .
	Counseling & Mental Health Services	Educational, Guidance, School, and Vocational Counselors	The products in this course include a Mental Health Module and Mental Health Topic Survey .
	Counseling & Mental Health Services	Industrial-Organizational Psychologists	The products in this course include an Energy Breaks and Motivation and Meditation Playlists and Video .
	Counseling & Mental Health Services	Mental Health and Substance Abuse Social Workers	
	Counseling & Mental Health Services	Mental Health Counselors	The products in this course include a 30 Day Togetherness Challenge and Sample Client Treatment Program .
	Counseling & Mental Health Services	Substance Abuse and Behavioral Disorder Counselors	The products in this course include a Marijuana Addiction Treatment Options FAQ and Marijuana Dependence Questionnaire .
	Early Childhood Development & Services	Preschool Teaching Assistant	The products in this course include a Morning Routine Poster and Morning Routine Social Story .
	Early Childhood Development & Services	Childcare Workers	The products in this course include an Activity/Game and Schedule .
	Early Childhood Development & Services	Education Administrators, Preschool and Childcare Center/Program	The products in this course include an Activity and Benefits List and Outdoor Learning Lesson Demonstration .
	Early Childhood Development & Services	Nannies	The products in this course include a Bonding Game and Video Resume .
	Early Childhood Development & Services	Special Education Teachers, Preschool	The products in this course include Flashcards and Graphic Checklist .
	Family & Community Services	Child, Family, and School Social Workers	The products in this course include a Flyer and Role Play .
	Family & Community Services	Community Health Workers	The products in this course include a Community Invitation and Community Presentation .

Career Cluster	Career Pathway	Career Course	Products
	Family & Community Services	Healthcare Social Workers	The products in this course include a Healing Words Mural and Physical and Mental Health Glossary .
	Family & Community Services	Social and Community Service Managers	The products in this course include a Juvenile Recidivism Data Analysis and Summary and Juvenile Reentry Success Story Profiles .
	Family & Community Services	Social and Human Service Assistants	The products in this course include a 15-minute Sample Workout for Older Adults and Senior Exercise Information Sheet .
	Personal Care Services	Fitness Trainers and Aerobics Instructors	The products in this course include a Electronic Billboard and Exercise Routine .
	Personal Care Services	Manicurists and Pedicurists	The products in this course include a Manicure Type Pro/Con Poster Assignment and Nail Salon Safety Manual Assignment .
	Personal Care Services	Massage Therapists	The products in this course include a Video and Infographic .
	Personal Care Services	Morticians, Undertakers, and Funeral Directors	The products in this course include a Funeral Planning Checklist and Pre-Planning Packages .
	Personal Care Services	Personal Care Aides	The products in this course include a Personal Care Questionnaire Assignment and Packing List .
	Personal Care Services	Skincare Specialists	The products in this course include a Conference Presentation and Infographic .
	Personal Care Services	Spa Managers	The products in this course include a Essential Oils Chart and Spa Package .
	Personal Care Services	Tailors, Dressmakers, and Custom Sewers	The products in this course include an Online Portfolio and Purchasing a Sewing Machine .
Marketing	Marketing Communications	Demonstrators and Product Promoters	Products in the task include an Infomercial and Script or Outline of Key Features .
	Marketing Communications	Public Relations Managers	Products in the task include a Competitive Analysis and Video Ad .
	Marketing Communications	Public Relations Specialists	Products in the task include a A Tweet Catalog and Internet/TV/Social Media Video .
	Marketing Communications	Trade Show Managers	Products in the task include a Design a Registration Booth and Marketing Campaign .
	Marketing Communications	Writer (Marketing)	Products in the task include a Radio Advertisement Script and TV Commercial Script .
	Marketing Management	Advertising and Promotions Managers	Products in the task include a 30 Day Less Plastic Challenge Landing Page and Podcast Advertisement .
	Marketing Management	Fundraising Managers	Products in the task include a Fundraising Event Budget and Social Media Event Announcement .
	Marketing Management	Marketing Managers	Products in the task include a Direct Mailer and Social Media Marketing Campaign .
	Marketing Management	Property, Real Estate, and Community Association Managers	Products in the task include an Announcement and Electronic Brochure .
	Marketing Management	Public Relations Managers	Products in the task include a Competitive Analysis and Video Ad .
	Marketing Management	Sales Managers (Virtual Store)	Products in the task include a Video Ad and a Webpage .
	Marketing Research	Business Development Specialist	Products in the task include a Market Analysis: Survey Development and Social Media Marketing Campaign .
	Marketing Research	Interviewers	Products in the task include a Movie Preferences Survey and Telephone Introduction .
	Marketing Research	Market Research Analysts	Products in the task include a Market Analysis: Data Collection, Analysis and Display and Social Media Marketing Campaign .
	Marketing Research	Marketing Operations Research Analysts	Products in the task include a Marketing Report and Post-Campaign Analysis (PCA) .
	Marketing Research	Marketing Specialists	Products in the task include a Marketing Video Ad and Social Media Marketing Campaign .
	Marketing Research	Survey Researchers	Products in the task include a Facebook Group and Hobby Survey .
	Merchandising	Buyers and Purchasing Agents, Farm Products	Products in the task include an E-Coli Life Cycle Diagram and FAQ (Frequently Asked Questions) .
	Merchandising	Merchandise Displayers and Window Trimmers	Products in the task include a Rube Goldberg Machine and Winter Holiday Design .
	Merchandising	Models	Products in the task include a Model Portfolio and a Promotional Video .
	Merchandising	Retail Loss Prevention Specialists	Products in the task include a Data Loss Prevention Speech and Policy Proposal for Amazon Web Services (AWS) .
	Merchandising	Supervisors of Retail Sales Workers	Products in the task include a Product and Store Comparison and Sales Training Video .
	Merchandising	Wholesale and Retail Buyers, Except Farm Products	Products in the task include a Comparison Buyer's List and Instagram Account .
	Professional Sales	Advertising Sales Agents	Products in the task include a Customer Profile and Sales Strategy .
	Professional Sales	Cashiers	

Career Cluster	Career Pathway	Career Course	Products
	Professional Sales	First-Line Supervisors of Non-Retail Sales Workers	Products in the task include an Email & Graphic and Effective Sales Pitch Model .
	Professional Sales	Real Estate Sales Agents	Products in the task include a Property Listing and Survey .
	Professional Sales	Retail Salespersons	Products in the task include a Customer Service Role Play Script Assignment and Store Layout Design Assignment .
	Professional Sales	Sales Engineers	Products in the task include a 3D Printing Designs and Sales Engineering Presentation .
	Professional Sales	Solar Sales Representatives and Assessors	Products in the task include a Sales Pitch and Social Media Campaign .
STEM	Engineering and Technology	Human Factors Engineers and Ergonomists	Products in this course include a Keyboard Engineering Design and Morale Celebration .
	Engineering and Technology	Industrial Engineers	Products in this course include a Workstation Design and Workstation Design Material List .
	Engineering and Technology	Industrial Safety and Health Engineers (Airline Employees)	Products in this course include a Design New Uniforms and Facebook Group .
	Engineering and Technology	Manufacturing Engineers	Products in this course include an Infographic and Webpage .
	Engineering and Technology	Marine Architects	Products in this course include Design A Cruise Ship and Virtual Reality Cruise Ship .
	Engineering and Technology	Materials Engineers	Products in this course include a Presentation Prototype .
	Engineering and Technology	Mechanical Engineers	Products in this course include a Fidget Spinners for Sensory Needs Assignment and Mechanical Hand Prototype Assignment .
	Engineering and Technology	Petroleum Engineers	Products in this course include a Drilling Tool Prototype Assignment and Geological Mapping Assignment .
	Engineering and Technology	Validation Engineers	Products in this course include a Quality Assurance Animation and Crash Test Demonstration .
	Science and Mathematics	Bioinformatics Scientists	Products in this course include a Biotechnology Research and Development Proposal and Diagram .
	Science and Mathematics	Biologists	Products in this course include an Aquarium Maintenance Guide and Food Web Model .
	Science and Mathematics	Cartographers	Products in this course include a Local Trail Map and National Park Board Game .
	Science and Mathematics	City and Regional Planning Aides	Products in this course include a Green Housing Design Spreadsheet and Urban Garden Maps .
	Science and Mathematics	Computer and Information Research Scientists	Products in this course include a Geospatial Data and Social Media Campaign .
	Science and Mathematics	Data Scientists	Products in this course include a Groundhog Day Weather News Graphic Assignment and Groundhog Day Weather Table Assignment .
	Science and Mathematics	Industrial Ecologists	Products in this course include an Aquatic Macroinvertebrate Monitoring Key and Water Quality Chemical Tests .
	Science and Mathematics	Mathematicians	Products in this course include a Hurricane Cost Chart Assignment and Hurricane Probability Chart Assignment .
	Science and Mathematics	Microbiologists	Products in this course include a Diagram and Location Abstract .
	Science and Mathematics	Park Naturalists	Products in this course include an Online Quiz and Virtual Field Trip .
	Science and Mathematics	Precision Agriculture Technicians	Products in this course include a GPS Diagram and Jaguar Project Website .
	Science and Mathematics	Quality Control Analysts	Products in this course include a GxP Regulations Quiz and Out of Specification (OOS) Course .
	Science and Mathematics	Statisticians	Products in this course include a Scatter Plot and Scouting Report .
	Science and Mathematics	Transportation Planners	Products in this course include a Proposed Scooter Map and Social Media Campaign .
	Facility and Mobile Equipment Maintenance	Avionics Technicians	Products in the course include an Aircraft Infographic and Avionics Model .
	Facility and Mobile Equipment Maintenance	Bicycle Repairers	Products in the course include a Bicycle 3D Print Designs and Bicycle Service Brochure .
	Facility and Mobile Equipment Maintenance	Bus and Truck Mechanics and Diesel Engine Specialists	Products in the course include a Diesel Engine Checklist & Screencast and Engine Design Model .
	Facility and Mobile Equipment Maintenance	<u>Motorboat Mechanics and Service Technicians</u>	Products in the course include a Motorboat Maintenance Poster Assignment and Motorboat Model Assignment .
	Facility and Mobile Equipment Maintenance	Motorcycle Mechanics	Products in the course include a SlideShow and Demonstration .
	Facility and Mobile Equipment Maintenance	Signal and Track Switch Repairers	Products in the course include a Phone App and Rail Switch Design .
	Health, Safety & Environmental Management	Environmental Compliance Officers	Products in the course include a Environmental Wanted Posters and National Parks Environmental Challenge .

Career Cluster	Career Pathway	Career Course	Products
Transportation, Distribution & Logistics	Health, Safety & Environmental Management	Environmental Restoration Planners	Products in the course include a Dune Profiles and Dune Restoration Webpage or Brochure .
	Health, Safety & Environmental Management	Hazardous Materials Removal Workers	Products in the course include an Asbestos Removal Safety Procedures Tutorial and Identifying your Personal Protective Equipment (PPE) .
	Health, Safety & Environmental Management	Transportation Inspectors	Products in the course include a Subway History Podcast and Subway Inspection Presentation .
	Logistics Planning and Management Services	Logisticians	Products in the course include a Graphic/Flow Chart and Wage Determination .
	Logistics Planning and Management Services	Logistics Engineers	Products in the course include an Interactive Display and Model .
	Logistics Planning and Management Services	Logistics Management Analysts	Products in the course include an Analyze and Report and Transport Route Model .
	Logistics Planning and Management Services	Logistics Managers	Products in the course include a Multimedia Presentation and Report .
	Logistics Planning and Management Services	Transportation Managers	Products in the course include a Container Diagram and Description and Shipping Routes Map .
	Logistics Planning and Management Services	Warehouse Managers	Products in the course include a Model and Presentation .
	Sales and Service	Billing and Posting Clerks	Products in the course include a Billing System Templates and Electronic Bill Payment Educational Video .
	Sales and Service	Billing Clerks	Products in the course include a Customer Invoice Filing System and Sample Bicycle Repair Invoice .
	Sales and Service	Cargo and Freight Agents	Products in the course include a Flowchart of the Import Process and Shipping Strategy Chart for Candy .
	Sales and Service	Parking Lot Attendants	Products in the course include a Receipt System and Valet Attendant Video .
	Sales and Service	Statement Clerks	Products in the course include an Electronic Billing Statement Form and Medical Bill Flowchart .
	Sales and Service	Transportation Sales Manager	Products in the course include a Newspaper Ad and Price Determination .
	Transportation Operations	Captains, Mates, and Pilots of Water Vessels	Products in the course include a Navigational Chart Notes and Tide Table Interpretation and Chart .
	Transportation Operations	Commercial Pilots	Products in the course include a Digital Escape Game for Aircraft Safety and Flight Chart .
	Transportation Operations	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	Products in the course include an ETA Calculator and Route Planning .
	Transportation Operations	Floor Supervisors	Products in the course include a Delivery Exception Training Module and Order Cycle Tracking Sheet .
	Transportation Operations	Laborers and Freight, Stock, and Material Movers, Hand	Products in the course include a Proper Work Techniques Video and Safety Equipment .
	Transportation Operations	Recycling Coordinators	Products in the course include a Musical Public Service Announcement and Recycling Receptacle Design .
	Transportation Operations	Safety and Health Consultant	Products in the course include a Transportation Health App and Transportation Safety Quiz .
	Transportation Operations	Taxi Drivers	Products in the course include a Route Map and Schedule .
	Transportation Systems/Infrastructure Planning, Management and Regulation	Air Traffic Controllers	Products in the course include an Aviation Alphabet Charts and A Flight Plan .
	Transportation Systems/Infrastructure Planning, Management and Regulation	Airfield Operations Specialists	Products in the course include an Air Traffic Skills Assessment (ATSA) and Training .
	Transportation Systems/Infrastructure Planning, Management and Regulation	City Planners	Products in the course include a Site Plan and Site Vicinity Map .
	Transportation Systems/Infrastructure Planning, Management and Regulation	Surveying and Mapping Technician	Products in the course include a Topographical Map and Surveying Project .
	Transportation Systems/Infrastructure Planning, Management and Regulation	Traffic Technicians	Products in the course include a Car Data Analyzing Report and Traffic Laws Video .
	Warehousing & Distribution Center Operations	Fleet Managers	Products in the course include a Transit Time Table and Frequently Asked Questions .
	Warehousing & Distribution Center Operations	Packers and Packagers, Hand	Products in the course include a Packing Food Boxes Video and Ready, Set, Pack Project .
	Warehousing & Distribution Center Operations	Storage and Distribution Manager	Products in the course include a Pallet Shipment Diagram and Truck Driver Survey .
	Warehousing & Distribution Center Operations	Supervisor of Material-Moving Machine and Vehicle Operator	Products in the course include a Safety Quiz and Snow Plow Route Map .

Career Cluster	Career Pathway	Career Course	Products
	Warehousing & Distribution Center Operations	<u>Global Transportation Manager</u>	Products in the course include a Future of Drones in Amazon Delivery Prototype Assignment and Transportation Infographic Assignment .

Alignment to Region 10 Mission

Provide any studies or proven test cases that demonstrate the effectiveness of your software and results users can expect and quantify.

Defined products and services have been built upon decades of industry leading research, aligns tightly with Tier 1 ESSA Evidence, and has an undeniable track record of accelerating student engagement, performance and cultivating workforce ready graduates, all of which has been verified through extensive, independent & mixed method evaluations.

We have provided below several examples of the high-quality efficacy studies that demonstrate the effectiveness of our Defined software. A summary of the sample studies and proven test cases is below, with the detailed research & evaluation reports included.

The information provided represents only a sample of the high-quality, third-party data that demonstrated Defined’s effectiveness in producing verifiable and reliable student learning outcomes. We would be happy to provide additional studies as needed to further demonstrate the depth of research and evaluation.

Evidence of Effectiveness #1
<p>Impact of Defined Learning on Student Achievement in Fort Wayne Community Schools (Research Study)</p>
<p>Defined & Fort Wayne Community Schools successful partner to deliver K-12 project-based learning opportunities to all 30,000 students across all 50+ schools. Within the first year of partnership, Fort Wayne has experienced compelling impacts that our career connected project-based learning resources have played on accelerating learning in Reading & Math for all students, with a disproportionately positive impact on the most underserved students in the district. These increased student learning gains have been verified by an independent research firm through qualitative and quantitative mixed method evaluations.</p> <p>Included below is a detailed third-party research & evaluation study that highlights the significant student learning outcomes.</p>

Evidence of Effectiveness #2

Impact of Defined Careers in Broken Arrow Public Schools (Research Study)

Districtwide implementation of career-connected project-based learning to drive systematic academic transformation, fuel districtwide college and career readiness success. Broken Arrow is leveraging their Defined resources to fuel their Portrait of a Graduate ICAP reporting, credit recovery and much, much more!

Broken Arrow saw significant enhancements in their K-12 career readiness successes and metric and powerful data indicating a closure in their opportunity gap. These student learning gains have been verified by an independent research firm through qualitative and quantitative mixed method evaluations.

Included below is a third-party research & evaluation study that highlights the successful partnership outcomes and evidence of positive impact.

Research Study



Project-Based Learning and Academic Performance:

Comparing Schools that Implement Defined Learning Project-Based Learning to Schools that Do Not

Report Authors

Michael Speziale, Ed.D., Marie Roke-Thomas, Ph.D., Chris Juhasz, Ed.D.
and Kerry Speziale, Ed.D.



Prepared by MIDA Learning Technologies, LLC
for Defined
June 25, 2022



Introduction

In the spring of 2022, Defined commissioned MIDA Learning Technologies, LLC to conduct an independent, mixed methods retrospective study in Fort Wayne Community Schools to determine the impact of the Defined Learning (DL) project-based learning platform — a web-based application designed to promote effective and relevant instruction through engaging, hands-on, authentic experiences. The study was designed to use existing test data to determine if there were differences between schools that recorded high frequencies of DL use compared to schools with limited or no use of DL.

This mixed-methods study utilized a two-group, retrospective, quasi-experimental design to examine the effect of the project based learning (PBL) — specifically PBL using DL — on elementary students' reading and mathematics growth scores. In addition, qualitative data were collected utilizing focus groups and interviews of experimental group teachers and administrators.

The data collection consisted of existing test scores for the 2021–22 school term secured in April 2022. The data reflected student growth scores using the beginning of the year (BOY) and end of year (EOY) scores on FastBridge assessments conducted by the school district. FastBridge, a product from Illuminate Education, is a valid and reliable assessment tool to help educators identify students' academic and social-emotional behavior needs. Researchers isolated FastBridge student growth scores for third, fourth, and fifth grades in reading and mathematics.

This report contains a summary of the results of the statistical analysis and qualitative data related to the experience of implementing PBL.

Research Questions

1. Does Defined Learning influence classroom instruction and interaction?
2. Does a Defined Learning supported project-based learning instructional approach impact students' academic performance?

Existing Research

To contextualize the study around the two primary questions, it is essential to understand the existing body of research related to PBL.

Consistently across studies, findings indicate that PBL enhances student performance, motivation (Setiawan et al., 2021; Ummah et al., 2019), student engagement (Frydenberg & Mentzer, 2021), teacher/student interaction, the Five C's of 21st Century Learning [creativity, critical thinking (Mahasneh & Alwan, 2018), collaboration, cooperation, and communication], and social-emotional learning. PBL transcends a single academic discipline, offering the potential for employability skills that employers seek, such as teamwork, emotional intelligence, and critical and creative thinking (Lebid & Shevchenko, 2020). The research cited above suggests that there are implications for promoting student success across diverse backgrounds and abilities.

Research indicates that students who engage in PBL perform better on both standardized and local assessments than students in traditional direct instructional programs and that they develop both real-world application of skills (Yuliana et al., 2018) and analytical thinking (Boaler, 1999).



Study Design

This study used a mixed-methods, retrospective approach. In quantitative data, researchers utilized a retrospective approach that analyzed existing data from standardized district assessments. The pilot nature of the implementation of PBL provided a great deal of variability across the 32 elementary schools. The frequency of use data confirmed the variability of use. The disparity in patterns and frequency of use provided an opportunity to compare higher frequency using schools to lower frequency using schools.

District Demographics:

Location: Fort Wayne Community School District, Indiana

Number of K–12 Students: 28,460

32 Middle Schools

Urban Setting

Race/Ethnicity:

- 38.5% White
- 25% Black/African American
- 20% Hispanic
- 6.5% Asian/Pacific Islander

Free and Reduced Lunch: 65.9%

Sample Population

The sample for this study is comprised of the three most frequent DL using schools (experiment group) and the four least frequent using schools (control group).

	TEST GROUP	CONTROL GROUP
3rd Grade	241 students	289 students
4th Grade	239 students	291 students
5th Grade	254 students	271 students
Total	734 students	851 students

Students in the control group received standard district-approved mathematics and reading instruction without the support of DL PBL. In the experimental group, teachers implemented PBL units developed by Defined, which were embedded in the curriculum.

Quantitative Methodology

A nonequivalent, two-group quasi-experimental design was used in this study to examine the effect of PBL — specifically PBL utilizing DL — on students' achievement in mathematics and reading. This design used test results from the district's FastBridge assessment program and analyzed growth scores by comparing the beginning of the year (BOY) and end of year (EOY) results. The project-based lesson intervention was applied in the three elementary schools that represent the experimental treatment group. The intervention for each grade took place from September 2021 to May 2022. Growth scores assigned to each student were used to compare group performance between the experimental and control groups.

Data Analysis and Findings

The data were analyzed using statistical techniques in the Statistical Package for the Social Sciences, Version 27 (SPSS 27). Descriptive statistics were used, including frequency, percentages, central tendencies, and variation. Data were presented graphically to highlight similarities and differences in results and identify outliers of performance. Between-group differences were examined using an independent samples *t*-test. The means and standard deviations for third, fourth, and fifth grade performance are presented in the tables below.

The data analysis revealed that students in a DL PBL environment outperformed their peers in non-PBL classes. An increase in performance was identified at all three grade levels included in the study in both reading and mathematics. However, in fifth grade mathematics, the increased performance difference did not meet the significance level.

Grade 3

An independent-samples *t*-test indicated a significant difference between the experimental and control group for third grade mathematics, $t(481.215) = 5.934, p < .000$. The experimental group ($M = 68.02, SD = 26.37$) scored significantly higher than the control group ($M = 52.58, SD = 30.92$) in mathematics performance in the third grade.

GROUP STATISTICS: 3RD GRADE MATH

3rd Grade	N	Mean	Std. Deviation	Std. Error Mean
Experimental	233	68.02	26.377	1.728
Control	253	52.58	30.925	1.944

INDEPENDENT SAMPLES TEST: 3RD GRADE MATH

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of Difference	
3rd Grade	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	15.332	.000	5.896	484	.000	15.436	2.618	10.292	20.580
Equal variances not assumed			5.934	481.215	.000	15.436	2.601	10.325	20.547

A significant difference was also found at the third grade level in reading increased performance $t(475.752) = 4.008, p < .000$. The experimental group ($M = 61.24, SD = 26.75$) scored significantly higher than the control group ($M = 50.80, SD = 30.24$) in reading performance in the third grade.

GROUP STATISTICS: 3RD GRADE READING

3rd Grade	N	Mean	Std. Deviation	Std. Error Mean
Experimental	231	61.24	26.750	1.760
Control	248	50.80	30.237	1.920

INDEPENDENT SAMPLES TEST: 3RD GRADE READING

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of Difference	
3rd Grade	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	6.870	.009	3.991	477	.000	10.440	2.616	5.300	15.580
Equal variances not assumed			4.008	475.752	.000	10.440	2.605	5.322	15.558

Grade 4

An independent-samples t-test indicated a significant difference between the experimental and control group for fourth grade mathematics, $t(480.387) = 5.815$, $p < .000$. The experimental group ($M = 63.56$, $SD = 27.65$) scored significantly higher than the control group ($M = 48.36$, $SD = 29.92$) in mathematics performance in the fourth grade.

GROUP STATISTICS: 4TH GRADE MATH

4th Grade	N	Mean	Std. Deviation	Std. Error Mean
Experimental	233	63.56	27.653	1.852
Control	263	48.36	29.917	1.845

INDEPENDENT SAMPLES TEST: 4TH GRADE MATH

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of Difference	
4th Grade	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	5.229	.023	5.777	484	.000	15.199	2.631	10.030	20.369
Equal variances not assumed			5.815	480.387	.000	15.199	2.614	10.063	20.335

An independent-samples t-test indicated a significant difference between the experimental and control group for fourth grade reading, $t(462.866) = 3.205$, $p < .001$. The experimental group ($M = 53.77$, $SD = 27.53$) scored significantly higher than the control group ($M = 45.12$, $SD = 30.68$) in reading performance in the fourth grade.

GROUP STATISTICS: 4TH GRADE READING

4th Grade	N	Mean	Std. Deviation	Std. Error Mean
Experimental	218	53.77	27.533	1.865
Control	247	45.12	30.678	1.952

INDEPENDENT SAMPLES TEST: 4TH GRADE READING

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of Difference	
4th Grade	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	5.379	.021	3.184	463	.002	8.653	2.718	3.312	13.994
Equal variances not assumed			3.205	462.866	.001	8.653	2.700	3.348	13.958

Grade 5

An independent-samples t-test indicated a significant difference between the experimental and control group for fifth grade reading, $t(485) = 2.542$, $p = .011$. The experimental group ($M = 51.21$, $SD = 27.69$) scored significantly higher than the control group ($M = 44.54$, $SD = 30.24$) on reading performance.

An independent-samples t-test indicated no significant difference between the experimental and control group for fifth grade mathematics, $t(481) = 1.453$, $p = .147$. The experimental group ($M = 52.80$, $SD = 28.75$) scored higher than the control group ($M = 49.00$, $SD = 28.77$) on mathematics performance but the difference was not significant.

GROUP STATISTICS: 5TH GRADE

	School	N	Mean	Std. Deviation	Std. Error Mean
Reading	5	247	51.2146	27.69107	1.76194
	6	240	44.5375	30.24362	1.95222
Math	5	249	52.8032	28.74817	1.82184
	6	234	49.0000	28.76574	1.88048

INDEPENDENT SAMPLE TEST: 5TH GRADE

		Levene's Test for Equality of Variances				t-test for Equality of Means			95% Confidence Interval of Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading	Equal variances assumed	2.805	.095	2.524	485	.011	6.67707	2.62642	1.51651	11.83764
	Equal variances not assumed			2.539	478.491	.001	6.67707	2.62975	1.50979	11.84436
Math	Equal variances assumed	.071	.790	1.453	481	.147	3.80321	2.61821	-1.34133	8.94776
	Equal variances not assumed			1.453	479.106	.147	3.80321	2.61826	-1.34148	8.94791

Discussion

This study examined the impact of PBL on students' academic performance in mathematics and reading at the third, fourth, and fifth grade levels. The retrospective, quasi-experimental design revealed significant differences between the control and experimental groups in the third and fourth grades in both reading and math. The experimental group demonstrated higher performance levels in both areas. At the fifth grade level, the experimental group's performance scores were higher in reading and math, although the difference was only significant in reading.

In all grades, the experimental group, which received the treatment of a PBL curriculum using DL, outperformed the control group. The quantitative findings of this study demonstrate the ability of DL to promote student learning across the curriculum. This evidence supports the development of students' capacity to attain higher performance scores in mathematics and reading.

Students demonstrated a higher academic performance by engaging in meaningful and authentic tasks developed by DL and embedded in the classroom.



Qualitative Findings

Principals

In speaking specifically with the principals of schools that implemented DL, they reported that it helped their teachers to achieve a standing goal of deeper learning. Consistent with the current literature, several principals suggested that the material helped their teachers reach a wide range of student needs.

“The platform has a great balance of research. The collaboration piece was a point of success for our teachers and kids. Our high-ability kids, high-achievers were able to partner with kids who were at a variety of different levels. Doing so allowed everyone to experience a feeling of success.”

—Principal, Fort Wayne Public Schools



Principals in the test and control groups indicated it would be easier for teachers to identify projects if they were aligned to the scope and sequence of the curriculum.

Teachers

Teachers who had used DL in their classrooms were asked to report on their experiences, their students’ reactions, and any challenges that they had faced. The data showed that teachers’ comfort levels with PBL were varied, and so too were their perceptions of the methodology’s overall effectiveness in engaging students.

Teachers were pleased to see how motivated their students were, especially for topics that seemed to interest them the most. Teachers also emphasized that the materials for the PBL lesson were all included on the DL platform, which saved them a great deal of time.

But teacher responses varied on ease of use and clarity in directions. Some of the participants in the interviews suggested that they found directions for some projects vague and difficult to follow. Teachers reported that it was easier to reach all students in the PBL class. It was easier to differentiate, especially at the product level of each project. Also, they reported that pairing more advanced learners with struggling students made a difference in overall performance. They stressed the collaboration that they observed among students of varying abilities.

“The best thing about it for me was the number of different topics there were because I was able to tailor it to my students’ interest. I felt like there were a lot of options as far as topics.”

—Teacher, Fort Wayne Public Schools



Summary

Student growth scores were retrospectively analyzed in third, fourth, and fifth grade mathematics and reading. Specifically, students were grouped into two categories — those who experienced PBL throughout the school year and those who did not. In all cases, students in the PBL classes outperformed their peers in non-PBL classes. A statistical analysis of student growth scores indicated that those higher scores were significant in reading at all three grade levels and in mathematics at the third and fourth grade levels.

Findings from the current study are consistent with the existing research in that overall academic performance is enhanced in a project-based learning environment. In addition to the statistical findings, interviews with principals and teachers revealed both pros and cons of engaging in PBL. Again, qualitative findings were consistent with existing literature. Interviews revealed themes of increased student engagement and motivation. Interviews also suggested that learners of all ability levels benefited from the PBL environment. Participants also suggested an increase in soft skills like collaboration, cooperation, and creativity. One principal stated that the school had been striving to get at deeper learning and that PBL had helped teachers to facilitate activities that better supported that goal.

Teachers also reported difficulties in adapting to a PBL environment. Issues that emerged included the time-consuming nature of identifying appropriate projects to align with curricula, trouble monitoring student progress, confusion around how to assign and engage students in products, and an unfamiliarity with the DL platform that made some tasks cumbersome. These too are consistent with sentiments shared by teachers who first engage in PBL. Effective PBL requires a firm understanding of the methodology that can only be gained through professional development and hands-on experience in the classroom.

PBL has consistently demonstrated its ability as a teaching methodology to increase students' engagement, motivation, soft skills development, and academic performance. Yet it also requires a great deal of pre-planning, resource development, and a change in teacher-student interaction. The current study suggests that the DL platform clears that impediment by providing much of the up-front framework and resources for teachers.





About Defined Learning

Defined Learning is an online project-based learning solution that provides K–12 teachers with the tools they need to implement high-quality PBL — including a library of standards-aligned performance tasks, career videos, research resources, and more. Our engaging projects are based on real-world situations in STEM careers to give students the opportunity to apply their knowledge and skills to real-world challenges.

Defined Learning creates excitement about careers and empowers students to build the critical skills they need to succeed in college, careers, and life.

To learn more, visit www.definedlearning.com.

References

- Boaler, J. (1999, March 31). Mathematics for the moment, or the millennium? *Education Week* 17(29), 30-34. <https://www.edweek.org/education/opinion-mathematics-for-the-moment-or-the-millennium/1999/03>
- Frydenberg, M., & Mentzer, K. (2021). From engagement to empowerment: Project-based learning in python coding courses. *Information Systems Education Journal (ISEDJ)*, 19(3), 47-62. <https://files.eric.ed.gov/fulltext/EJ1301091.pdf>
- Lebid, A. E., & Shevchenko, N. A. (2020). Cultivation of the skills of design thinking via the project-based method as a component of the dual model of learning. *European Journal of Contemporary Education*, 9(3), 572-583. <https://files.eric.ed.gov/fulltext/EJ1272418.pdf>
- Mahasneh, A. M., & Alwan, A. F. (2018). The effect of project-based learning on student teacher self-efficacy and achievement. *International Journal of Instruction*, 11(3), 511-524. <https://doi.org/10.12973/iji.2018.11335a>
- Setiawan, K., Nurannisa, S., Nitawati, N., & Yunithree, M. (2021). The development of project-based learning training module online for elementary school teachers. *Advances in Social Science, Education and Humanities Research*, 570, 1340-1345. https://lintar.untar.ac.id/repository/penelitian/buktipenelitian_10702004_6A200921150248.pdf
- Ummah, S. K., In'am, A., & Azmi, R. D. (2019). Creating manipulatives: Improving students' creativity through project-based learning. *Journal on Mathematics Education*, 10(1), 93-102. <https://files.eric.ed.gov/fulltext/EJ1204815.pdf>
- Yuliana, M., Wiryawan, S. A., & Riyadi. (2018). The development of thematic materials using project based learning for elementary school. *Journal of Physics*, 1022. <https://iopscience.iop.org/article/10.1088/1742-6596/1022/1/012018/pdf>





Broken Arrow Public Schools Implementation of Defined Careers Year One Observation

Prepared by MIDA Learning Technologies, LLC

For

Defined Learning

July 25, 2022

**MIDA Learning Technologies, LLC
18 Mapleseed Drive
Dallas, PA 18612**

Report Authors

Michael Speziale, Ed.D.
Chris Juhasz, Ed.D.
Kerry Speziale, Ed.D.
Sharon James

With contribution from
Lisa Wolfe

Table of Contents

INTRODUCTION	4
REVIEW OF CURRENT LITERATURE	6
INTRODUCTION	6
HISTORY OF CAREER DEVELOPMENT IN K-12 SCHOOLS	7
DEFINITIONS	9
CAREER PATHWAYS	9
COLLEGE AND CAREER READINESS (CCR)	9
WORK-BASED LEARNING	9
U.S. DEPARTMENT OF EDUCATION INVOLVEMENT	9
HELPING STUDENTS IDENTIFY THEIR PERSONAL TRAITS IN LINE WITH CAREER INTERESTS	11
O*NET AND OTHER METHODS OF DETERMINATION OF INTERESTS/VALUES/SKILLS	12
HELPING STUDENTS INVESTIGATE APPROPRIATELY ALIGNED CAREER PATHS	15
REFINING PATHS TO IDENTIFY SPECIFIC JOBS	17
ALIGNING ACADEMIC AND TECHNICAL SKILLS PROGRAMS	18
IMPACT OF CAREER EXPLORATION PROGRAMS	18
TRACKING STUDENT GROWTH AND PROGRESS AS A FUNCTION OF CAREER EXPLORATION PROGRAMMING	19
WHAT ARE SCHOOLS DOING TO TRACK AND REPORT PROGRESS IN THEIR CAREER EXPLORATION PROGRAMS?	19
HOW CAN WE QUANTIFY STUDENT GROWTH IN THIS AREA?	21
THE CASE STUDY	23
SAMPLING AND SAMPLE SELECTION – YEAR ONE:	23
DATA COLLECTION	23
OBSERVATIONS	24
ARTIFACTS	24
RESEARCH QUESTIONS	24
IMPLEMENTATION TIMELINE AND DESCRIPTION	25
WHAT DID STAKEHOLDERS HAVE TO SAY?	29
CONCLUSION	36

REFERENCES	39
APPENDIX A	44
BAPS INDIVIDUAL CAREER & ACADEMIC PLANNING (ICAP)	44
APPENDIX B	46
BROKEN ARROW PUBLIC SCHOOLS PORTRAIT OF A GRADUATE	46

Introduction

In the fall of 2021, MIDA Learning Technologies was contracted by Defined, LLC to conduct research focused on the three-year implementation plan to roll out Defined Careers in Broken Arrow Public Schools (BAPS). This three-year rollout of the Defined career exploration platform is designed to provide necessary resources for teachers, counselors, and administrators to help students develop career pathways that lay the foundation for post-secondary success.

Defined Careers is a comprehensive career exploration and experience system for grades K-14 and offers a multi-dimensional career assessment in combination with personalized real-world project-based learning across 16 career clusters and 79 career pathways. Defined Careers provides over 500 engaging and career-based performance tasks that create a PBL environment where students can address real-world problems.

Students with access to the Defined Careers platform are provided with authentic career-based performance tasks that extend student learning while promoting critical thinking and problem-solving. Defined Careers offers a uniquely created assessment-based program where learners complete a triangulated assessment based on three components related to the individual. These three components include a study preferences survey (such as sciences, math, visual or performing arts, etc.), an interest inventory, and a values inventory. Students are provided with immediate results from their assessments.

Based upon the data from the triangulated assessment, each student is presented with four possible career pathways, each containing five career courses to explore through a structured lesson format. (Defined, LLC, Internal Document)

Broken Arrow Public School district is an urban/suburban school district near Tulsa, Oklahoma. It services approximately 19,000 students. The district has four early childhood centers (Pre-K), 16 elementary schools (grades K-5), five middle schools (grades 6-8), one freshman academy (ninth grade), one high school (grades 10-12), one options academy, one STEM academy, one

Early College High School and one virtual academy. The district ethnicity data indicates that 16% of the population is Hispanic/Latino, 12% American Indian or Alaska Native, 7% Two or More Races, 54% White, 6% Black or African American, and 4% Asian. Of the total population, 9% are identified as English Learners and 38% of all students qualify for free and reduced lunch (SES). The district reported an attendance rate of 92.84% or higher at all school levels. BAPS has an 87% graduation rate and higher than state-average SAT scores (www.baschools.org).

BAPS adopted Defined Careers to support its Project Pathways program – a comprehensive effort to prepare students for post-secondary success. “Schools career pathways are an integrated collection of curriculum and programs that provide students with a roadmap for future success and an easy-to-read plan of study” (www.BASchools.org, 2022). To initiate the rollout of the platform, Defined Careers representatives hosted a series of professional development workshops to introduce teachers and administrators to the Defined Careers software.

MIDA researchers attended the trainings held in December 2021. MIDA researchers also attended a kick-off meeting of the district’s Executive Director of Secondary Instruction (EDSI), and administrators and counselors responsible for the district-wide implementation. At that meeting, the EDSI outlined the district’s Project Pathways initiative and the role that Defined Careers plays within that framework. Project Pathways has three major components: ICAP - Individual Career and Academic Planning (supported by Defined Careers), Career Pathways, and the Portrait of a Graduate (also supported by Defined Careers). Collectively, the Project Pathways initiative is designed to prepare students for success following graduation from high school.

Researchers focused on a single aspect of the Project Pathways initiative – the integration of Defined Careers. To capture the process and outcomes in the first year of the rollout, researchers used a descriptive case study format. Tight (2017) stated that quality case study research requires the study of a specific instance or case, that the case is complex but has

logical parameters, that the researchers study the topic in its existing environment, and that the analysis is holistic in nature. The nature of the study is to provide a thorough and literal account of the implementation of Defined Careers in the Broken Arrow Public School system.

Review of Current Literature

To contextualize any research, it is important to relate the investigation to the existing body of knowledge. The following literature review provides the framework that researchers have used to establish the theoretical basis for the three-year investigation that parallels the three-year rollout of Defined Careers in Broken Arrow Public Schools. It provides the basis for qualitative and quantitative data collection.

Introduction

What do you want to be when you grow up? It's an age-old question that has been posited to many children. In the past, whenever the question was asked, the range of answers was predictable. What careers come to mind? In response to the question, you likely would have heard, "I want to be a doctor, lawyer, firefighter, farmer, engineer, teacher, police officer, or astronaut." What you wouldn't have expected to hear would be responses like an industrial designer, wind farmer, video game designer, voice actor, sommelier, food stylist, toy designer, or Netflix tagger. Answers are emerging into a more refined and distinctive set of potential professions. Why you may ask? The evolution of more refined career pathways is attributable to the efforts being undertaken in K-12 schools to help students develop informed career decisions based on a heightened awareness developed through in-depth career explorations.

This literature review explores the concept of career exploration and the impact it is having on students both in K-12 schools and as they exit school to enter college or careers.

History of Career Development in K-12 Schools

When rural Americans and immigrants moved into larger cities in search of improving their life and job prospects, Frank Parsons opened a bureau of vocational guidance to help job seekers connect their aptitudes, interests, and limitations to occupational requirements and opportunities (Association for Career and Technical Education, 2019). As federal policy and interest grew, Career Clusters® (career pathways and programs of study that enable students to identify and plan for education and career goals) emerged, Perkins IV introduced programs of study aligning curriculum and course sequences across secondary and postsecondary education, and Perkins V expanded the definition of CTE to include career exploration in high school and the middle grades (Association for Career and Technical Education, 2019). Today, career pathways connect “the necessary adult basic education, occupational training, postsecondary education, career and academic advising, and supportive services for students to prepare for, obtain, and progress in a career” (Perkins Collaborative Research Network, 2022).

According to Advance CTE, “Across the country, leaders in education, workforce and public policy have embraced work-based learning as a strategy to connect learners’ classroom experiences to their future careers and support the development of local, regional and state economies” (Advance CTE, 2021b). While professional interests and goals emerge throughout childhood (Kouni & Koutsoukos, 2021; Maree & Maree, 2021), it is during adolescent years that personal and environmental characteristics start adapting to potential career goals and aspirations (Kouni & Koutsoukos, 2021).

In 2019, during what might be termed the Fourth Industrial Revolution, advances in technology were changing systems with a demand for virtual work skills, yet 31 percent of American

workers lack these skills (Advance CTE, 2021c). Selecting relevant career opportunities is challenging for students since careers that do not exist today will be available to those students when they enter the workforce (Loup et al., 2017). In spite of the lack of skills and no way to predict future workplace demands, “The demand for high school jobs will decrease from 41 percent of all jobs in 2008 to 37 percent of all jobs in 2018. By the same token, the demand for postsecondary education will increase from 59 percent of all jobs to 63 percent of all jobs by 2018” (Carnevale et al., 2011, p. 2).

According to a report prepared for the U.S. Department of Education, Office of Career, Technical, and Adult Education,

The number of U.S. jobs requiring postsecondary education and training is expected to reach a new high of 65 percent in 2020. . . . Across the country, education and workforce development systems are responding to increasing employer demands for academic, employability, and technical skills in their employees. As postsecondary credentials have become the key to a middle-class standard of living, there is increasing pressure to build Career Pathways systems that will help students more efficiently attain the education, skills, and postsecondary credentials necessary for high-demand, family-supporting careers. (Ciagett, 2015)

Career Pathway systems help to align the education, workforce, and supportive services that individuals need for credential attainment and family-supporting careers (Ciagett, 2015). Six key elements were proposed to build Career Pathway systems: build cross-agency partnerships and clarify roles; identify sector or industry and engage employees; design education and training programs; identify funding needs and sources; align policies and programs; and measure system change and performance (Perkins Collaborative Research Network, 2022).

Definitions

Career Pathways

A career pathway is a progressive sequence of at least three courses that is aligned to a high-skill, high-wage, in-demand occupation; spans secondary and postsecondary; reinforces academic learning with related work-based learning experiences; and embeds opportunities for students to earn both related postsecondary credit in a degree-granting program and industry-recognized credentials. (Advance CTE, 2021c)

College and Career Readiness (CCR)

According to Baker (2019), “There is no current consensus regarding a definition of college and career readiness” (CCR) (p. 16). States vary widely on how or if they define college and/or career readiness - and associated indicators - some with separate definitions for college or career (Baker, 2019). The National Association of Colleges and Employers (2022) defined career readiness as “a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management.”

Work-Based Learning

Advance CTE (2021b) defined *work-based learning* as “an educational strategy that offers learners an opportunity to reinforce and deepen their classroom learning, explore future career fields and demonstrate their skills in an authentic, real-world setting.” Work-based learning carries benefits particularly for low-income individuals and those who lack career exposure, educational opportunities, networks, and social capital by building a pipeline that supports both industry and economic growth (Maag et al., 2021).

U.S. Department of Education Involvement

The U.S. Department of Education (2020) Career and Educational Pathways Exploration System Program offers the Fund for the Improvement of Postsecondary Education (FIPSE)--Career and Educational Pathways Exploration System Program (Career Pathways). Its purpose is

to develop technology-based or technology-enabled career exploration systems that enable high school students to identify and explore career opportunities that align with their interests, ambitions, and aptitudes; learn from individuals who work in those fields about the nature of their work and opportunities available in their fields; and identify education and training options--including non-college programs such as work-based learning opportunities, military training, apprenticeships, and employer-sponsored training--that enable entry into or advancement in those careers.

The Every Student Succeeds Act (ESSA) introduced perceptions of what qualities or behaviors constitute a well-rounded education, but did not identify particular reporting and accountability provisions (Malin, et al., 2017). The combined impact of ESSA, Perkins V, IDEA, and WIOA help to educate and train individuals involved in the current and future workforce (Cushing et al., 2019).

- ESSA: all students are accountable to academic content standards preparing them for college and career success.
- Perkins V: designed to improve secondary and postsecondary career and technical education (CTE) programs/programs of study.
- IDEA: students with disabilities (birth up to 21 years) have access to public education that emphasizes special education and related services.
- WIOA: Title I funds the public workforce development system, which matches labor market needs with education, training, and support services for youth and adults looking for meaningful employment. Title II funds adult education and literacy activities for out-of-school youth and adults who lack a high school diploma or proficiency in English.

Congress' Build Back Better (2021) act was proposed to represent a playbook designed for pre-K-12 to college/work (Carnevale et al., 2021).

Helping Students Identify Their Personal Traits in Line with Career Interests

With the unknown challenges of career opportunities that await students after graduation (Loup et al., 2017), they should participate in projects that encourage them to investigate careers or to develop a product or process used in a career that interests them (Association for Career and Technical Education, 2019). “The use of interest assessments as a decision-making aid is supported by decades of research showing that vocational interests are stable over time and predict important academic, career, and life outcomes” (Rounds et al., 2021).

With approximately 7.5 million secondary and 3.5 million postsecondary students enrolled in CTE), and around \$1.3 billion in federal and state investments, a primary goal is to prepare students with the academic knowledge, technical acumen, and employability skills for success in their credentials and careers (Career and Technical Education Research Network, 2022). Career exploration is an activity students take as they begin to contemplate their career goals, and can be a time of extensive information seeking, while contemplating one’s self-cognition and environment (Chen et al., 2021). High school students are often asked to identify and explore a vocational identity, which leads them to choose an orientation group (general high school) or sector (vocational high school) (Kouni & Koutsoukos, 2021).

Career paths and decisions are affected by each individual student’s values, personality traits, goals, and preferences (deJong et al., 2019; Kouni & Koutsoukos, 2021) as well as social, cultural, and economic factors (Siddiky & Akter, 2021). Opportunities to explore high-quality CTE programs can encourage students to learn about themselves and develop personalized pathways that lead to strong career choices (Association for Career and Technical Education, 2019). In high school, programs that combine CTE, robust courses, career exploration opportunities, and possible pathways continue to grow in popularity (Visser & Stern, 2015).

O*NET and Other Methods of Determination of Interests/Values/Skills

According to social cognitive career theory (SCCT), student career choices are determined by the interplay of self-efficacy (personal beliefs in one's ability), outcome expectations (beliefs about outcomes), and personal goals (intention to engage in activities) (Siddiky & Akter, 2021). Social learning theory (SLT), in comparison, identifies four factors that may influence career decision-making: genetic endowment, environmental conditions, learning experiences, and task-approach skills (Siddiky & Akter, 2021). The role of social construction, particularly with its focus on collaboration and co-construction, fosters the conditions for students to make meaning of their lives and to take action to pursue their goals (Maree & Maree, 2021).

Both psychometric methods (testing to predict a student's success in education and career paths) and non-psychometric methods (e.g., free discussion where students express interests in certain studies or professional preferences) can be used to determine the interests, abilities and skills of students as a means to identify professional inclinations, preferences, and needs (Kouni & Koutsoukos, 2021). "School retention, stability of choice of college major, and job satisfaction are significantly enhanced when individuals are able to align their interests, skills, and/or values with occupations, programs of study, and jobs" (Wingert, 2019). While preparing high school students for college and for careers is a popular goal in public policy, many high schools continue preparing some students for college and other students for the workforce (Visser & Stern, 2015).

Advance CTE (2018) promotes the need for individualized learning plans (ILP's) that are designed around student learning needs and learning styles, with a focus on competencies rather than grades as a means for students to explore self-defined career and life goals.

Advance CTE (2018) organized their proposal around:

- three career development skill domains:
 - self-exploration skills
 - answering the question: Who am I?

- career exploration skills
 - answering the question: What are my options?
- career planning and management skills
 - answering the question: What do I need to do now?
- work-based learning, and
- universal design for learning.

Among others, the O*NET Ability Profiler, Interest Profiler, Work Importance Locator, Work Importance Profiler, Get My Future, and My Next Move are recommended (Advance CTE, 2018; U.S. Department of Labor, 2022). The U.S. Department of Labor (2022) supported the use of O*NET as a “whole person” assessment. Students can identify work-related interests, what they value or prioritize about work, and their abilities. The vocational interests that O*NET captures asks individuals what they like to do, capturing their interests and characteristics of different environments in what is termed a person-environment fit, which explains why interests are a strong predictor of the choices individuals make throughout their careers and whether they are successful (Rounds et al., 2021).

Kizilay et al. (2020) developed a STEM Career Interest Scale composed of a nine-item *interest* factor, a seven-item *self-efficacy* factor, and a four-item *outcome expectation* factor used among 462 high school students. Advance CTE (2005) offers The Student Interest Survey for Career Clusters, a career guidance tool with questions that identify the top three Career Clusters of interest based on student responses. Each of the 16 questions has three parts: “Activities that describe what I like to do” (students select one of seven choices), “Personal qualities that describe me” (students select one of five choices), and “School subjects that I like” (students select one of five choices). Students may select as many choices as they would like, and the total number from all 16 boxes recommends informal career exploration ideas, with the caveat that interests change over time.

The Career Interest Profile is a qualitative method identifying how individuals interpret their interests, potential, and career values via major life themes. This profile consists of four parts:

biographical information, five most/least preferred career choices, six career questions, and 15 narrative questions (Maree & Maree, 2021).

The Bureau of Labor Statistics (2020) offers a career exploration tool where K-12 students can review, at a glance, what careers are associated with 17 main career fields based on their interests.

Oklahoma Career Tech (2021) offers Direct Your Future, a series of modules designed for middle and high school students as a means for them to focus on themselves, work possibilities, and how to map out a future career path. Direct Your Future includes assessments, which identify what students like to do (their interests), what they are confident doing (their skills), and what's important to them in the workplace (their work values).

The DoDEA (2018) recommended the following career explanation and career planning tools:

- [Armed Services Vocational Aptitude Battery](#) (ASVAB) where students can learn more about their skills, interests, and work values
- [Choices360](#)
- [O*NET](#), a comprehensive database of worker attributes and job characteristics:
- [My Next Move](#), an interactive tool for job seekers and students to learn more about their career options:
- [CareerOneStop](#), a resource to learn about careers, find career information, and locate career resources and advice
- [Occupational Outlook Handbook](#)

The Association for Career and Technical Education (2019) offers the Quality CTE Program of Study Framework, an evidence-based set of standards for CTE programs. The Framework includes 92 criteria across 12 elements of a high-quality CTE program of study:

- Standards-aligned and Integrated Curriculum
- Sequencing and Articulation
- Student Assessment

- Prepared and Effective Program Staff
- Engaging Instruction
- Access and Equity
- Facilities, Equipment, Technology and Materials
- Business and Community Partnerships
- Student Career Development
- Career and Technical Student Organizations
- Work-based Learning
- Data and Program Improvement

Helping Students Investigate Appropriately Aligned Career Paths

Two primary theories drive career exploration considerations for students: *career exploration theory* (the belief and process of career exploration with a focus on motivation) and *career exploration development theory* (the process and reflection of career exploration and the gains after exploration) (Chen et al., 2021).

High-quality jobs rely on programs that prepare students to enter good jobs, adapt to changing workforce needs, and able to rely on consensus for what constitutes a good job, such as a livable wage regardless of industry, geography, and local cost of living (Jimenez & Lam, 2021). Students who maximize opportunities upon completion of their career pathways should be able to find careers that align with skills and are in demand (Advance CTE, 2021c), usually yielding a higher wage (Advance CTE, 2021c; Dougherty, 2016; Dougherty, 2018). However, students often choose careers without adequate knowledge of career possibilities (Siddiky & Akter, 2021; Stride Learning Solutions, 2021) or labor market conditions, which can lead to failed career aspirations (Siddiky & Akter, 2021).

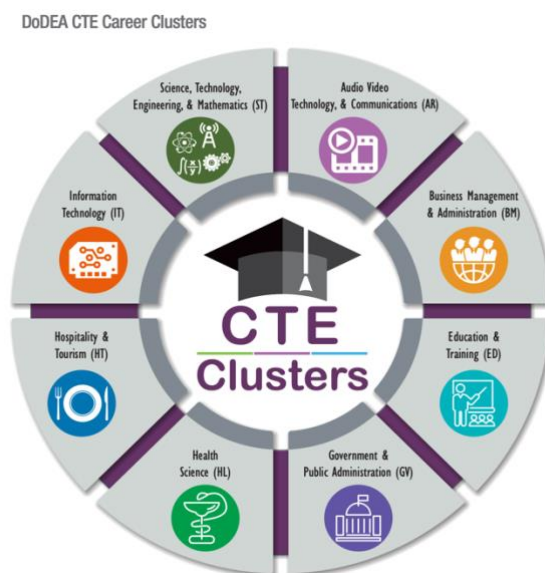
In general terms, there are three primary pathways, defined by education and skills, to good jobs: high school (workers with a high school diploma or less) comprising 20% of good jobs,

middle skills (workers with more than a high school diploma but less than a bachelor's degree) comprising 24% of good jobs, and bachelor's degree (workers with bachelor's degrees, master's degrees, professional degrees, and doctoral degrees) comprising 56% of good jobs (Carnevale, et al., 2018). In 2016, 43 states had policies in place that asked schools to support students' planning for additional education or jobs after high school, and by 2020, 34 states mandated the use of ECPs (education and/or career plan) or ILPs (individualized learning plan), with 10 states strongly encouraging ILPs/ECPs (Gibney & Rauner, 2021). While interest in pathways to career and college have increased, a small percentage of high school students choose to enroll (Visser & Stern, 2015).

The vision of the DoDEA Career Technical Education (CTE) Program is designed to help students as they explore the academic, technical, and employability skills they need to get started, compete in, and improve in their education and career in a global economy (DoDEA, 2022). The DoDEA offers the following CTE career clusters shown in Figure 1.

Figure 1

CTE Clusters



CTE programs allow high school students to improve skills that today's workplace demands, such as teamwork, problem solving, and communication (DoDEA, 2018). The 16 CTE clusters include:

1. Agriculture, Food, & Natural Resources
2. Architecture & Construction
3. Audio Video Technology & Communications
4. Business Management & Administration
5. Education & Training
6. Finance
7. Government & Public Administration
8. Health Science
9. Hospitality & Tourism
10. Human Services
11. Information Technology
12. Law, Public Safety, Corrections, & Security
13. Manufacturing
14. Marketing
15. Science, Technology, Engineering, & Mathematics
16. Transportation, Distribution, & Logistics

Refining Paths to Identify Specific Jobs

Careers in the public sector is a preference among students due to the material benefits such as job prestige, security, and pension (Siddiky & Akter, 2021). The challenges of career development include but are not limited to financial, economic, logistics, social, a lack of clear career pathways, limited information, internet access and job positions, training, policies, promotion, lack of funding, and lack of support (Sarri et al., 2021).

Aligning Academic and Technical Skills Programs

Middle school is an ideal time for students to explore possible career pathways (Association for Career and Technical Education, 2019), with opportunities that include project-based learning and practicing 21st century skills (Stride Learning Solutions, 2021). Promising practices to engage in during middle school to ensure both equity and early career choices are integrating career exploration into the core content and facilitating student awareness of job opportunities in their environments (Akos, 2020). The most promising pathways allow high school students choices while acknowledging that not all students have the same level of interest, commitment, or motivation as students or teachers who really want a career-themed pathway (Visser & Stern, 2015).

Work-based learning programs consist of an alignment of classroom and workplace learning; the application of academic, technical, and employability skills in a work setting; and support from classroom/workplace mentors (U.S. Department of Education, 2022). Effective pathway programs offer a sequence of work-based learning experience, from classroom presentations promoting career awareness to career exploration to career preparation (Visser & Stern, 2015).

Impact of Career Exploration Programs

Career readiness is at a critical juncture as Perkins V, philanthropic investment in career pathways, and the COVID-19 (coronavirus) pandemic, converge and affect the educational landscape (Advance CTE, 2021a). Programs that facilitate paths for students to explore possible career pathways create relevant applications by connecting learning concepts taught with careers while showing students possible paths toward successful futures (Stride Learning Solutions, 2021; Visser & Stern, 2015). Students are not receiving adequate information or background about potential careers that are available (Akos, 2020) and which courses they should take to lead them down appropriate career paths, and thus may spend time in courses that do not lead to good jobs (Jimenez & Lam, 2021). Career Exploration Programs should

encourage students to discover and explore the most popular career clusters in the National Career Clusters® Framework (Stride Learning Solutions, 2021).

Teachers need access to tools and strategies that help students explore their interests, learn about career clusters, contemplate postsecondary education options, and develop the academic knowledge and technical skills to enter the workforce (Loup et al., 2017).

Tracking Student Growth and Progress as a Function of Career Exploration Programming

According to the Institute of Education Sciences citing longitudinal survey data from the National Center for Education Statistics:

- Most public high schools required students to develop an education and/or career plan (ECP). About 56% required a combined education and career plan, 21% required an education plan only and 6% required a career plan only.
- Schools that required ECPs were more likely to be rural, have a higher percentage of Black students and have a higher percentage of students facing economic barriers.
- Most students created an ECP in the fall of grade 9, but only 44% of students received adult support to develop their plan and only 22% reviewed their plan annually with an adult.
- Students that developed an ECP with adult support and reviewed their plan annually were more likely to display postsecondary-going behaviors. (Association for Career and Technical Education, 2021)

What are Schools Doing to Track and Report Progress in Their Career Exploration Programs?

Education and career planning requirements that are in place in many high schools can help students prepare for postsecondary education and foster successful transitions to the labor market (Gibney & Rauner, 2021). Advance CTE (2021a) offers a Career Readiness Metrics Framework as a resource for stakeholders to identify whether learners are on track for and

progressing through their career pathways and as a supplement to accountability systems so educators may better choose, refine, and prioritize career readiness indicators from middle school through adulthood. Attributed to a lack of rigor in the research, little is known about the effectiveness of pathway programs (Visser & Stern, 2015).

Visser and Stern (2015) cited the following cases, with the caveat that evidence on effectiveness remains insufficient.

- MDRC's Career Academics study (mid 1990s): Through a combination of higher wages, hours worked, and employment stability, real earnings (wages, hours, and stability of employment) were 17% higher compared to the control group. Graduation and college enrollment showed no positive or negative impacts between the two groups.
- The College & Career Academy Support Network compared outcomes for students enrolled in California Partnership Academies (CPAs) with statewide outcomes for all public high schools. "57 percent reportedly completed the full set of courses required for admission to California State University or the University of California, compared with only 36 percent of graduates statewide. This last result emphasizes that career-themed pathways can in fact give students the option of attending college" (11-12).
- "A longitudinal study examined the impact of Programs of Study — a type of career pathway promoted by the Office of Vocational and Adult Education (now Career, Technical, and Adult Education) in the U.S. Department of Education — on high school academic and technical achievement in two districts that participated in experimental and quasi-experimental strands of the study. Few differences existed across groups in ninth grade, but by the end of tenth grade, students' test scores, grade point averages, and progress to graduation tended to be better for the students in Programs of Study than for control/comparison students. Another evaluation of Programs of Study found mixed results. While engagement seemed to improve, impacts on educational outcomes such as graduation did not in this pre-post, five-year longitudinal study of two cohorts of high school students in South Carolina's Personal Pathways to Success Program.

Researchers attributed the mixed findings to uneven implementation of the program” (12).

How Can We Quantify Student Growth in This Area?

Advance CTE’s (2021a) Career Readiness Metrics Framework (spanning middle school, high school, and postsecondary education) classifies metrics into seven categories: access and equity, education accumulation, skill development, work-based learning, transition readiness, learner agency and belonging, and post-program outcomes.

Most schools and students focus on educational incentives in favor of academic preparation for high-stakes tests and colleges over CTE programs (Dougherty, 2018). Relatively little research or data has been compiled about who participates in CTE, and how participation impacts growth because most CTE studies are only descriptive (Dougherty, 2016; Regional Educational Laboratory Central, 2021) and early studies fail to account for today’s high-stakes accountability systems (Dougherty, 2016). The descriptive studies have identified lower dropout rates as well as increased high school attendance, college enrollment, and employment - but results may be skewed or inconclusive when participation differs as a result of differences in implementation, state support, and economic conditions (Regional Educational Laboratory Central, 2021). The Career and Technical Education Research Network found that more research is necessary, is currently taking steps to increase the number of CTE impact studies in order to strengthen the capacity of the field to conduct and use rigorous CTE research (2022).

According to Dougherty (2016),

Greater exposure to CTE is associated with better outcomes for students. The average student takes 4.9 CTE courses during his or her high school career. In general, just one additional CTE course above the average increases a student’s probability of graduating from high school by 3.2 percentage points and of enrolling in a two-year college the year after high school by 0.6 percentage points.

There is no consensus on whether participation in CTE has any impact on educational outcomes; the possible impacts of CTE are subject to the structure of the CTE program itself (Dougherty, 2018).

Though few studies have been conducted with a clear correlation between CTE programs and future success, students should participate in projects that encourage them to investigate careers or to develop a product or process used in a career that interests them (Association for Career and Technical Education, 2019). CTE programs allow high school students to improve skills that today's workplace demands, such as teamwork, problem-solving, and communication (DoDEA, 2018). Providing students with opportunities to explore CTE programs can encourage students to learn about themselves and their interests, which can facilitate stronger career choices (Association for Career and Technical Education, 2019). With support from The U.S. Department of Labor (2022), O*NET helps students to identify work-related interests, what they value or prioritize about work, and their abilities.

The Case Study

The three-year research design consists of a mixed methods framework that includes qualitative and quantitative investigations. Year one was primarily focused on the implementation of Defined Careers within the school district. As such, researchers chose to utilize a case study approach that incorporated generally accepted sources, including interviews, observations and artifacts, and surveys (Merriam, 2001; Baskarada, 2013). In years two and three, the study will continue to monitor the implementation of Defined Careers throughout the district. In addition, researchers will collect quantitative data to analyze student growth in their understanding of careers and their refinement of plans for post-secondary life.

Sampling and Sample Selection – Year One

In a case study, researchers seek to identify participants who are deeply embedded in the process being studied. Likewise, participants should have knowledge and experience that will contribute to the findings. Participants for this study were purposively selected based on their positions within the school district and their roles in implementing Defined Careers during the 2021-22 school year. Participants included teachers, principals, guidance counselors, and the school's business community outreach coordinator.

Data Collection

Semi-structured interviews, a common practice in qualitative research, were used as the primary means of collecting data for this aspect of the study. Interviews were conducted via Zoom and were recorded to prevent the loss of data. Recordings of interviews were then uploaded to Otter.ai to obtain transcriptions of the conversations. Otter.ai also shares a listing of themes contained within the conversation based on frequencies of key terms. In all interviews, the discussion was generated by questions directed at gaining an understanding of the pilot implementation of Defined Careers in the Broken Arrow School District. As with any

qualitative inquiry, the interview process was open-ended and follow-up questions depended on the response of the interviewee to previous questions (Merriam, 2001).

Observations

Researchers attended in-person training that occurred in December of 2021. The training was designed to familiarize teachers and administrators with the Defined Career software and the practices that would be necessary to implement the platform with their students. Researchers also attended a district meeting with administration and guidance counselors to discuss the implementation process.

Artifacts

Finally, researchers were provided with numerous documents and presentation materials that were designed to inform both internal and external audiences about the direction that the school was taking in helping students identify post-secondary career and training options – including the integration of Defined Careers in that plan.

Research Questions

Over the three-year study, researchers have proposed several avenues of investigation that would answer questions about the implementation and its impact on students and the learning environment. Those questions include:

- Does the implementation of Defined Careers have an impact on students' abilities to make more refined and informed decisions about future career plans?
- Does the implementation of Defined Careers have a correlation to increased attendance, as indicated in the Portrait of a Graduate document produced by Broken Arrow Public Schools?
- Does Defined Careers implementation change student attitudes and behaviors related to motivation and levels of school engagement?

- What are the perceptions of program value among key stakeholders (including district personnel; participating employers; involved community organizations – specifically Broken Arrow Chamber of Commerce and Broken Arrow Economic Development Corporation; and parents and students)?
- Do teaching strategies align with student preferences?
- How does Defined Careers help the district attain success on the Portrait of a Graduate checklist?

Results and Discussion

Implementation Timeline and Description

Administrators positioned the project by stating:

We were struggling with our graduation rates. We were struggling to connect the courses or classes that students were sitting in to their actual goals for when they graduated high school - where they wanted to go what they wanted to do, what college program they wanted to enter, what career field they were trying to get to. About the same time that our district began to say, *Hey, we got to find a way to help our students see where they're going and connect these things*, our state came out and said they were going to start requiring students to complete an ICAP, an Individualized Career Academic Plan.

In the spring of 2021, a district committee comprised of diverse stakeholders concluded a year-long study with input from community and business leaders as well as colleges and universities to create a program that would support student post-secondary success. The committee identified Defined Careers as the program of choice to support critical components of the broader post-secondary readiness initiative. Defined Careers was awarded a three-year contract by Broken Arrow Public Schools to incorporate the platform as an integral part of the district's Career Pathways program. The three-year implementation is scheduled for the 2021-22 through 2023-24 school years. The initiative was partially in response to the mandates placed on all Oklahoma schools by federal and state legislation. Specifically, the project was

designed to benefit BAPS students and meet the requirements of the Oklahoma State Department of Education Individual Career Academic Plan (ICAP). “The term ICAP refers to both a process that helps students engage in academic and career development activities and a product that is created and maintained for students’ academic, career and personal advancement” ([What is ICAP?](#), 2022).

The implementation began with a series of training events conducted by Defined. On October 1, 2021, a virtual training was conducted with high school leaders who were focused on the newly developed Portrait of a Graduate, which was part of the Project Pathways initiative launched by the district to prepare students for post-secondary success. The Portrait of a Graduate details how students become college-ready, career-ready, and life-ready (Appendix B). The presentation conducted by Defined shared information on the Defined Careers platform and how it supports the overall goals of the school district.

A date was then set to train the teachers at the middle school. However, prior to teacher training, the middle school counseling team shared the details of the project with teachers in all middle schools. One counselor who was part of that team said, “before we headed to the training, the counseling team presented a why and how to our teachers. It was the same presentation at all five middle schools, just talking about why we were doing this program, how we're going to utilize it, how we'll support them, and just the **why** behind it.”

On December 6, 2021, Defined conducted in-person training for all middle school teachers. MIDA researchers observed the sessions, which were focused on familiarizing teachers with the software. The training covered the process that students follow in completing an initial survey to determine career interests and subsequent engagement with courses designed to have students explore their suggested pathways. Teachers were walked through the process they would follow in monitoring student progress throughout the experience.

On December 7, MIDA researchers attended a meeting with school administrators, guidance counselors, and Defined personnel as the group discussed the pilot implementation plan. The implementation plan was designed in stages that were designed to allow teachers and administrators to create buy-in from teachers, administrators, guidance counselors, and students to gain baseline experience with the software. The strategy was to have all middle school students complete the initial interest survey by the end of 2021.

As the district embarked on the implementation, the message from central administration to teachers and guidance counselors was supportive and allowed participants to gain experience and build capacity over time. “You will not know how to do this immediately - it will take time to work through the process and get students to buy in and take the necessary ownership to load materials and participate in the platform.” The ‘staging’ approach designed by the district provided time for all constituents to acclimate to the processes and products that comprised the Project Pathways program. As indicated, middle schools began the implementation with the Defined Careers pathways matching inventory conducted in December of 2021. The high school followed in January 2022 with a 45-minute virtual training session for teachers provided by Defined, followed by the administration of the Defined Careers inventory to all students in grades 9-12. The incremental rollout plan of the project stated that the first class to be able to qualify for recognition and associated benefits under Portrait of a Graduate would be the senior class of 2022-23.

The cornerstone of the initiative was to create a meaningful program that would genuinely help position students for post-secondary success. The administrative messaging supported this position: “We need to stay clear of the concept of just checking the box and moving on to the next thing. It is incredibly important to be engaged in the entire process.”

As a lead-up to the project’s implementation, district personnel conducted numerous information sessions for both internal and external audiences. The sessions were designed internally to share the Project Pathways initiative and to set expectations for all stakeholders.

Administrators shared the processes and procedures that comprised the Project Pathways and the role that each stakeholder played in the ultimate success of the project. The message to external audiences was that Broken Arrow Public Schools was redefining the concept of post-secondary readiness. The title of the presentation was, “Redefining Ready: The Portrait of a Broken Arrow Graduate.” Parent and community buy-in was viewed as a critical component of the project’s overall success. As part of the community engagement strategy, BAPS sought to deepen alliances with local businesses and industry and heighten their awareness of the quality of BAPS graduates.

As indicated, the middle schools kicked on the Defined Careers implementation with the administration of the career matching inventory in December of 2021. When students complete the inventory, the software utilizes a weighted matching array that accounts for interests, values, and study preferences and results in four career pathway suggestions. In full implementation mode, the students would then choose a course within one of their suggested areas, complete the integrated project-based learning components, and upload their products from the course to the Defined Careers platform. Teachers review the student’s individual progress and use the system’s reporting capabilities to track students in relation to BAPS Project Pathways goals. Course participation is completed during the middle school advisory period, which gives students the opportunity to focus on areas such as career exploration. A guidance counselor described how the program was to be utilized in the middle schools. She stated,

Part of the support that we initially offered to kind of help teachers was to create scripts that they used to introduce the program to students. We created videos of us [guidance counselors] doing some of the teacher's side of the work so that they could view it as needed and follow step-by-step directions. And then, of course, anytime that we do a task here on site, we make ourselves available. We're always available to help during advisory time. After the training, we also had the teachers complete the career interest assessment. That was really good for them to be able to go through it as a student and

see what it looked like. It certainly generated an interesting conversation among everyone.

During the pilot phase of the Defined Careers implementation, the project design team decided that it would have all students in a respective grade level at the middle school (grades 6-8) focus on one common course. In this way, students and teachers alike could navigate the course together and become familiar with the software from both of their perspectives. The incremental approach allowed teachers to view all students as they worked on one common course. The premise was that teacher familiarity with the system would be critical when the implementation entered the full cycle, in which a class of 25 students could theoretically be working on 25 different courses and projects. Monitoring such a diverse array of student production requires a level of familiarity with the software to be effective.

The overall design of the Project Pathways effort is to have middle school students explore numerous career pathways and respective jobs within those fields. As indicated, the pathways are recommended based on the student's results in the initial interest inventory. As students move to high school, they continue to have opportunities to do additional investigations, but their middle school experiences are intended to help students begin to refine their high school curricular choices to align with career trajectories.

What Did Stakeholders Have to Say?

Researchers interviewed teachers, guidance counselors, principals, and community outreach personnel from the district. Using the implementation timeline and description as a framework, several themes emerged from the conversations. Themes included feelings about the overall implementation, challenges experienced during the pilot, grade level differences, professional development, and scaffolding for projects. The summary below captures quotations from teachers, guidance counselors, and principals. Names of participants are intentionally removed for the purposes of this report.

Feelings About the Overall Implementation

As the district embarked on the Project Pathways initiative and the rollout of Defined Careers, district messaging laid the foundation for the program. Defined Learning was adopted as a component of the overall project and was chosen to replace a software platform that the district had been using prior to the initiative. Stakeholders across the board embraced the new platform and suggested that it was an improvement over its predecessor. One guidance counselor stated, “Well, we had all of our teachers implement the curriculum in the classroom. And I think a lot of it has to do with the buy-in of the teachers. But for the most part, it went really well.” Another counselor stated, “I think it's been overall really excellent. I think the students are way more engaged than when we used the other software. I think they feel a lot more connected to the assessments and the projects, as opposed to, you know, just kind of random tasks to check off.” A principal echoed the sentiments of the counselors, “the thing I noticed right away was how much more aesthetically attractive it was - how much more modern it looked just visually. And for our students and this generation, that's everything! If it doesn't look good, they become bored very quickly, or they won't even engage with it.” Another teacher agreed, stating, “I think the iconography, videos, images, and all of that is way more age-appropriate for middle schoolers [than our previous system].”

A guidance counselor shared her perspective on the overall project by stating, “We’re trying to develop a certain cluster of characteristics for kids when they leave the elementary school, when they leave the middle school, and once they get to high school, they're at the end of their K-12 journey. I think this kind of program allows kids to have the kind of flexibility and freedom to pursue their own interests while still kind of keeping them in the box; I guess, if you want to say, it does a good job of kind of channeling them while still letting them pick and choose some of their own likes. It positions them for success after graduation.”

One teacher told her students that she wished she had the software when she was in middle school. She stated, “It could have helped me pick my [career] path earlier, too.” Another teacher shared that many of his students came from backgrounds that limited their view of the world and potential opportunities that might lie ahead for students. Implementing a system like Defined Careers “levels the playing field” for these students. “I just think of equity and leveling the playing to have a tool like Defined Careers to expose them to opportunities.”

Teachers cited “flying blind” when using the former system. They liked the reporting options for Defined Careers and felt that the information could be very helpful in many ways. One teacher stated, “I think that as we move forward and learn how to navigate the program and use it effectively, it will be interesting to analyze information for all of our students, not just for our advisory group purposes, but to take the information and leverage it in our classrooms. Possibly using the student interests to try to connect to what we’re doing in the classroom. Some students can be tough nuts to crack, like why do we have to learn this?” Matching student interests, career pathways, and academic subject matter can be a “magic formula to get kids engaged.”

Another guidance counselor said that she helped develop support materials for teachers as they had their students complete the interest inventory. She said, “it did help to add a level of reflection for [students], like to help them reflect on their own personality.”

The platform contains enough information and material to allow a broad diversity to teacher areas and backgrounds to deliver a consistent message across sections. One principal commented, “What I do like about certain programs, and I think Defined Careers is going to be one of them, is that it doesn’t matter if you have the best eighth-grade English teacher or a PE coach. Kids will get a consistent experience. It really fits in nicely with our concept of pathways and our goals of readiness. So you want to have that certain level of consistency. I also noticed completion percentages were high across all sections, so the engagement was high.” “As a principal, you hear all the bad things immediately and I can honestly say I haven’t heard anything about the rollout. In my book, I consider that a win.”

From the business/community outreach perspective, the overall Project Pathways program will help demonstrate the value of BAPS graduates. In addition, an underlying benefit of the Defined Careers platform will be the collection of student portfolios containing specific information related to students’ individual career interests. This information will prove invaluable when trying to match students to internships and shadowing opportunities. In interviews with district administration, researchers uncovered the fact that it is often difficult to match students to internships, and many internships have gone unfilled in the past. Having a

repository of easily accessible information about students who might be interested in a particular internship based on their career pathways will be a “value-added bonus” of the Project Pathways initiative.

But researchers also noted that there were challenges as the district implemented the program. One guidance counselor captured the sense of a hesitant culture: “So I just felt there was a little hesitation there just because we're like, here's another new thing.” However, there were also the early adopters. “But I also had some teachers who were really into it and they enjoyed doing this kind of exploration with their kids. So it just depended.” A guidance counselor saw the same interspersed hesitation but shared how the early adopters were helping to allay concerns. “Some teachers really took it and ran with it, and they shared their projects so that the other teachers could see kind of what would be expected. And that seemed to help a lot. I think it was more fun and more engaging when they collaborated. And I and I do think the hesitation was just because it was something new.”

Challenges Experienced During the Pilot

One counselor indicated that many students in her building “did not like the program at all.” They didn’t see a purpose in completing the pilot project that had been assigned to their respective grade levels. As researchers dug more deeply into the underlying reasons for this sentiment, it became apparent that an unforeseen function of the rollout may have been the trigger point. All students in middle school completed the interest inventory in December of 2021. The platform then suggests four possible pathways for students to explore based in their respective profiles. The district decided to build capacity on the part of teachers and to familiarize students with the platform that one specific course would be provided to all students at a given grade level. The result – for students whose profiles did not contain the course as part of their interest profile felt disenfranchised. They were interacting with a course that held no inherent attraction for them. Teachers, guidance counselors, and principals all concurred. One teacher stated, “I think buy-in is a big deal. Anytime we're doing anything that, unfortunately, a lot of times students don't see value in a course without a grade attached to it.

You know, a course that just rates you as right or wrong. That's kind of the structure of the education system. So I think if they find some inherent value in it, because I'm interested in this, and they're doing it based on their survey, I think there might be a lot more buy-in that way."

Following the first encounter with the inventory, participants in the interviews indicated that students were complaining that their career paths didn't match their interests. It seemed that the unfamiliarity with the inventory process and the potential jobs within the career strands caused this disconnect. One teacher stated,

I heard from quite a few students who said that they definitely didn't think that they would like that career. It didn't fit their personality at all. So I had them go retake the interest inventory to see if the new results would be a better fit to what they thought it should be. Interestingly, their profiles didn't change much at all and the career pathways recommendations remained consistent.

Another teacher echoed the thought,

Yeah, and just anecdotally, I heard a lot of the same, like, I wouldn't be interested in doing that. Yeah, I heard a lot of students say that for whatever reason. And like part of it might be they didn't really have any concept of what these career pathways really look like or what's out there. But just looking at it, the cluster in the pathway, they were kind of like that doesn't fit me.

Teachers followed up on this student concern by sharing that when students dug into the career clusters and saw what was actually available, they "changed their tune." Students were reported as saying, "wow this looks like something really cool to do" when referring to a specific job in a cluster they initially thought they had no interest in.

Grade Level Differences

Having interviewed sixth, seventh, and eighth-grade teachers, there was a marked difference in how they perceived student participation. "I have sixth graders, so they were a little overwhelmed by all the questions. Like they didn't quite understand what they were doing. It's

been kind of hard with the sixth grade. They don't see, unfortunately, a benefit to it. It seems so far from where they are right now just trying to adjust to middle school and having six teachers. It's been a little bit of a struggle, but we're getting there." Another teacher concurred, "Um, sixth grade was a challenge. I think the age and the buy-in and trying to kind of be like this could be good for your future career paths. These could be things that you didn't even know you were interested in. Like when their inventory came back, and their reaction was, *What is this? I don't even know what this is*. When you hit that wall, it's hard to get buy-in."

These experiences diminished with the seventh and eighth-grade students who had at least one year of middle school completed and who had had that time to adjust to the environment.

Professional Development

As indicated in the description of the program implementation, Defined conducted several face-to-face and virtual training sessions for administration, guidance counselors, and teachers. That said, the timeline for the implementation of Defined Careers illustrated a gap between training and implementation. That gap became apparent in conversations with stakeholders. One teacher stated, "But the training that we had was really good, I remember, and we felt like, oh, this will, this will be great. But then when it came down to it was like, that's not quite, I don't know, it was a little different than I remember it." Another teacher said, "It's really hard to navigate the teacher view - I feel anyway, we had to go in today and check [student] profiles on each one to check to see if they had completed the tasks that we had assigned throughout the semester. And that was difficult. Sometimes what I saw on my end is not what we saw in the training."

"Please don't get me wrong, the training was excellent! I just think we did not have enough time, and we focused mainly on the student side, from what I remember. It's like anything else; when you don't use it, you forget it. There was too much time in between the training and us sitting down with the program." Teachers and guidance counselors were consistent in sharing

this message. “The training was good. But I don't remember a lot of it being on the teacher's screen. It was very much from the perspective of what students would do and what students would see. And that's great. And, as I said, it was good training, but it almost felt like it should be like two parts. Because I mean, the data is powerful, but the information is not powerful if you don't know how to access it and look at it.”

A guidance counselor remarked, “I would say, the biggest complaint that I received was all of the work on the teachers’ part as far as accepting what they turned in, that they would have to approve their SMART goals. And then they would have to approve, like every single assignment that they turned in.” This statement is indicative of the need for additional training and the concern that teachers shared about the lack of familiarity with the **teacher side** of the program. If teachers had the needed familiarity, it could have drastically cut their engagement time in reviewing student work. The same guidance counselor stressed, “it was a long time from training to when we implemented these things.” She also suggested, “maybe, you know, the counselors too could use another PD on just running reports and interpreting the data in a way that's, you know, useful and quick. Yeah, it was a really good training from Defined Careers, but we didn't really go into the administrative aspect very much.”

Scaffolding For Projects

An area that teachers commonly identified was the desired need to have support for projects to help students create meaningful products. “That's one of the things I wanted to talk about was the projects. So, for the production planner, it was basically a blank slate. Students had a blank submission thing. And they had to make either a Google Doc or Google Slides. Like they could choose whatever product to upload. Kids just gave me a blank stare. I think a framework or scaffold would be helpful, like a premade slideshow template, for example.” Another teacher working on the same career course emphasized the parallel with what they do in content areas, saying, “a sixth grader, seventh grader, and eighth grader are very different in how we would provide scaffolds and support with our content area. The same thing happens with anything, right? Like this kid doesn't understand you're giving them a blank page. Right? What do I do

with that? Like, how do I make this into a production plan?” Another teacher stated, “Yes, yes, yes. The blank canvas was difficult. It was like they didn't know where to start.”

A guidance counselor cited similar concerns on a different course: “And so, our entire school, you know, they did one specific course that we basically assigned. It wasn't based on kids' interests, just trying to get it started and everything. And the actual projects that were assigned, like one of them, just said, build a website. Well, nobody knows. I mean, none of our kids know how to build a website. None of our teachers know how to build a website. So we had to do a lot of finagling trying to figure out how can we make it to where it actually fits what our kids can actually do.”

Conclusion

This report details the research that supports the importance of career exploration and career pathway development in K-12 schools. It also specifically examines the case study of the Broken Arrow Public Schools and how the district is applying the research in its efforts to ensure the post-secondary success of all of its graduates.

Researchers analyzed the data collected from observations, interviews, and artifacts to reveal both consistencies and inconsistencies in the implementation planning and the experiences of the individual stakeholders who were responsible for operationalizing the plan. In short, what researchers found is that the district had spent a considerable amount of time and energy in creating a cohesive program that was interdependent on many individual components. The implementation plan brought those components together under the umbrella of the Project Pathways initiative. Defined Careers, which is the specific subject of this case study, was one of the distinct components that support multiple aspects of Project Pathways.

Evidence indicates that the overall perceptions of the rollout are positive. Stakeholders are pleased with the migration to Defined Careers and see it as a catalyst for student success in relation to career planning.

The pilot year revealed encouraging results but also exposed areas that should be considered as the project evolves into full implementation in 2022-23. Some of the issues raised by participants in the study will resolve themselves as the implementation moves from a pilot, prescribed set of courses to the interest-based assignment of courses. As noted in the comments made by stakeholders who were interviewed, students were assigned a specific course during 2021-22 to build familiarity with the software on the part of both students and teachers. Students whose interest inventories did not contain that course were disengaged. This is an issue that will likely self-resolve with the full implementation and students enrolling in courses related to their specific interests.

As with so many initiatives across education, success is predicated on professional development that builds capacity in individuals who are responsible for implementation. Participants indicated that the training they received was excellent, but they stressed that the gap between training and implementation was too long and resulted in a lack of retention of software protocols. Effective professional development exhibits several traits: content focus, employing active learning, allowing for collaboration, utilization of modeling, provision for coaching, creation of a system for feedback and allowance for sustained development of skills. (Darling-Hammond et al., 2017). In the case of BAPS and Project Pathways, training has exhibited many of the suggested traits. It has focused on content-specific material, in this case, career exploration utilizing Defined Careers. It has also involved active learning in which teachers have had the opportunity to put skills into practice. Likewise, teachers have had opportunities to collaborate, and guidance counselors have worked as coaches to facilitate development. One inherent byproduct of conducting the year-long case study has been the establishment of an informal feedback loop. The information gained and shared in this report should help to inform the need for layered training – both internal and external – to build on the existing foundation,

develop capacity in all stakeholders, and make career planning and exploration part of the school culture.

Evidence collected over the past year indicates that Broken Arrow Public Schools has undertaken a complex initiative to support the ultimate success of its graduates. The process has evolved through multiple stages of planning, building awareness of both internal and external audiences, preliminary training, and ultimately a pilot implementation. Data collected from multiple sources suggests that the process has been effective to date in building buy-in and engaging necessary stakeholders. The pilot implementation was not without issues, but understanding those and addressing them in the next phase of the full implementation will be critical to the long-term success of the initiative. As the research process continues, researchers will look for continued evidence regarding the implementation process as well as empirical evidence related to student growth over time. Coupled with this report, the new evidence will help to expand the story of Project Pathways and the impact of Defined Careers.

References

- Advance CTE. (2005). Student interest survey for career clusters.
<https://careertech.org/student-interest-survey>
- Advance CTE. (2018). Promoting quality individualized learning plans throughout the lifespan: A revised and updated “ILP how to guide 2.0.”
<https://careertech.org/resource/promoting-quality-individualized-learning-plans-throughout-lifespan-revised-updated-ilp-guide>
- Advance CTE. (2021a). Career readiness metrics framework: A continuum of actionable measures of career development and readiness.
<https://files.eric.ed.gov/fulltext/ED616499.pdf>
- Advance CTE. (2021b). Connecting every learner: A framework for states to increase access to and success in work-based learning. <https://careertech.org/resource/work-based-learning-equity>
- Advance CTE. (2021c). Practical guidance for aligning career pathways to labor market data in the time of covid-19. <https://files.eric.ed.gov/fulltext/ED613575.pdf>
- Akos, P. (2020). Starting early: Career development in the early grades. Association for Career and Technical Education. https://www.acteonline.org/wp-content/uploads/2020/11/Xello_Starting-Early-Publication_FINAL.pdf .
- Association for Career and Technical Education. (2019). Defining quality: Student career development. Association for Career and Technical Education.
https://www.acteonline.org/wp-content/uploads/2019/06/HQ_StudentCareerDevelopment_June2019.pdf
- Association for Career and Technical Education (2021). Research roundup: Career planning and exploration. <https://ctepolicywatch.acteonline.org/2021/12/research-roundup-career-planning-and-exploration.html>
- Baker, C. (2019). *K-12 college and career readiness guidance: An improvement study*. (Publication No. 13884960) [Doctoral dissertation, University of Southern California]. ProQuest Dissertations Publishing.
- Baskarada, S. (2013, November). Qualitative case study guidelines - DTIC. Retrieved August 30, 2022, from <https://apps.dtic.mil/sti/pdfs/ADA594462.pdf>

- Bureau of Labor Statistics. (2020). Career exploration.
<https://www.bls.gov/k12/students/careers/career-exploration.htm>
- Carnevale, A. P., Smith, N., Stone, J. R., Kotamraju, P. Steuernagel, B., Green, K. A. (2011). Career Clusters: Forecasting Demand for High School through College Jobs, 2008-2018. State Data. Georgetown University Center on Education and the Workforce.
<https://files.eric.ed.gov/fulltext/ED526352.pdf>
- Carnevale, A. P., Strohl, J., Ridley, N., & Gulish, A. (2018). Three educational pathways to good jobs. Georgetown University Center on Education and the Workforce.
<https://files.eric.ed.gov/fulltext/ED590628.pdf>
- Carnevale, A. P., Gulish, A., & Campbell, K. P. (2021). If not now, when? The urgent need for an all-one-system approach to youth policy. Georgetown University Center on Education and the Workforce. <https://files.eric.ed.gov/fulltext/ED615604.pdf>
- Career and Technical Education Research Network. (2022). <https://cteresearchnetwork.org/>
- Chen, H., Fei, L., Ya, W., Ling, L. Shi, C., Hairong, L., & Xueying, G. (2021). Career exploration of high school students: Status quo, challenges, and coping model. *Frontiers in Psychology*, 12. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.672303/full>
- Ciagett, M. G. (2015). A guide for the development of aligned career pathways systems.
<https://s3.amazonaws.com/PCRN/docs/A-Guide-for-the-Development-of-Aligned-Career-Pathways-Systems.pdf>
- Cushing, E., English, D., Therriault, S., & Lavinson, R. (2019). Developing a college- and career-ready workforce: An analysis of ESSA, Perkins V, IDEA, and WIOA. American Institutes for Research (AIR). <https://files.eric.ed.gov/fulltext/ED602409.pdf>
- Darling-Hammond, L., Hyler, M., & Gardner, M. (2017, May). *Effective teacher professional development (research brief)* - ed. Learning Policy Institute Research Brief. Retrieved August 24, 2022, from <https://files.eric.ed.gov/fulltext/ED606741.pdf>
- eJong, N., Wisse, B., Heesink, J. A. M., Vanderzee, K. I. (2019). Personality traits and career role enactment: Career role preferences as a mediator. *Frontiers in Psychology*.
<https://doi.org/10.3389/fpsyg.2019.01720>
- DoDEA. (2018). The education and career planning guide for DoDEA students.
https://www.dodea.edu/Curriculum/CareerTechEd/upload/CareerExplorer2018_WEB-VERSION.PDF
- DoDEA. (2022). Learning that works for DoDEA.
<https://www.dodea.edu/Curriculum/CareerTechEd/index.cfm>

- Dougherty, S. M. (2016). Career and technical education in high school: Does it improve student outcomes? Thomas B. Fordman Institute.
<https://files.eric.ed.gov/fulltext/ED570132.pdf>
- Dougherty, S. M. (2018). The effect of career and technical education on human capital accumulation: Causal evidence from Massachusetts. *MIT Press Direct*, 13(2), 119-148.
<https://direct.mit.edu/edfp/article/13/2/119/10291/The-Effect-of-Career-and-Technical-Education-on>
- Gibney, T. T., & Rauner, M. (2021). Education and career planning in high school: A national study of school and student characteristics and college-going behaviors. Institute of Education Sciences. https://ies.ed.gov/ncee/edlabs/regions/west/pdf/REL_2022127.pdf
- Jimenez, L., & Lamb, L. (2021). Good jobs for all: How federal laws can create pathways from education and training to good jobs. Center for American Progress.
<https://files.eric.ed.gov/fulltext/ED610387.pdf>
- Kizilay, E., Yamak, H., & Nusret, K. (2020). Development of the STEM career interest scale for high school students. *European Journal of Educational Sciences*, 7(3), 48-70.
<https://files.eric.ed.gov/fulltext/EJ1278330.pdf>
- Kouni, Z., & Koutsoukos, M. (2021). Adolescents' perceptions of exploring professional interests and preferences using a psychometric tool. *European Journal of Educational Sciences*. <https://files.eric.ed.gov/fulltext/EJ1293107.pdf>
- Loup, C., Kornegay, J., & Morgan, J. (2017). Career exploration and soft skills: Preparing students for success. Techniques. Association for Career and Technical Education.
<https://www.acteonline.org/wp-content/uploads/2018/05/Techniques-January2017-CareerExplorationSoftSkills.pdf>
- Maag, T., Moschella, L., & Altstadt, D. (2021). High-quality work-based learning: State policy recommendations to build clearer paths to postsecondary success. *Jobs for the Future*.
<https://files.eric.ed.gov/fulltext/ED614758.pdf>
- Malin, J. R., Bragg, D. D., & Hackmann, D. G. (2017). College and career readiness and the Every Student Succeeds Act. *Educational Administration Quarterly*, 53(5), 809–838.
<https://doi.org/10.1177/0013161X17714845>
- Maree, N., & Maree, J. G. (2021). The influence of group life-design-based counselling on learners' academic self-construction: A collective case study. *South African Journal of Education*, 41(3). <https://files.eric.ed.gov/fulltext/EJ1315439.pdf>
- Merriam, S. (2001). *Qualitative Research and Case Study Applications in Education*. San Francisco: Jossey-Bass.

- National Association of Colleges and Employers. (2022). What is career readiness? <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>
- Perkins Collaborative Research Network. (2022). Career pathway systems. <https://cte.ed.gov/initiatives/career-pathways-systems>
- Regional Educational Laboratory Central. (2021). The impact of career and technical education on postsecondary outcomes in Nebraska and South Dakota. Appendixes. REL 2021-087. <https://files.eric.ed.gov/fulltext/ED612631.pdf>
- Rounds, J., Hoff, K., & Lewis, P. (2021). O*NET interest profile manual. National Center for O*NET Development. https://www.onetcenter.org/dl_files/IP_Manual.pdf
- Sarri, E. M., Roznim, M. R., & Nor, A. A. A. (2021). The development of career pathway framework for early childhood care and education: Malaysia context. *Southeast Asia Early Childhood*, 10, 131-128. <https://doi.org/10.37134/saecj.vol10.sp.11.2021>
- Siddiky, M. R., & Akter, S. (2021). The students' career choice and job preparedness strategies: A social environmental perspective. *International Journal of Evaluation and Research in Education*, 10(2), 421-431. <https://files.eric.ed.gov/fulltext/EJ1299280.pdf>
- Stride Learning Solutions. (2021). Why career exploration should begin in middle school—and how to make it happen. eSchoolNews. https://www.k12.com/content/dam/stride-insights/Why_Career_Exploration_Should_Begin_in_Middle_School-FN-1021.pdf
- Tight, M. (2017). Understanding case study research: Small-scale research with meaning. SAGE.
- U.S. Department of Education. (2020). Career and educational pathways exploration system program. <https://www2.ed.gov/programs/careerpathways/index.html>
- U.S. Department of Education. (2022). Work-based learning toolkit. <https://cte.ed.gov/wbltoolkit/>
- U.S. Department of Labor. (2022). O*NET Career exploration tools. <https://www.dol.gov/agencies/eta/onet/tools>
- Visher, M. G., & Stern, D. (2015). New pathways to careers and college: Examples, evidence, and prospects. MRDC. <https://files.eric.ed.gov/fulltext/ED558505.pdf>
- What is ICAP. Oklahoma State Department of Education. (n.d.). Retrieved August 21, 2022, from <https://sde.ok.gov/documents/2017-08-29/what-is-icap>

Wingert, B. (2019). Aptitudes, abilities, and interest: A roundtable discussion with Kuder's research faculty. Kuder. <https://www.kuder.com/blog/downloads-resources/aptitudes-abilities-and-interest-a-roundtable-discussion-with-kuders-research-faculty/>

Appendix A

BAPS Individual Career & Academic Planning (ICAP)

BAPS INDIVIDUAL CAREER & ACADEMIC PLANNING (ICAP)

ASSESS Self-Awareness Activities		EXPLORE Exploration Activities		PLAN Career Planning Activities		ACT Management Activities
Set Personal & Academic Goals	Review Personal & Academic Goals	Career Interest Inventory	Setting Career Goals	Resume Writing	Portrait of A Graduate	Change academic goals as needed
ACADEMIC PREPARATION		Career Cluster Exploration	Career Pathway Exploration	Campus Visits & Reflections	Leadership Opportunities	Modify intentional sequence of courses
Graduation Requirements	AP or Advanced Courses	Job Fair Participation	Job Shadowing	Personal Financial Literacy	Complete FAFSA Form	Modify personal goals
Elective Courses	CTE Courses	Work-based Learning	Internship	Scholarship Information	Letters of Recommendations	Modify Career Goals
Extra/Co-curricular Involvement	Tulsa Technology Center	Work Experience	Volunteering	Choosing a Post-Secondary Option		Update Portrait of a Graduate Yearly
Concurrent Enrollment	PSAT 8, 9 & 10 SAT	Service Learning Projects	Local Labor Market Information	Academic Planning Activities		Update ICAP Regularly
ASVAB	ECHS/Vanguard	Post-Secondary Options	Career & College Fairs	Intentional Sequence of Courses	On Track for Graduation	Graduate

4 STAGES OF SUCCESSFUL INDIVIDUAL CAREER AND ACADEMIC PLANNING

ASSESS <i>Who am I? Get to know your interests, skills & strengths. (Defined Careers)</i>
EXPLORE <i>Where do I want to go? Explore career pathways and education opportunities at BAPS. (Project Pathway Catalog)</i>
PLAN <i>How do I get there? Set goals, choose your courses, join clubs and activities, obtain financing, complete applications. (Pre-enrollment and OKCollegestart.org)</i>
ACT <i>Review and revise plan as necessary. (Defined Careers)</i>

Appendix B

Broken Arrow Public Schools Portrait of a Graduate



COLLEGE READY

PORTRAIT OF A GRADUATE

Broken Arrow Public Schools has a profound responsibility to ensure its high school students are college ready, career ready and life ready. The district is educating a generation of innovators who are motivated by creativity and problem solving. They learn in a variety of ways and are able to demonstrate readiness after high school in a variety of ways.

Students are **College Ready** if they meet either the academic indicators or standardized testing benchmarks listed.

GPA 2.8 out of 4.0, Algebra 2 (A, B or C) and **one or more** of the following academic indicators:

- | | |
|---|--|
| <input type="checkbox"/> Advanced Placement Exam (3+) | <input type="checkbox"/> * SAT Exam: Math, Reading & Writing |
| <input type="checkbox"/> Advanced Placement Course (A, B, C or D) | <input type="checkbox"/> * ACT Exam: English, Reading, Science, Math |
| <input type="checkbox"/> Dual Credit College Course (A, B or C) | <input type="checkbox"/> * College Readiness Placement Assessment |
| <input type="checkbox"/> Complete four years of four core courses (Science, History, Math, English) | |

* min. requirements determined by post-secondary institution

CAREER READY

Students are **Career Ready** if they have identified a career interest and meet **two or more** of the behavioral and experiential benchmarks listed.

- | | |
|--|--|
| <input type="checkbox"/> Achieve a 95% attendance rate (for at least two of the four years of high school) | <input type="checkbox"/> Career pathway |
| <input type="checkbox"/> 25 hours of community service | <input type="checkbox"/> Two or more organized co-curricular activities |
| <input type="checkbox"/> Workplace learning experience (internships, apprenticeships, job shadowing) | <input type="checkbox"/> Armed Services Vocational Aptitude Battery (earn minimum score required for all branches) |
| <input type="checkbox"/> Enrollment in a program leading to an industry credential | |

LIFE READY

Students are **Life Ready** upon approval of a committee by proving competency in **7 or more** of the following benchmarks through an interview process.

- | | | |
|--|---|---|
| <input type="checkbox"/> Personal Financial Literacy | <input type="checkbox"/> Goals & track progress | <input type="checkbox"/> Communication skills |
| <input type="checkbox"/> Resume skills | <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Coping skills |
| <input type="checkbox"/> Interview skills | <input type="checkbox"/> Time management | <input type="checkbox"/> Complete the Free Application for Federal Student Aid (FAFSA*) |
| <input type="checkbox"/> Growth mindset | <input type="checkbox"/> Self-advocacy | |

Describe any integrations your software can provide with other platforms such as learning platforms, student management systems, etc.

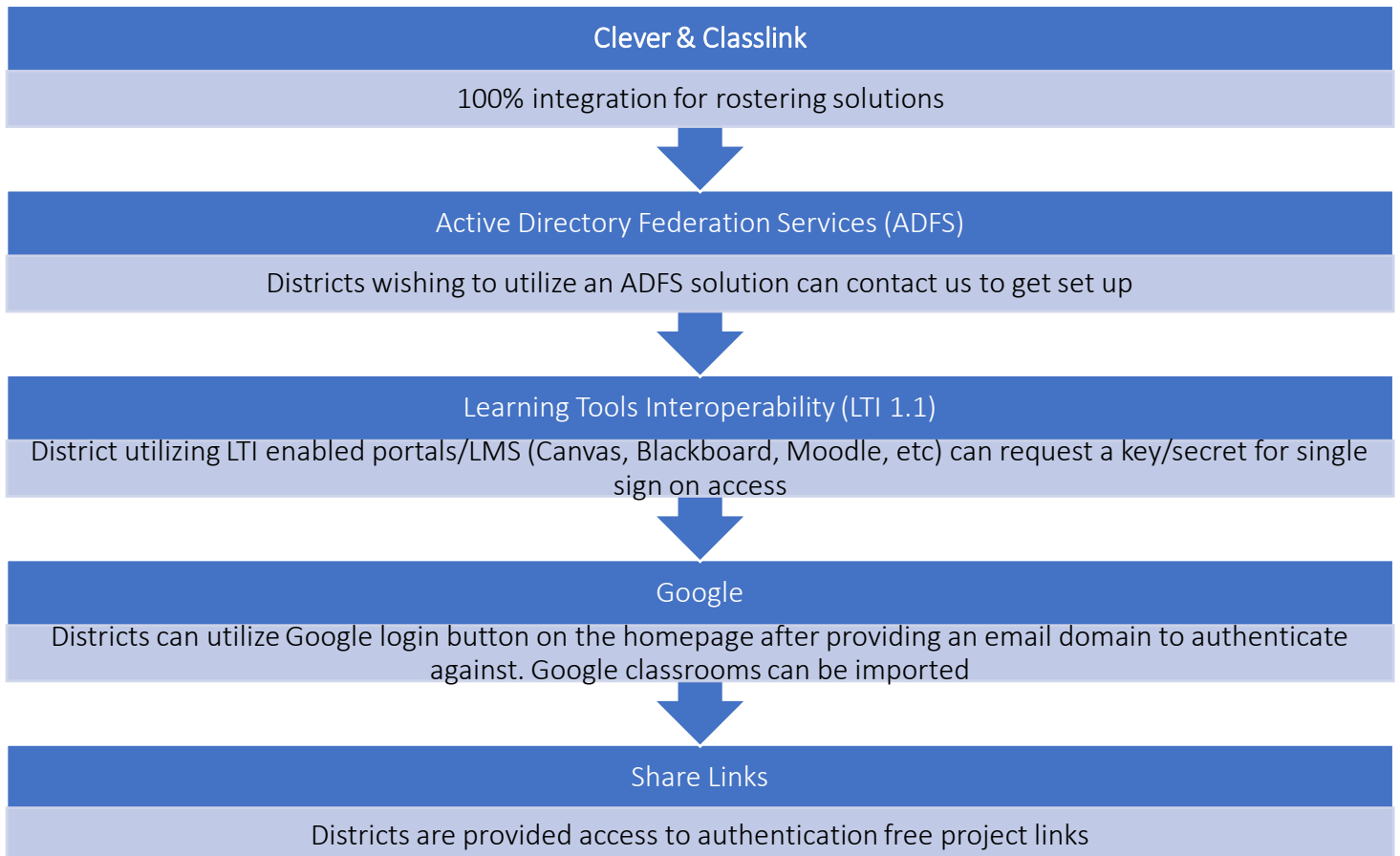


Our fundamental belief is that talent is equally distributed, but opportunity is not. We cannot close the opportunity gap without ensuring accessibility and availability for ALL. Our commitment is that all of our Career and Technical Development Software is:
(1) Accessible (2) Flexible (3) Compatible



As such, the Defined Ecosystem of services was designed with accessibility and availability as our North Star, meeting all WCAG AA guidelines and being compatible across a wide range of learning platforms, student management systems, gradebooks, devices, and technology set ups in the classroom and outside of the classroom.

Below are examples of the types of integrations and compatibility requirements we engage with most frequently across Texas and the rest of the United States. Please note that if there is a required integration that is not listed below, our Technology & Integrations team is happy to engage in further discussions to explore the possibilities!



Describe the type of data your software collects and what security is in place to ensure that sensitive data is adequately protected and access to that data is tracked and controlled. Show how your company is compliant with COPPA, FERPA, and HIPAA, or explain why these standards do not apply to your software.

Defined follows industry standards for both data privacy and security. All data is secured while stored and in transit. Members of the Defined team who have access to your data have been given background checks. Defined does not store any financial or sensitive personal information such as SSNs or address information. Student & User data is never shared with outside vendors except as necessary to provide site functions.

Sub processors

- Amazon Web Services (AWS)

COPPA Compliance

- **School Consent:** Defined Learning, LLC works with schools to obtain consent on behalf of parents before collecting, using, or disclosing personal information from children under the age of 13. This approach is in line with the COPPA Rule, which allows schools to act as intermediaries between operators and parents when providing consent for the collection of personal information in the educational context.
- **Transparent Privacy Policy:** The company provides a clear and comprehensive privacy policy that explains what types of personal information are collected from children, how the information is used, and how it may be disclosed to third parties.
- **Limited Data Collection:** Defined Learning, LLC only collects the minimum amount of personal information necessary to provide its educational services and does not retain the information for longer than needed.
- **Security Measures:** The company implements reasonable security measures to protect the personal information of children from unauthorized access, disclosure, or deletion. **Obtaining Parental Consent:** Defined Learning, LLC obtains verifiable parental consent before collecting, using, or disclosing personal information from children under the age of 13.

FERPA Compliance:

- **Access Control:** Defined Learning, LLC ensures that only authorized individuals, such as school officials with a legitimate educational interest, have access to students' education records.
- **Data Sharing Agreements:** When working with third-party service providers, the company enters into written agreements that outline the providers' responsibilities in handling students' education records and maintaining their confidentiality.
- **Parental Rights:** The company adheres to FERPA's requirements regarding parents' rights to access, review, and request amendments to their children's education records, as well as their right to control the disclosure of such records.

HIPPA (Not applicable)

- We do not store any health-related information or sensitive personal information.

Type of Data Defined Collects:

- First name, last name, student id (optional), username (when no 3rd party auth), password (when no 3rd party auth), grade, school, classes, teachers, email, and district. Certain features may be limited if data is not provided. Data may be provided by user input, through 3rd party authentication systems (Clever, Google, Classlink/OneRoster, Portals, LMS, SIS, etc.), or standardized CSV files. Clever and/or Classlink/OneRoster are preferred. Student profiles are not kept for any non-educational purpose.

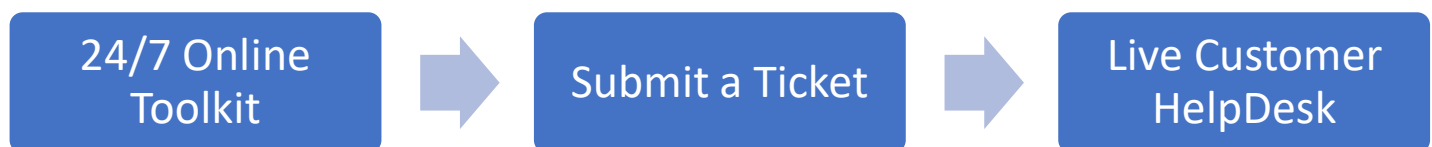
Customer Training & Support

Describe your company's Customer Service Department (hours of operation, number of service centers, etc.).

It is our promise to all Region 10 district partners to provide the resources, training, supports, and customer service required to ensure every teacher is empowered to serve their students to their absolute highest capacity. We firmly believe that products alone do not change children's lives, but rather great educators can!

As such, we have assembled a world-class Customer Service Department that is dedicated to providing the highest quality just-in-time customer service to any/all educators, administrators, and district staff. Our Customer Service Department is staffed by a robust team of former educators and technical specialists who have extensive experience working in schools and with a vast array of technologies to ensure they are fully equipped to effectively troubleshoot in real-time with our partners. Our Customer Service Department is located in Northbrook, IL with satellite offices across the country to ensure our district partners in all time zones have the support they need.

In order to provide optimal flexibility for our district partners, our Customer Service Department has three (3) avenues for support, which are highlighted below.



The first avenue a district partner may go to for 24/7 support is our online toolkit called the Defined Learning Knowledge Base. This is an online customer service and implementation toolkit which houses helpful resources at your fingertips. Included in the Defined Learning Knowledge Base are video tutorials, toolkits, research, articles, and other instructional resources will be available to facilitate real-time and ongoing support for the Region 10 schools/districts internal and external stakeholders.

If a school/district does not find the answers they require, or they would prefer to engage with our Customer Service team in an alternative fashion, they are able to submit a customer service ticket directly to our team to support@definedlearning.com. Our team prides themselves on responding within several hours.

Lastly, a school/district always has the option to pick up the phone and speak to a customer service team member directly through our Live Customer Helpdesk, who can be reached tollfree by phone at (888) 759-5020 between 8:30am-4:30pm CST.

Describe your company's implementation process for training customers on your solution.

Describe how your company provides ongoing support and training for your solution

Defined firmly believes that every child deserves a great teacher, and every teacher deserves an opportunity to receive just-in-time professional learning and implementation support to ensure they are provided with the resources and tools needed to deliver equitable and effective instruction to ALL students.

As such, Defined has designed and deploys a research-based implementation and training process for all customers who leverage our resources to fuel career connected learning with their students.

First, schools/district using Defined resources have access to an implementation team who will help to oversee the execution of all deliverables throughout the lifecycle of our partnership. This implementation team will be responsible for providing ongoing, customized, and comprehensive project management and technology services to ensure the effectiveness, efficient and overall success of the implementation within Region 10 schools. The implementation team will be responsible for providing regular, ongoing communication and partnership progress updates, access to an expert technology support team, just-in-time troubleshooting for any technical questions or issues and research-based instructional strategies to help drive instructional success.

Additionally, Defined offers a customizable menu of synchronous and asynchronous professional learning and training opportunities for educators, administrators, and staff through the Defined Academy. Defined creates and delivers comprehensive, research-informed and outcomes-driven project-based learning training to help teachers and schools improve, calibrate, and assess their practice. Each professional learning model is developed to align with professional learning standards associated with Learning Forward (2022), Standards for Professional Learning. These standards provide a framework for professional growth and guide planning with states and districts and facilitation of a personalized professional learning plan.

Prior to delivery of any professional learning program, Defined Learning's Professional Learning Team engages in dialogue with state and district leaders. This conversation serves to create learning goals and objectives for the professional learning experience and program. Leaders are encouraged to consider quantitative and qualitative data as these goals and objectives are determined. Once these have been identified, details around the professional learning models are discussed and agreement is reached for the structure for professional learning, logistics, timing, etc. Long term planning for ongoing professional learning is strongly encouraged and supported by research.

Below is a comprehensive listing of all virtual/online professional learning opportunities available to Region 10. Defined also offers onsite/in person professional learning opportunities. However, those have not been included in this response to remain in alignment with the Question-and-Answer information provided by Region 10 indicating "Region 10 reserves the right to reject any part of a proposal that offers in-person services."



YOU'VE GOT THIS.

**Professional Learning
to Support Outstanding
Project Based Learning**



Professional Learning Course Overview

Foundations

Online Course with Jay McTighe	4
Defined Training: Overview of Defined Learning	4
Defined Training: Overview of Defined Careers	5
Defined Learning: PBL Leadership Cohort	5

Deeper Learning

Defined Learning: Advanced PBL Leadership Cohort	6
Defined Learning: High-Quality PBL Leadership Cohort	7
Defined Learning: SEL Leadership Cohort	7

Micro-Credentials

Project Based Learning Badge	8
Defined Learning Digital Medallion & Custom Medallion	9

Defined PBL Champions Academy & Training Center

10

Launchpad

11

Exceptional Project Based Learning Starts with Exceptional Educators

Project based learning transforms classrooms but more importantly it transforms how students feel about learning and their futures. To see the greatest outcomes from your project based learning initiative and investment in Defined Learning, and Defined Careers, educators need to deepen their knowledge and develop their skills in this instructional method.

Defined Academy offers skill-building courses to help educators get started and go further with project based learning, Defined Learning, and Defined Careers. Our expert team will work with you to develop a customized professional learning program tailored to your district's goals and needs.

Ready to start your journey with PBL?

Turn the page!

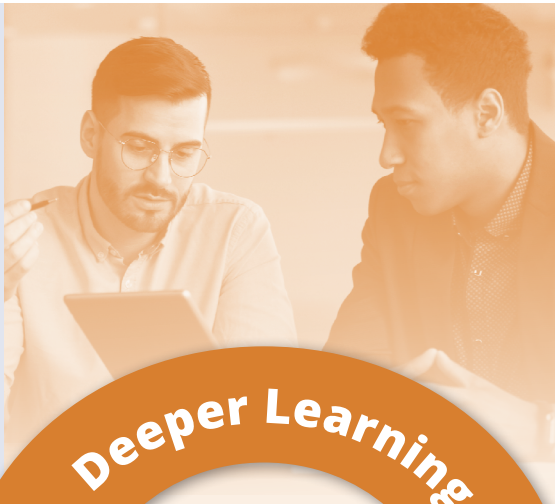


Learn the educational foundations and applications of project based learning and authentic performance tasks as well as the purpose, design, and implementation of Defined Learning and Defined Careers in the classroom.

In-Person & Virtual Courses
Professional Learning Community



Foundation



Deeper Learning



Take project based learning and Defined Learning to the next level with collaborative learning experiences.

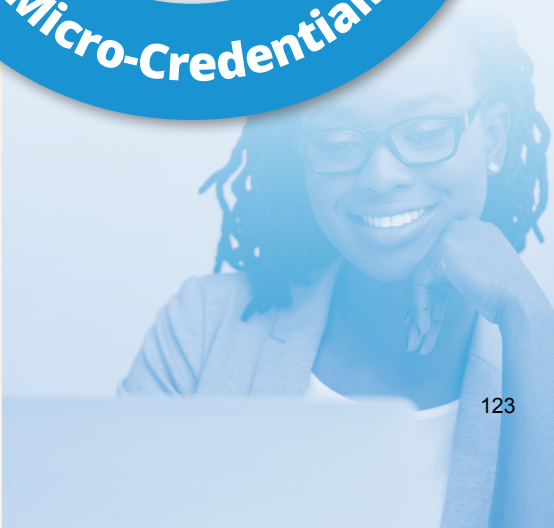
PBL Coaching
HQPBL Leadership Cohort
SEL Leadership Cohort

Continue to build skills and expertise with micro-credential activities and training on project based learning and using Defined Learning and Defined Careers.

PBL Badge
Defined Learning Digital Medallion
Custom Digital Medallion
Defined PBL Champions Academy & Training Center
Launchpad



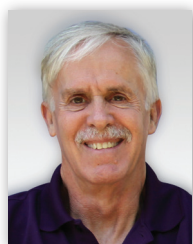
Micro-Credentials





FOUNDATIONS

At Defined, we know the significance and importance of foundational learning. With partners' needs in mind, we have created foundational professional learning courses and experiences that will prepare your team to incorporate Defined Learning, Defined Careers, and PBL with confidence.



Online Course with Jay McTighe

Led by renowned educator and award-winning author of the Understanding By Design series, Jay McTighe, this four module online course will provide educators with a deeper understanding of the educational foundations, practical strategies, and applications of PBL and authentic performance tasks with Defined Learning.

Scope: 4 self-paced modules, 45 minutes per module

All educators at the same site (site subscription) have access.

Ideal for those new to Defined Learning and PBL.

Defined Training: Overview of Defined Learning

This synchronous professional learning experience, hosted either virtually or in person, is designed to introduce participants to the purpose, design, and implementation of Defined Learning in the classroom.

Both virtual and in-person courses, led by a Defined professional learning expert, will engage educators in identifying and customizing a Defined Learning performance task and its associated resources that can be used immediately in the classroom. In-Person participants will earn the following three Defined Micro-Credentials:

- Using GRASP to Frame a Task
- Infusing Skills
- Aligning to Standards

Scope: Option 1: Virtual, up to 2 hours with up to 50 educators.

Option 2: In-person, up to 5 hours with up to 25 educators.

Ideal for those new to Defined Learning and PBL.

Group discounts available.

Get in touch to customize a professional learning package for your team.

Defined Training: Overview of Defined Careers

This professional learning experience hosted either virtually or in person, is designed to introduce participants to the purpose, design, and implementation of Defined Careers in the classroom.

Both virtual and in-person courses, hosted by a Defined professional learning expert, will introduce participants to the basics of Defined Careers including a walk-through of student and educator functionality, the default and foundational assessments and courses, as well as applications for authentic learning, reporting, and more. Based upon the school or district needs and goals, additional activities can be included to meet the needs of educators, including: Assessment (included with in-person) or Plans.

Scope: Option 1: Virtual, up to 2 hours with up to 50 educators.

Option 2: In-person, up to 3 hours with up to 25 educators.

Ideal for those new to Defined Careers.

Defined Learning: PBL Leadership Cohort

The PBL Cohort program is designed to support a professional learning community of up to 12 educators focused on the work of authentic project-based teaching and learning. Using performance tasks, the learning cohort will work through planning, implementing, and reflecting on the use of Defined Learning and PBL to support:

- Student engagement and relevance
- Real world connections to the classroom
- Application of content and skills
- Curriculum connections

Participants will earn three Defined Micro-Credentials including:

- Using GRASP to Frame a Task
- Infusing (5Cs, 21st C, Workplace, SEL) Skills
- Aligning to Standards

Scope: Over the course of 8–10 flexibly scheduled weeks, up to 12 educators will participate in three virtual meetings. Each meeting will last up to two hours.

Ideal for those new to Defined Learning and PBL.



**Contact your
Defined Sales
Team member
to create
your tailored
Foundations
Learning Pathway.**



DEEPER LEARNING



DEVELOP SKILLS

Defined Learning: Advanced PBL Leadership Cohort

The Advanced PBL Leadership Cohort provides teachers who have completed the foundational PBL Leadership Cohort with a deeper learning experience that includes time with and the support of a Defined Coach to improve teaching practices. Through self, peer, and mentor reflections, the cohort participants will further advance PBL teaching and learning while demonstrating competence through the completion of six Defined Micro-Credentials.

Scope: Over the course of 8–10 flexibly scheduled weeks, up to 5 educators will participate in 3 coaching sessions and complete 6 Defined Micro-Credentials. Each session will last up to 2 hours. Participation in the Defined Learning: PBL Leadership Cohort is a prerequisite.

Ideal for educators wanting to go deeper with Defined Learning and PBL.



Contact your Defined Sales Team member to create your tailored Deeper Learning Pathway.

Defined Learning: High-Quality PBL Leadership Cohort

The Defined Learning: High-Quality Project Based Learning (HQPBL) Leadership Cohort is designed to leverage the HQPBL framework to shift and strengthen teaching practices. The HQPBL framework is used to describe the student experience in project based learning and the skills they will develop. The six criteria laid out by HQPBL are:

1. Intellectual Challenge and Accomplishment
2. Authenticity
3. Public Product
4. Collaboration
5. Project Management
6. Reflection

Additionally, participants will earn three Defined Micro-Credentials including:

- Designing Authentic Tasks
- Public Product
- Creating an Environment of Sustained Inquiry

Scope: Over the course of 8–10 flexibly scheduled weeks, up to 12 educators will participate in 4 virtual Cohort meetings. Each meeting will last up to 2 hours. Participation in the Defined Learning: PBL Leadership Cohort is a prerequisite.

Ideal for those wanting to go deeper with Defined Learning and PBL.

Defined Learning: SEL Leadership Cohort

The Defined Learning: Social & Emotional Learning (SEL) Leadership Cohort will help members develop an understanding of how social and emotional skills are focused and improved upon through immersion in a Defined Learning performance task. Participants will have the opportunity to learn and build consensus around social and emotional competencies, while developing a deeper understanding of implementing a performance task to enhance desired or needed social and emotional skills. Additionally, participants will earn three Defined Micro-Credentials including:

- Infusing (5Cs, 21st C, Workplace, SEL) Skills
- Incorporating Social/Emotional Learning
- Developing a Growth Mindset

Scope: Over the course of 8–10 flexibly scheduled weeks, up to 12 educators will participate in 3 virtual Cohort meetings. Each meeting will last up to 2 hours. Participation in the Defined Learning: PBL Leadership Cohort is a prerequisite.

Ideal for those wanting to go deeper with Defined Learning and PBL.



MICRO-CREDENTIALS



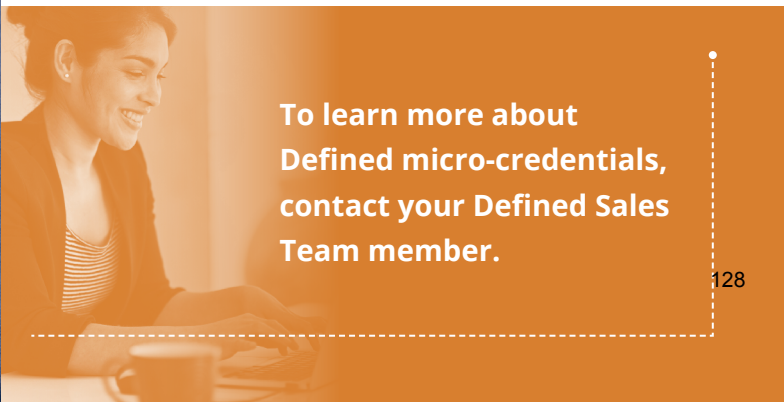
**DEMONSTRATE
EXPERTISE**

Micro-credentials are a competency-based form of certification developed and issued based upon personalized professional learning experiences that demonstrate an educator's application of skills and knowledge to improve professional practice that supports student success.

Each micro-credential serves as an assessment of a specific competency where educators apply their knowledge and skills to create a unique product, reflect, and apply their knowledge thus demonstrating their competence. Micro-credentials are completed individually and are an excellent support mechanism for ongoing skill development and sustaining PBL practices.

PBL Badge

Defined PBL badges are earned with the completion of each micro-credential. These badges add a collection of six specific micro-credentials to educators' PBL toolkit and demonstrate their expertise. Offer all of the Defined stacks (see the chart on the next page) or select those areas where you'd like educators to build their skills.



**To learn more about
Defined micro-credentials,
contact your Defined Sales
Team member.**

Defined Digital Medallion & Custom Digital Medallions

The Defined Digital Medallion synthesizes 10 of the most important micro-credentials that align with best classroom practices associated with PBL. Each micro-credential that makes up the Defined Digital Medallion, marked with an asterisk in the chart below, is also aligned with the essential elements of the Danielson and Marzano effective educator frameworks.

Districts wishing to create their own **Custom Digital Medallion** may choose from a combination of up to 10 of the micro-credentials listed below.

STACKS	MICRO-CREDENTIALS
Planning and Preparation 	1. Aligning to Standards 2. Infusing (5Cs, 21st Century, Workplace, SEL) Skills* 3. Designing Authentic Tasks* 4. Developing Driving Questions 5. Using GRASP to Frame a Task 6. Planning for Student Voice and Choice*
Instruction 	1. Purposeful Grouping 2. Providing Scaffolding* 3. Effective Facilitation/Coaching* 4. Meaningful Feedback 5. Guiding Research 6. Digital Literacy
Assessment 	1. Pre/Diagnostic Assessment — Finding Out 2. Formative Assessment — Checking In* 3. Summative Assessment — Making Sure* 4. Rubric Design 5. Critique and Revision* 6. Public Product
Classroom Environment 	1. A Culture of Reflection* 2. Developing Self-Direction 3. Encouraging Risk-Taking 4. Creating an Environment of Sustained Inquiry* 5. Developing a Growth Mindset/Grit 6. Incorporating Social/Emotional Learning
Leadership 	1. Reflecting on Teaching 2. Collaborating with Colleagues 3. Leading Professional Learning 4. Creating Community Events 5. Communicating with Families 6. Growing and Developing Professionally



DEFINED PBL CHAMPIONS ACADEMY & TRAINING CENTER



ACHIEVE GOALS

Defined is pleased to provide school and district partners an invaluable professional learning experience through the Defined PBL Champions Academy. Led by highly skilled Defined Leaders, participants will engage with like-minded colleagues from across the country in discovering and developing critical knowledge and skills essential to their unique roles in education. The Defined PBL Champions Academy is hosted at the Defined Training Center in Northbrook, IL or we can bring the Academy to your district.



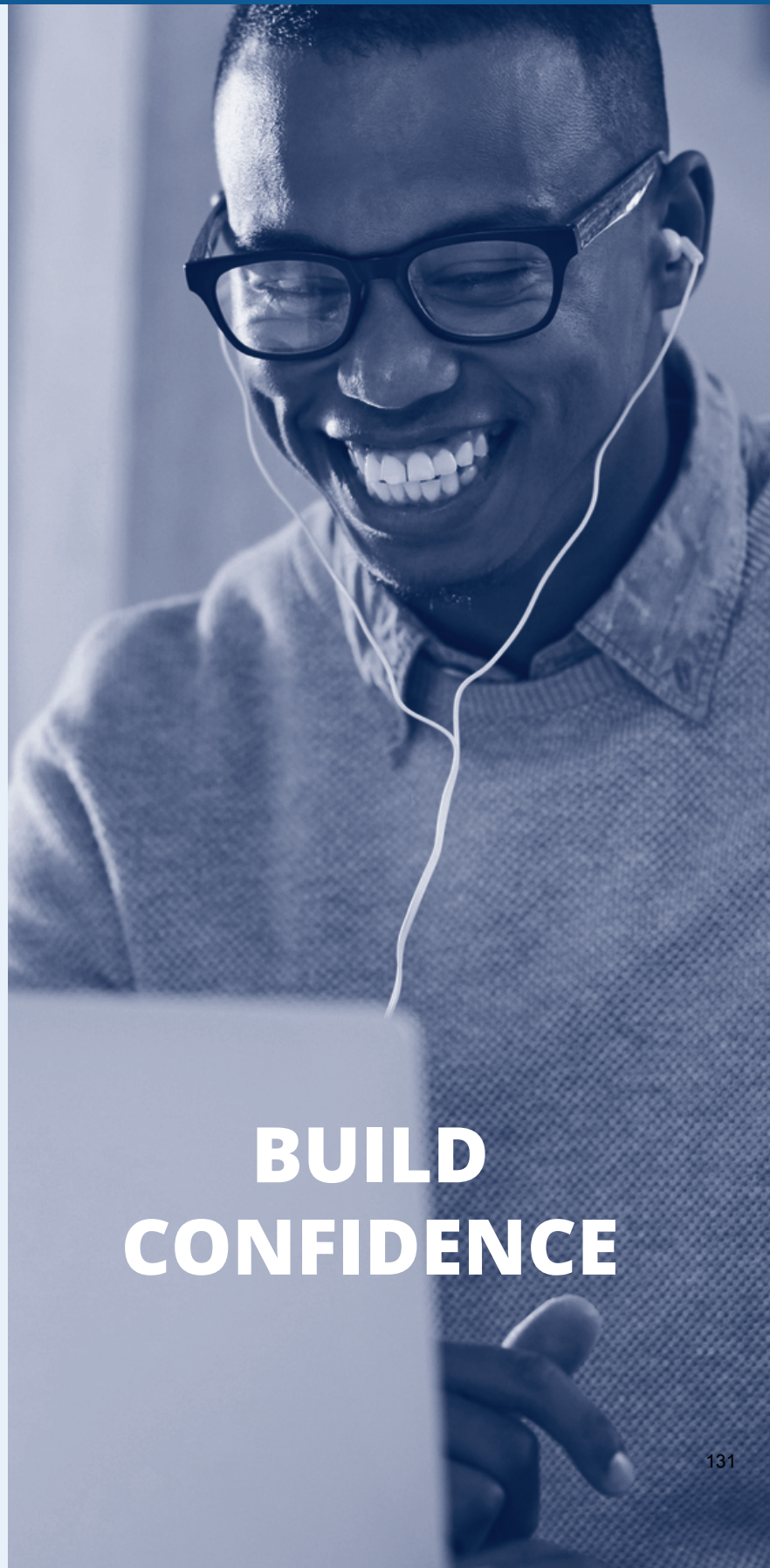
To learn more about the Defined Champions Academy & Training Center offerings and to register to participate with this elite group of professionals, visit definedlearning.com/what-we-offer/defined-academy.



LAUNCHPAD

Are you or your teachers reluctant to bring project based learning into your classrooms or concerned with the level of “teacher readiness” to make the shift? You’re not alone. Many educators hesitate to try project based learning because they perceive it to be a significant change in their teaching practice. What they may not realize is that many of the practices they already use are also used in project based learning. In order to bridge this “readiness gap”, Defined offers educators an opportunity to participate in a professional learning experience called Launchpad.

Launchpad is a safe, engaging professional learning experience for teachers to begin to explore and understand how project based learning can easily become a part of their students’ learning journey. If you find yourself questioning the readiness of your learning community, allow Launchpad to help you overcome your doubt and propel your teachers forward with PBL and Defined.



BUILD CONFIDENCE

What is the guaranteed uptime for your software solution?

What compensation is available to customers in your SLA if uptimes are not met?

Provide the time windows and levels of service for both normal and emergency support provided in your SLA.

Defined guarantees a 99.5% availability outside of pre-scheduled maintenance windows over the duration of the contract. Maintenance windows will be communicated as early as possible, but generally are during US Central time zone 12am - 4am. The full SLA can be found at <https://definedlearning.com/sla>. If the guaranteed uptime of 99.5% is not met during the duration of the agreement, Defined Learning, LLC will provide contract extensions as compensation. The compensation will be calculated as follows:

For every half percentage point (0.5%) of downtime below the guaranteed 99.5% uptime, the customer will receive a contract extension equal to an additional month of service. Compensation will be limited to a maximum of the equivalent of 12 months of service, regardless of the severity or duration of the downtime. No refunds, service credits, or other forms of compensation will be provided beyond the contract extensions outlined above.

Support requests can be submitted around the clock, 24/7, through our online ticketing system. This can be done by emailing support@definedlearning.com or by submitting a ticket directly via our knowledgebase at <https://support.definedlearning.com>.

Upon submission, an immediate automated email response will be sent to acknowledge receipt of the request. Our support team then aims to provide a comprehensive resolution and action plan within a 24–48-hour window during standard business days, Monday through Friday.

Per the Question & Answer document released by Region 10, the only link permitted within this response is for the Ease-of-Use section. Therefore, we would be happy to provide a link to our full SLA at any point Region 10 requests and/or deems valuable.

Qualifications & Experience

Please provide contact information and resumes for the person(s) who will be responsible for the following areas.

Executive Contact

Phillip Mikula

Senior Vice President

512-636-1841

phillip_mikula@definedlearning.com



Account Manager/Sales

Katie Tiesen

Texas Partnerships Manager

847-975-4425

katie_tiesen@definedlearning.com



Contract Manager

Same as Account Manager/Sales Above



Billing

Julie Jacobson

Head of Billing and Accounts
Receivable

224-588-3804

julie_jacobson@definedlearning.com



Marketing

Maggie O'Brien

Senior Vice President of Marketing

773-571-9233

Maggie_obrien@definedlearning.com



Provide a minimum of three (3) K-12 education customer references for products and/or services of similar scope dating within the past 3 years. Higher Education references are also acceptable, but not preferred.

Entity Name	Contact	Description of Services & Volume
State of Tennessee STEM Innovation Network & Battelle 990,000 Students 140+ Districts	Brandi Stroecker Director STEM Innovation 615-727-1361 1207 18th Avenue South Nashville, TN 37212	Statewide implementation of K-12 project-based learning digital content, customized career content development & robust professional learning. 2020- Present <i>Annual Volume Varies based on professional learning delivered and expansion options exercised. Specific information can be provided through a confidential follow-up response.</i>
Richardson ISD 38,000+ Students 55 Schools	Tabitha Branum Superintendent 469-593-0260 400 S Greenville Avenue Richardson, TX 75081	Districtwide implementation of career-connected project- based learning & innovative systems of professional learning, including but not limited to, micro-credentials. 2012- Present <i>Annual Volume Varies based on professional learning delivered and expansion options exercised. Specific information can be provided through a confidential follow-up response.</i>
Cedar Hill ISD 20,000 Students 30 Schools	Tyesha Smith Lowe Executive Director, Innovation 972-297-1581 285 Uptown Blvd., Building 300 Cedar Hill, TX 75104	Districtwide implementation of career-connected project- based learning & innovative systems of professional learning, including but not limited to, micro-credentials. 2019- Present <i>Annual Volume Varies based on professional learning delivered and expansion options exercised. Specific information can be provided through a confidential follow-up response.</i>

<p>Fort Wayne Community Schools 30,000 Students 50 Schools</p>	<p>Ramona Coleman Associate Superintendent 260-467-2150 1200 S Clinton Street, Fort Wayne, IN 46802</p>	<p>Defined & Fort Wayne Community Schools successful partner to deliver K-12 project-based learning opportunities to all 30,000 students across all 50+ schools. Within the first year of partnership, Fort Wayne has experienced compelling impacts that our career connected project-based learning resources have played on accelerating learning in Reading & Math for all students, with a disproportionately positive impact on the most underserved students in the district.</p> <p>These increased student learning gains have been verified by an independent research firm through qualitative and quantitative mixed method evaluations.</p> <p>2020- Present</p> <p><i>Annual Volume Varies based on professional learning delivered and expansion options exercised. Specific information can be provided through a confidential follow-up response.</i></p>
<p>Broken Arrow Public Schools 17,000 Students 22 Schools</p>	<p>Sharon James Executive Director, Secondary Instruction 918-671-0596 701 South Main Street, Broken Arrow, OK 74012</p>	<p>Districtwide implementation of career-connected project-based learning to drive systematic academic transformation, fuel districtwide college and career readiness success. Broken Arrow is leveraging their Defined resources to fuel their Portrait of a Graduate ICAP reporting, credit recovery and much, much more!</p> <p>Broken Arrow saw significant enhancements in their K-12 career readiness successes and metric and powerful data indicating a closure in their opportunity gap. These student learning gains have been verified by an independent research firm through qualitative and quantitative mixed method evaluations.</p> <p>2021- Present</p> <p><i>Annual Volume Varies based on professional learning delivered and expansion options exercised. Specific information can be provided through a confidential follow-up response.</i></p>

List all cooperative and/or government group purchasing organizations of which your company is currently a member below. For each cooperative, list your contract number. Describe your company's implementation and success with existing cooperative purchasing programs, if any, and provide the cooperative's name(s), contact person(s) and contact information as reference(s).

Defined works with cooperative and government purchasing organizations across the country and employs a dedicated team to collaboratively work with each of our cooperative partner to deliver customized supports as needed and requested.

Below is a summary of our partnership with respective contract numbers.

Cooperative & Government Group Purchasing Organizations		
Entity Name	State	Contract Number
TIPS: Technology Solutions Products and Services	Texas	230105
S.A.V.E.S Consortium	Arizona	No formal contract number Contract Award through RFP# 20-21-03
WNYRIC: Erie 1 BOCES	New York	ITCC-135-2023
Oklahoma Department of Education	Oklahoma	No formal contract number Contract Award through Solicitation #2650000392
Hawaii Department of Education	Hawaii	No formal contract number Contract Award through Solicitation #P23001120
Connecticut State Department of Education	Connecticut	No formal contract number Contract Award through RFP #827

Provide information regarding whether your firm, either presently or in the past, has been involved in any litigation, bankruptcy, or reorganization.

Defined is not presently, nor have we in the past, been involved in any litigation, bankruptcy, or reorganization.

Felony Conviction Notice – Please check applicable box

- ☐ A publicly held corporation; therefore, this reporting requirement is not applicable
- ☒ Is not owned or operated by anyone who has been convicted of a felony.
- ☐ Is owned or operated by the following individual(s) who has/have been convicted of a felony.
*If the 3rd box is checked a detailed explanation of the names and convictions must be attached.

Ease of Use

Please provide log-in information for a sample account for the evaluation team to use to evaluate the ease of use of your proposed solution and/or a link to a video demonstrating your product's ease-of-use. Video submissions may not be longer than 10 minutes long.

Defined has created a customized website which includes log-in information for a sample account as well as a video submission that walks through the Defined Ecosystem of Career and Technical Development services.

Our hope is that this website helps to save your team time and centralize all the important sample related information in one place.

Region 10 Sample Account Log-In & Video

<https://learn.definedlearning.com/region10>

Value Add

Please include any additional products and/or services not included in the scope of the solicitation that you think will enhance and/or add value to this contract participating agencies. Please note, only products and services that are priced in Attachment A will be considered for inclusion in this contract.

There are no additional products and/or services that are not included in this solicitation.

Appendix C: VENDOR CONTRACT AND SIGNATURE FORM

This Vendor Contract and Signature Form ("Contract") is made as of May 11, 2023, by and between Defined Learning, LLC ("Vendor") and Region 10 Education Service Center ("Region 10 ESC") for the purchase of Career and Technical Development Software ("the products and services").

RECITALS

WHEREAS, both parties agree and understand that the following pages will constitute the contract between the successful vendor(s) and Region 10 ESC, having its principal place of business at 400 E. Spring Valley Rd., Richardson, TX 75081.

WHEREAS, Vendor agrees to include, in writing, any required exceptions or deviations from these terms, conditions, and specifications; and it is further understood that, if agreed to by Region 10 ESC, said exceptions or deviations will be incorporated into the final contract "Vendor Contract."

WHEREAS, this contract consists of the provisions set forth below, including provisions of all attachments referenced herein. In the event of a conflict between the provisions set forth below and those contained in any attachment, the provisions set forth below shall control.

WHEREAS, the Vendor Contract will provide that any state, county, special district, local government, school district, private K-12 school, technical or vocational school, higher education institution (including community colleges, colleges and universities, both public and private), other government agencies or non-profit organization may purchase products and services at prices indicated in the Vendor Contract upon registering and becoming a member with EdTech Exchange Coop.

1. ARTICLE 1- GENERAL TERMS AND CONDITIONS

- 1.1. Awarded vendor shall perform all duties, responsibilities and obligations as set forth in this agreement, and required under the Vendor Contract.
- 1.2. Region 10 ESC shall perform its duties, responsibilities and obligations as set forth in this agreement, and required under the Vendor Contract.
- 1.3. Purchasing Procedure:
 - Purchase orders are issued by participating governmental agencies to the awarded vendor indicating on the PO "Per EdTech Exchange Coop Contract # XXXXXXXX."
 - Vendor delivers goods/services directly to the participating agency.
 - Awarded vendor invoices the participating agency directly.
 - Awarded vendor receives payment directly from the participating agency.
 - Awarded vendor reports sales quarterly to EdTech Exchange Coop.
- 1.4. Customer Support: The vendor shall provide timely and accurate technical advice and sales support to Region 10 ESC staff and participating agencies. The vendor shall respond to such requests within one (1) working day after receipt of the request.

2. ARTICLE 2- ANTICIPATED TERM OF AGREEMENT

- 2.1. The term of the Contract shall commence upon award and shall remain in effect for a period of one (1) year, unless terminated, canceled, or extended as otherwise provided herein. The Contractor agrees that Region 10 ESC shall have the right, at its sole option, to renew the Contract for four (4) additional one-year periods or portions thereof. In the event that Region 10 ESC exercises such rights, all terms, conditions and provisions of the original Contract shall remain the same and apply during the renewal period with the possible exception of price and minor scope additions and/or deletions.
- 2.2. Renewal will take place automatically each year unless Region 10 ESC gives written notice to the awarded supplier at least ninety (90) days prior to the expiration.

3. ARTICLE 3- REPRESENTATIONS AND COVENANTS

- 3.1. Scope: This contract is based on the need to provide the economic benefits of volume purchasing and reduction in administrative costs through cooperative purchasing to schools and other members. Although contractors may restrict sales to certain public units (for example, state agencies or local government units), any contract that prohibits sales from being made to public school districts may not be considered. Sales without restriction to any Members are preferred. These types of contracts are commonly referred to as being "piggybackable".
- 3.2. Compliance: Master Interlocal Agreements between Region 10 ESC and its Members have been established under state procurement law.
- 3.3. Offeror's Promise: Offeror agrees all prices, terms, warranties, and benefits granted by Offeror to Members through this contract are comparable to or better than the equivalent terms offered by Offeror to any present customer meeting the same qualifications or requirements.

4. ARTICLE 4- FORMATION OF CONTRACT

- 4.1. Offeror Contract Documents: Region 10 ESC will review proposed offeror contract documents. Vendor's contract document shall not become part of Region 10 ESC's contract with vendor unless and until an authorized representative of Region 10 ESC reviews and approves it.
- 4.2. Form of Contract: The form of contract for this solicitation shall be the Request for Proposal, the awarded proposal(s) and best and final offer(s), this Partnership Agreement, and properly issued and reviewed purchase orders referencing the requirements of the Request for Proposals. If a firm submitting an offer requires Region 10 ESC and/or Member to sign an additional agreement, a copy of the proposed agreement must be included with the proposal.
- 4.3. Entire Agreement (Parol evidence): The contract, as specified above, represents the final written expression of agreement. All agreements are contained herein and no other agreements or representations that materially alter it are acceptable.
- 4.4. Assignment of Contract: No assignment of contract may be made without the prior written approval of Region 10 ESC. Purchase orders and payment can only be made to awarded vendor unless otherwise approved by Region 10 ESC. Awarded vendor is required to notify Region 10 ESC when any material change in operations is made that may adversely affect members (i.e. bankruptcy, change of ownership, merger, etc.).
- 4.5. Novation: If contractor sells or transfers all assets or the entire portion of the assets used to perform this contract, a successor in interest must guarantee to perform all obligations under

this contract. Region 10 ESC reserves the right to accept or reject any new party. A simple change of name agreement will not change the contractual obligations of contractor.

- 4.6. Contract Alterations: No alterations to the terms of this contract shall be valid or binding unless authorized and signed by a Region 10 ESC staff member.
- 4.7. Order of Precedence: In the event of a conflict in the provisions of the contract as accepted by Region 10 ESC, the following order of precedence shall prevail:
- Special terms and conditions
 - General terms and conditions
 - Specifications and scope of work
 - Attachments and exhibits
 - Documents referenced or included in the solicitation
- 4.8. Supplemental Agreements: The entity participating in the Region 10 ESC contract and awarded vendor may enter into a separate supplemental agreement to further define the level of service requirements over and above the minimum defined in this contract i.e. invoice requirements, ordering requirements, specialized delivery, etc. Any supplemental agreement developed as a result of this contract is exclusively between the participating entity and awarded vendor. Neither Region 10 ESC, its agents, members and employees shall be made party to any claim for breach of such agreement.
- 4.9. Adding authorized distributors/dealers: Awarded vendors are prohibited from authorizing additional distributors or dealers, other than those identified at the time of submitting their proposal, to sell under their contract award without notification and prior written approval from Region 10 ESC. Awarded vendors must notify Region 10 ESC each time it wishes to add an authorized distributor or dealer. Purchase orders and payment can only be made to awarded vendor unless otherwise approved by Region 10 ESC. Pricing provided to members by added distributors or dealers must also be less than or equal to the pricing offered by the awarded contract holder, unless otherwise approved by Region 10 ESC.

5. ARTICLE 5- TERMINATION OF CONTRACT

- 5.1 **Cancellation for cause:** If, for any reason, the Vendor fails to fulfill its obligation in a timely manner, or if the vendor violates any of the covenants, agreements, or stipulations of this contract, Region 10 ESC reserves the right to terminate the contract immediately and pursue all other applicable remedies afforded by law. Such termination shall be effective by delivery of notice, to the vendor, specifying the effective date of termination. In such event, all documents, data, studies, surveys, drawings, maps, models and reports prepared by vendor for this solicitation may become the property of the participating agency or entity. If such event does occur then vendor will be entitled to receive just and equitable compensation for the satisfactory work completed on such documents.
- 5.2 **Delivery/Service failures:** Region 10 ESC may issue a written deficiency notice to contractor for acting or failing to act in any of the following:
- i. Providing material that does not meet the specifications of the contract;
 - ii. Providing work and/or material that was not awarded under the contract;
 - iii. Failing to adequately perform the services set forth in the scope of work and specifications;
 - iv. Failing to complete required work or furnish required materials within a reasonable amount of time;

- v. Failing to make progress in performance of the contract and/or giving Region 10 ESC reason to believe that contractor will not or cannot perform the requirements of the contract; and/or
- vi. Performing work or providing services under the contract prior to receiving a Region 10 ESC reviewed purchase order for such work.

Upon receipt of a written deficiency notice, contractor shall have ten (10) days to provide a satisfactory response to Region 10 ESC. Failure to adequately address all issues of concern may result in contract cancellation. Failure to deliver goods or services within the time specified or within a reasonable time period as interpreted by the purchasing agent, or failure to make replacements or corrections of rejected articles/services when so requested shall constitute grounds for the contract to be terminated. In the event that the participating agency or entity must purchase in an open market, contractor agrees to reimburse the participating agency or entity, within a reasonable time period, for all expenses incurred.

- 5.3 **Force Majeure**: If by reason of Force Majeure, either party hereto shall be rendered unable wholly or in part to carry out its obligations under this Agreement then such party shall give notice and full particulars of Force Majeure in writing to the other party within a reasonable time after occurrence of the event or cause relied upon, and the obligation of the party giving such notice, so far as it is affected by such Force Majeure, shall be suspended during the continuance of the inability then claimed, except as hereinafter provided, but for no longer period, and such party shall endeavor to remove or overcome such inability with all reasonable dispatch.

The term Force Majeure as employed herein, shall mean acts of God, strikes, lockouts, or other industrial disturbances, act of public enemy, orders of any kind of government of the United States or the State of Texas or any civil or military authority; insurrections; riots; epidemics; landslides; lighting; earthquake; fires; hurricanes; storms; floods; washouts; droughts; arrests; restraint of government and people; civil disturbances; explosions, breakage or accidents to machinery, pipelines or canals, or other causes not reasonably within the control of the party claiming such inability. It is understood and agreed that the settlement of strikes and lockouts shall be entirely within the discretion of the party having the difficulty, and that the above requirement that any Force Majeure shall be remedied with all reasonable dispatch shall not require the settlement of strikes and lockouts by acceding to the demands of the opposing party or parties when such settlement is unfavorable in the judgment of the party having the difficulty.

- 5.4 **Cancellation for convenience**: Either party may cancel this contract in whole or in part by providing written notice. The cancellation will take effect 90 business days after the other party receives the notice of cancellation. After the 90th business day all work will cease following completion of final purchase order. Region 10 ESC reserves the right to request additional items not already on contract at any time.

6. **ARTICLE 6- LICENSES**

- 6.1. **Duty to keep current license**: Vendor shall maintain in current status all federal, state and local licenses, bonds and permits required for the operation of the business conducted by vendor. Vendor shall remain fully informed of and in compliance with all ordinances and regulations pertaining to the lawful provision of services under the contract. Region 10 ESC reserves the right to stop work and/or cancel the contract of any vendor whose license(s) expire, lapse, are suspended or terminated.

- 6.2. Survival Clause: All applicable software license agreements, warranties or service agreements that were entered into between Vendor and Customer under the terms and conditions of the Contract shall survive the expiration or termination of the Contract. All Purchase Orders issued and accepted by Order Fulfiller shall survive expiration or termination of the Contract.

7. ARTICLE 7- DELIVERY PROVISIONS

- 7.1. Delivery: Vendor shall deliver said materials and/or services purchased on this contract to the Member issuing a Purchase Order. Conforming product shall be delivered within 7 days of receipt of Purchase Order. If delivery is not or cannot be made within this time period the vendor must receive authorization from the purchasing agency for the delayed delivery. At this point the participating entity may cancel the order if estimated shipping time is not acceptable.
- 7.2. Inspection & Acceptance: If defective or incorrect material is delivered, purchasing agency may make the determination to return the material to the vendor at no cost to the purchasing agency. The vendor agrees to pay any costs for the return shipment. Vendor shall be responsible for arranging the return of the defective or incorrect material.

8. ARTICLE 8- BILLING AND REPORTING

- 8.1. Payments: The entity using the contract will make payments directly to the awarded vendor. Payment shall be made after satisfactory performance, in accordance with all provisions thereof, and upon receipt of a properly completed invoice.
- 8.2. Invoices: The awarded vendor shall submit invoices to the participating entity clearly stating "Per EdTech Exchange Coop Contract # ETXXXXXXX". The shipment tracking number or pertinent information for verification shall be made available upon request.
- 8.3. Tax Exempt Status: Knowing and complying with the tax laws in each state is the sole responsibility of the vendor.
- 8.4. Reporting: The awarded vendor shall provide Region 10 ESC with an electronic accounting report, in a format prescribed by Region 10 ESC in Attachment A, on a quarterly basis summarizing all contract Sales for the applicable three month period. Reports of Contract Sales for Region 10 ESC and member agencies in each quarter shall be provided by awarded vendor to Region 10 ESC by the 10th business day of the following the close of the quarter. If there are no sales to report, Vendor is still required to communicate that information via email. Failure to provide a quarterly report of the administrative fees within the time and manner specified herein shall constitute a material breach of this contract and if not cured within thirty (30) days of written notice to Supplier shall be deemed a cause for termination of the contract at Region 10 ESC's sole discretion.

9. ARTICLE 9- PRICING

- 9.1. Best price guarantee: The awarded vendor agrees to provide pricing to Region 10 ESC and its participating entities that are the lowest pricing available and the pricing shall remain so throughout the duration of the contract. Pricing offered to Federal government buying consortiums for goods and services is exempt from this requirement. The awarded vendor, however, agrees to lower the cost of any product purchased through Region 10 ESC following a reduction in the manufacturer or publisher's direct cost.
- 9.2. Price increase: Should it become necessary or proper during the term of this contract to make any change in design or any alterations that will increase expense Region 10 ESC must be

notified immediately. Price increases must be approved by Region 10 ESC and no payment for additional materials or services, beyond the amount stipulated in the contract, shall be paid without prior approval. All price increases must be supported by manufacturer documentation, or a formal cost justification letter. Awarded vendor must honor previous prices for thirty (30) days after approval and written notification from Region 10 ESC if requested. It is the awarded vendor's responsibility to keep all pricing up to date and on file with Region 10 ESC. All price changes must be provided to Region 10 ESC, using the same format as was accepted in the original contract.

- 9.3. Additional Charges: All deliveries shall be freight prepaid, F.O.B. destination and shall be included in all pricing offered unless otherwise clearly stated in writing.
- 9.4. Price reduction and adjustment: Price reduction may be offered at any time during the contract and shall become effective upon notice of acceptance from Region 10 ESC. Special, time-limited reductions are permissible under the following conditions: 1) reduction is available to all Members equally; 2) reduction is for a specific time period, normally not less than thirty (30) days; 3) original price is not exceeded after the time-limit; and 4) Region 10 ESC has approved the new prices prior to any offer of the prices to a Member. Vendor shall offer Region 10 ESC any published price reduction during the contract period.
- 9.5. Administrative Fees: All pricing submitted to Region 10 ESC shall include the administrative fee to be remitted to Region 10 ESC by the awarded vendor. The awarded vendor agrees to pay a 2% administrative fee quarterly to Region 10 ESC of the total purchase amount paid to awarded vendor, less refunds, credits on returns, rebates and discounts, for the sale of products and/or services to Region 10 ESC and member agencies pursuant to the contract (as amended from time to time and including any renewal thereof) ("Contract Sales"). Region 10 ESC will invoice vendor after verifying quarterly reports. Administrative fee payments are to be paid by the awarded vendor to Region 10 ESC within thirty (30) days of receipt of invoice.

If any sales are made directly through the EdCuration site utilizing this contract, EdCuration will report those sales on the vendor's behalf and remit the administrative fee to Region 10 ESC directly. Region 10 will provide vendors a quarterly report showing any sales made directly through EdCuration's website.

- 9.6. The awarded vendor will receive early access to register for EdTech Exchange events and will receive EdTech Exchange signs for their conference booths. Vendors shall also receive a dedicated vendor page on EdCuration's website and a discount to be negotiated with EdCuration on additional marketing packages.
- 9.7. The awarded vendor will receive early access to register for EdTech Exchange events and will receive EdTech Exchange signs for their conference booths as well as an EdTech Exchange partnership logo for use online.
- 9.8. The awarded vendor will also receive a 10% discount on registration for EdTech Exchange-related events. When revenue shared with Region 10 exceeds \$500, vendor will be able to reserve rooms in the Region 10 Spring Valley or Abrams Conference Center once a year for vendor events to educate/train/demonstrate the awarded vendor's product, subject to availability. Additional discounts and opportunities may be offered at Region 10's sole discretion.

10. ARTICLE 10- PRICING AUDIT

- 10.1. Audit rights: Vendor shall, at Vendor's sole expense, maintain appropriate due diligence of all

purchases made by Region 10 ESC and any entity that utilizes this Agreement. Region 10 ESC reserves the right to audit the accounting for a period of three (3) years from the time such purchases are made. This audit right shall survive termination of this Agreement for a period of one (1) year from the effective date of termination. Region 10 ESC shall have the authority to conduct random audits of Vendor's pricing that is offered to eligible entities at Region 10 ESC's sole cost and expense. Notwithstanding the foregoing, in the event that Region 10 ESC is made aware of any pricing being offered to eligible agencies that is materially inconsistent with the pricing under this agreement, Region 10 ESC shall have the ability to conduct an extensive audit of Vendor's pricing at Vendor's sole cost and expense. Region 10 ESC may conduct the audit internally or may engage a third-party auditing firm. In the event of an audit, the requested materials shall be provided in the format and at the location designated by Region 10 ESC or Region 10 ESC.

11. ARTICLE 11- OFFEROR PRODUCT LINE REQUIREMENTS

- 11.1. Current products: Proposals shall be for materials and equipment in current production and marketed to the general public and education/government agencies at the time the proposal is submitted.
- 11.2. Discontinued products: If a product or model is discontinued by the manufacturer, vendor may substitute a new product or model if the replacement product meets or exceeds the specifications and performance of the discontinued model and if the discount is the same or greater than the discontinued model.
- 11.3. New products/Services: New products and/or services that meet the scope of work may be added to the contract. Pricing shall be equivalent to the percentage discount for other products. Vendor may replace or add product lines to an existing contract if the line is replacing or supplementing products on contract, is equal or superior to the original products offered, is discounted in a similar or to a greater degree, and if the products meet the requirements of the solicitation. No products and/or services may be added to avoid competitive procurement requirements. Region 10 ESC may require additions to be submitted with documentation from Members demonstrating an interest in, or a potential requirement for, the new product or service. Region 10 ESC may reject any additions without cause.
- 11.4. Options: Optional equipment for products under contract may be added to the contract at the time they become available under the following conditions: 1) the option is priced at a discount similar to other options; 2) the option is an enhancement to the unit that improves performance or reliability.
- 11.5. Product line: Offerors with a published catalog may submit the entire catalog. Region 10 ESC reserves the right to select products within the catalog for award without having to award all contents. Region 10 ESC may reject any addition of equipment options without cause.
- 11.6. Warranty conditions: All supplies, equipment and services shall include manufacturer's minimum standard warranty and one (1) year labor warranty unless otherwise agreed to in writing.
- 11.7. It shall be the vendor's responsibility to keep any information on their EdCuration vendor page up to date, including but not limited to contact information, product information, and pricing (if applicable).

12. ARTICLE 12- MISCELLANEOUS

- 12.1. Funding Out Clause: Any/all contracts exceeding one (1) year shall include a standard “funding out” clause. A contract for the acquisition, including lease, of real or personal property is a commitment of the entity’s current revenue only, provided the contract contains either or both of the following provisions:
“Retains to the entity the continuing right to terminate the contract at the expiration of each budget period during the term of the contract and is conditioned on a best efforts attempt by the entity to obtain appropriate funds for payment of the contract.”
- 12.2. Disclosures: Offeror affirms that he/she has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service to a public servant in connection with this contract.
- Include a complete description of any and all relationships that might be considered a conflict of interest in doing business with participants in Region 10 ESC.
- The Offeror affirms that, to the best of his/her knowledge, the offer has been arrived at independently, and is submitted without collusion with anyone to obtain information or gain any favoritism that would in any way limit competition or give an unfair advantage over other vendors in the award of this contract.
- 12.3. Indemnity: The awarded vendor shall protect, indemnify, and hold harmless Region 10 ESC and its participants, administrators, employees and agents against all claims, damages, losses and expenses arising out of or resulting from the actions of the vendor, vendor employees or vendor subcontractors in the preparation of the solicitation and the later execution of the contract, including any supplemental agreements with members. Any litigation involving Region 10 ESC, its administrators and employees and agents will be in Dallas County, Texas. Any litigation involving Region 10 ESC members shall be in the jurisdiction of the participating agency.
- 12.4. Franchise Tax: The Offeror hereby certifies that he/she is not currently delinquent in the payment of any franchise taxes.
- 12.5. Marketing: Awarded vendor agrees to allow Region 10 ESC to use their name and logo within website, marketing materials and advertisement. Any use of Region 10 ESC name and logo or any form of publicity, inclusive of press releases, regarding this contract by awarded vendor must have prior approval from Region 10 ESC.
- 12.6. Certificates of Insurance: Certificates of insurance shall be delivered to the Region 10 ESC participant prior to commencement of work. The insurance company shall be licensed in the applicable state in which work is being conducted. The awarded vendor shall give the participating entity a minimum of ten (10) days’ notice prior to any modifications or cancellation of policies. The awarded vendor shall require all subcontractors performing any work to maintain coverage as specified.
- 12.7. Legal Obligations: It is the Offeror’s responsibility to be aware of and comply with all local, state, and federal laws governing the sale of products/services identified in this RFP and any awarded contract and shall comply with all while fulfilling the RFP. Applicable laws and regulation must be followed even if not specifically identified herein.
- 12.8. Boycott Certification: Respondents hereby certify that during the term of any Agreement, it does not boycott Israel and will not boycott Israel. “Boycott” means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person

or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes.

- 12.9. Open Records Policy: Because Region 10 ESC contracts are awarded by a governmental entity, responses submitted are subject to release as public information after contracts are executed. If a vendor believes that its response, or parts of its response, may be exempted from disclosure, the vendor must specify page-by-page and line-by-line the parts of the response, which it believes, are exempt. In addition, the Offeror must specify which exception(s) are applicable and provide detailed reasons to substantiate the exception(s). Offeror must provide this information on the "Acknowledgement and Acceptance to Region 10 ESC's Open Record Policy" form found at the beginning of this solicitation. Any information that is unmarked will be considered public information and released, if requested under the Public Information Act.

The determination of whether information is confidential and not subject to disclosure is the duty of the Office of Attorney General (OAG). Region 10 ESC must provide the OAG sufficient information to render an opinion and therefore, vague and general claims to confidentiality by the Offeror are not acceptable. Region 10 ESC must comply with the opinions of the OAG. Region 10 ESC assumes no responsibility for asserting legal arguments on behalf of any vendor. Offeror are advised to consult with their legal counsel concerning disclosure issues resulting from this procurement process and to take precautions to safeguard trade secrets and other proprietary information.

After completion of award, these documents will be available for public inspection.

- 12.10. All parties agree that venue for any litigation arising from this contract shall lie in Richardson, Dallas County, Texas, and that the laws of the State of Texas shall govern the rights of the parties and the validity and interpretation of any purchase order, contract, or service agreement that shall arise from and include this proposal request.

[Remainder of Page Intentionally Left Blank- Signatures follow on Signature Form]

CONTRACT SIGNATURE FORM

The undersigned hereby proposes and agrees to furnish goods and/or services in strict compliance with the terms, specifications and conditions at the prices proposed within response unless noted in writing. The undersigned further certifies that he/she is an officer of the company and has authority to negotiate and bind the company named below and has not prepared this proposal in collusion with any other Respondent and that the contents of this proposal as to prices, terms or conditions of said proposal have not been communicated by the undersigned nor by any employee or agent to any person engaged in this type of business prior to the official opening of this proposal.

VENDORS MUST SUBMIT THIS FORM COMPLETED AND SIGNED WITH THEIR RESPONSE TO BE CONSIDERED

Prices are guaranteed: **120 days**

Company name	Defined Learning, LLC
Address	900 Skokie Blvd., Suite 100
City/State/Zip	Northbrook, IL 60062
Telephone No.	(888) 759- 5020
Email address	patrick_irvine@definedlearning.com
Printed name	Patrick Irvine
Position with company	Chief of Staff
Authorized signature	<i>Patrick Irvine</i>

Term of contract August 1, 2023 to July 31, 2024

Unless otherwise stated, all contracts are for a period of one (1) year with an option to renew annually for an additional four (4) years if agreed to by Region 10 ESC. Vendor shall honor all administrative fees for any sales made based on the contract whether renewed or not.



Region 10 ESC Authorized Agent

6/14/23

Date

Jim Newhouse

Print Name

EdTech Exchange Contract Number ET231201

DOC #1 CLEAN AIR AND WATER ACT

I, the Vendor, am in compliance with all applicable standards, orders or regulations issued pursuant to the Clean Air Act of 1970, as Amended (42 U.S. C. 1857 (h), Section 508 of the Clean Water Act, as amended (33 U.S.C. 1368), Executive Order 117389 and Environmental Protection Agency Regulation, 40 CFR Part 15 as required under OMB Circular A-102, Attachment O, Paragraph 14 (1) regarding reporting violations to the grantor agency and to the United States Environment Protection Agency Assistant Administrator for the Enforcement.

Potential Vendor: Defined Learning, LLC

Title of Authorized Representative: Patrick Irvine, Chief of Staff

Mailing Address: 900 Skokie Blvd., Suite 100 Northbrook, IL 60062

Signature: *Patrick Irvine*

DOC #2 DEBARMENT NOTICE

I, the Vendor, certify that my company has not been debarred, suspended or otherwise ineligible for participation in Federal Assistance programs under Executive Order 12549, "Debarment and Suspension", as described in the Federal Register and Rules and Regulations.

Potential Vendor: Defined Learning, LLC

Title of Authorized Representative: Patrick Irvine, Chief of Staff

Mailing Address: 900 Skokie Blvd., Suite 100 Northbrook, IL 60062

Signature: *Patrick Irvine*

DOC #3 LOBBYING CERTIFICATION

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by Section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his/her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all covered sub-awards exceeding \$100,000 in Federal funds at all appropriate tiers and that all sub-recipients shall certify and disclose accordingly.

Patrick Irvine

Signature of Respondent

May 11, 2023

Date

DOC #4 CONTRACTOR CERTIFICATION REQUIREMENTS

Contractor's Employment Eligibility

By entering the contract, Contractor warrants compliance with the Federal Immigration and Nationality Act (FINA), and all other federal and state immigration laws and regulations. The Contractor further warrants that it is in compliance with the various state statutes of the states it will operate this contract in.

Participating Government Entities including School Districts may request verification of compliance from any Contractor or subcontractor performing work under this Contract. These Entities reserve the right to confirm compliance in accordance with applicable laws.

Should the Participating Entities suspect or find that the Contractor or any of its subcontractors are not in compliance, they may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

The Respondent complies and maintains compliance with the appropriate statutes which requires compliance with federal immigration laws by State employers, State contractors and State subcontractors in accordance with the E-Verify Employee Eligibility Verification Program.

Contractor shall comply with governing board policy of the Region 10 ESC Participating entities in which work is being performed.

Fingerprint & Criminal Background Checks

If required to provide services on school district property at least five (5) times during a month, contractor shall submit a full set of fingerprints to the school district if requested of each person or employee who may provide such service. Alternately, the school district may fingerprint those persons or employees. An exception to this requirement may be made as authorized in Governing Board policy. The district shall conduct a fingerprint check in accordance with the appropriate state and federal laws of all contractors, subcontractors or vendors and their employees for which fingerprints are submitted to the district. Contractor, subcontractors, vendors and their employees shall not provide services on school district properties until authorized by the District.

The Respondent shall comply with fingerprinting requirements in accordance with appropriate statutes in the state in which the work is being performed unless otherwise exempted.

Contractor shall comply with governing board policy in the school district or Participating Entity in which work is being performed.

Business Operations in Sudan, Iran

In accordance with A.R.S. 35-391 and A.R.S. 35-393, the Contractor hereby certifies that the contractor does not have scrutinized business operations in Sudan and/or Iran.

Patrick Irwine

Signature of Respondent

May 11, 2023

Date

DOC #5 ANTITRUST CERTIFICATION STATEMENTS
(Tex. Government Code § 2155.005)

I affirm under penalty of perjury of the laws of the State of Texas that:

- (1) I am duly authorized to execute this contract on my own behalf or on behalf of the company, corporation, firm, partnership or individual (Company) listed below;
- (2) In connection with this proposal, neither I nor any representative of the Company has violated any provision of the Texas Free Enterprise and Antitrust Act, Tex. Bus. & Comm. Code Chapter 15;
- (3) In connection with this proposal, neither I nor any representative of the Company has violated any federal antitrust law; and
- (4) Neither I nor any representative of the Company has directly or indirectly communicated any of the contents of this proposal to a competitor of the Company or any other company, corporation, firm, partnership or individual engaged in the same line of business as the Company.

VENDOR Defined Learning, LLC

ADDRESS 900 Skokie Blvd.

Suite 100

Northbrook, IL 60062

PHONE (888) 759- 5020

FAX (847) 483-1259

RESPONDANT

Patrick Irvine
Signature

Patrick Irvine
Printed Name

Chief of Staff
Position with Company

AUTHORIZING OFFICIAL

Signature

Printed Name

Position with Company

DOC #6 IMPLEMENTATION OF HOUSE BILL 1295

Certificate of Interested Parties (Form 1295):

In 2015, the Texas Legislature adopted House Bill 1295, which added section 2252.908 of the Government Code. The law states that a governmental entity or state agency may not enter into certain contracts with a business entity unless the business entity submits a disclosure of interested parties to the governmental entity or state agency at the time the business entity submits the signed contract to the governmental entity or state agency. The law applies only to a contract of a governmental entity or state agency that either (1) requires an action or vote by the governing body of the entity or agency before the contract may be signed or (2) has a value of at least \$1 million. The disclosure requirement applies to a contract entered into on or after January 1, 2016.

The Texas Ethics Commission was required to adopt rules necessary to implement that law, prescribe the disclosure of interested parties form, and post a copy of the form on the commission's website. The commission adopted the Certificate of Interested Parties form (Form 1295) on October 5, 2015. The commission also adopted new rules (Chapter 46) on November 30, 2015, to implement the law. The commission does not have any additional authority to enforce or interpret House Bill 1295.

Filing Process:

Starting on January 1, 2016, the commission will make available on its website a new filing application that must be used to file Form 1295. A business entity must use the application to enter the required information on Form 1295 and print a copy of the completed form, which will include a certification of filing that will contain a unique certification number. An authorized agent of the business entity must sign the printed copy of the form and have the form notarized. The completed Form 1295 with the certification of filing must be filed with the governmental body or state agency with which the business entity is entering into the contract.

The governmental entity or state agency must notify the commission, using the commission's filing application, of the receipt of the filed Form 1295 with the certification of filing not later than the 30th day after the date the contract binds all parties to the contract. The commission will post the completed Form 1295 to its website within seven business days after receiving notice from the governmental entity or state agency.

Information regarding how to use the filing application will be available on this site starting on January 1, 2016.

https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm



DOC #7 BOYCOTT CERTIFICATION

Respondent certifies that during the term of any Agreement, it does not boycott Israel and will not boycott Israel. "Boycott" means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes.

Respondent certifies that respondent does not boycott energy companies, and it will not boycott energy companies during the term of any subsequent contract. Pursuant to Texas Government Code Chapter 2274, as enacted in Senate Bill 13 of the 87th Texas Legislature, if respondent is a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations (specifically excluding sole proprietorships) that exists to make a profit which has ten (10) or more full-time employees and the value of the contract with the ESC is \$100,000 or more, the respondent must represent and warrant to the ESC that the respondent does not boycott energy companies and will not boycott energy companies during the term of any subsequent contract.

DOC #8 TERRORIST STATE CERTIFICATION

In accordance with Texas Government Code, Chapter 2252, Subchapter F, REGION 10 ESC is prohibited from entering into a contract with a company that is identified on a list prepared and maintained by the Texas Comptroller or the State Pension Review Board under Texas Government Code Sections 806.051, 807.051, or 2252.153. By execution of any agreement, the respondent certifies to REGION 10 ESC that it is not a listed company under any of those Texas Government Code provisions. Responders must voluntarily and knowingly acknowledge and agree that any agreement shall be null and void should facts arise leading the REGION 10 ESC to believe that the respondent was a listed company at the time of this procurement.

DOC #9 NONDISCRIMINATION AGAINST FIREARM INDUSTRY CERTIFICATION

Respondent certifies that respondent does not discriminate against firearm entities or firearm trade associations, and it will not discriminate against firearm entities or firearm trade associations during the term any subsequent contract. Pursuant to Texas Government Code Chapter 2274, as enacted in Senate Bill 19 of the 87th Texas Legislature, if respondent is a for-profit organization, association, corporation, partnership, joint venture, limited partnership, limited liability partnership, or limited liability company, including a wholly owned subsidiary, majority-owned subsidiary, parent company, or affiliate of those entities or business associations (specifically excluding sole proprietorships) that exists to make a profit which has ten (10) or more full-time employees and the value of the contract with the ESC is \$100,000 or more, the respondent must represent and warrant to the ESC that the vendor does not have a practice, policy, guidance or directive that discriminates against a firearm entity or firearm trade association and will not discriminate against a firearm entity or firearm trade association during the term of any subsequent contract.



DOC #10 RESIDENT CERTIFICATION:

This Certification Section must be completed and submitted before a proposal can be awarded to your company. This information may be placed in an envelope labeled "Proprietary" and is not subject to public view. In order for a proposal to be considered, the following information must be provided. Failure to complete may result in rejection of the proposal:

As defined by Texas House Bill 602, a "nonresident Bidder" means a Bidder whose principal place of business is not in Texas, but excludes a contractor whose ultimate parent company or majority owner has its principal place of business in Texas.

Texas or Non-Texas Resident

- ☐ I certify that my company is a "**resident Bidder**"
☒ I certify that my company qualifies as a "**nonresident Bidder**"

If you qualify as a "nonresident Bidder," you must furnish the following information:

What is your resident state? (The state your principal place of business is located.)

Defined Learning, LLC	900 Skokie Blvd., Suite 100	
Company Name	Address	
Northbrook, IL 60062		
City	State	Zip

DOC #11 FEDERAL FUNDS CERTIFICATION FORM

When a participating agency seeks to procure goods and services using funds under a federal grant or contract, specific federal laws, regulations, and requirements may apply in addition to those under state law. This includes, but is not limited to, the procurement standards of the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 CFR 200 (sometimes referred to as the "Uniform Guidance" or "EDGAR" requirements). All Vendors submitting proposals must complete this Federal Funds Certification Form regarding Vendor's willingness and ability to comply with certain requirements which may be applicable to specific participating agency purchases using federal grant funds. This completed form will be made available to participating agencies for their use while considering their purchasing options when using federal grant funds. Participating agencies may also require Vendors to enter into ancillary agreements, in addition to the contract's general terms and conditions, to address the member's specific contractual needs, including contract requirements for a procurement using federal grants or contracts.


For each of the items below, Vendor should certify Vendor's agreement and ability to comply, where applicable, by having Vendor's authorized representative complete and initial the applicable lines after each section and sign the acknowledgment at the end of this form. If a vendor fails to complete any item in this form, Region 10 ESC will consider the Vendor's response to be that they are unable or unwilling to comply. A negative response to any of the items may impact the ability of a participating agency to purchase from the Vendor using federal funds.

1. Vendor Violation or Breach of Contract Terms:

Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 USC 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.


Any Contract award will be subject to Region 10 ESC General Terms and Conditions, as well as any additional terms and conditions in any Purchase Order, participating agency ancillary contract, or Member Construction Contract agreed upon by Vendor and the participating agency which must be consistent with and protect the participating agency at least to the same extent as the Region 10 ESC Terms and Conditions.

The remedies under the Contract are in addition to any other remedies that may be available under law or in equity. By submitting a Proposal, you agree to these Vendor violation and breach of contract terms.

Does vendor agree?  _____
(Initials of Authorized Representative)

2. Termination for Cause or Convenience:


When a participating agency expends federal funds, the participating agency reserves the right to immediately terminate any agreement in excess of \$10,000 resulting from this procurement process in the event of a breach or default of the agreement by Offeror in the event Offeror fails to: (1) meet schedules, deadlines, and/or delivery dates within the time specified in the procurement solicitation, contract, and/or a purchase order; (2) make any payments owed; or (3) otherwise perform in accordance with the contract and/or the procurement solicitation. participating agency also reserves the right to terminate the contract immediately, with written notice to offeror, for convenience, if participating agency believes, in its sole discretion that it is in the best interest of participating agency to do so. Offeror will be compensated for work performed and accepted and goods accepted by participating agency as of the termination date if the contract is terminated for convenience of participating agency. Any award under this procurement process is not exclusive and participating agency reserves the right to purchase goods and services from other offerors when it is in participating agency's best interest.

Does vendor agree?  _____
(Initials of Authorized Representative)

3. Equal Employment Opportunity:

Except as otherwise provided under 41 CFR Part 60, all participating agency purchases or contracts that meet the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 shall be deemed to include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, "Equal Employment Opportunity" (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and implementing regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."

The equal opportunity clause provided under 41 CFR 60-1.4(b) is hereby incorporated by reference. Vendor agrees that such provision applies to any participating agency purchase or contract that meets the definition of "federally assisted construction contract" in 41 CFR Part 60-1.3 and Vendor agrees that it shall comply with such provision.

Does vendor agree? 


(Initials of Authorized Representative)

4. Davis-Bacon Act:

When required by Federal program legislation, Vendor agrees that, for all participating agency prime construction contracts/purchases in excess of \$2,000, Vendor shall comply with the Davis-Bacon Act (40 USC 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). In accordance with the statute, Vendor is required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determinate made by the Secretary of Labor. In addition, Vendor shall pay wages not less than once a week.

Current prevailing wage determinations issued by the Department of Labor are available at www.wdol.gov. Vendor agrees that, for any purchase to which this requirement applies, the award of the purchase to the Vendor is conditioned upon Vendor's acceptance of the wage determination.

Vendor further agrees that it shall also comply with the Copeland "Anti-Kickback" Act (40 USC 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, "Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States"). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled.

Does vendor agree? 

(Initials of Authorized Representative)

5. Contract Work Hours and Safety Standards Act:

Where applicable, for all participating agency contracts or purchases in excess of \$100,000 that involve the employment of mechanics or laborers, Vendor agrees to comply with 40 USC 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 USC 3702 of the Act, Vendor is required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 USC 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

Does vendor agree? 

(Initials of Authorized Representative)

6. Right to Inventions Made Under a Contract or Agreement:

If the participating agency's Federal award meets the definition of "funding agreement" under 37 CFR 401.2(a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance or experimental, developmental, or research work under that "funding agreement," the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, "Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements," and any implementing regulations issued by the awarding agency.

Vendor agrees to comply with the above requirements when applicable.

Does vendor agree? *[Signature]*
(Initials of Authorized Representative)

7. Clean Air Act and Federal Water Pollution Control Act:

Clean Air Act (42 USC 7401-7671q.) and the Federal Water Pollution Control Act (33 USC 1251-1387), as amended – Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 USC 7401-7671q.) and the Federal Water Pollution Control Act, as amended (33 USC 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

When required, Vendor agrees to comply with all applicable standards, orders, or regulations issued pursuant to the Clean Air Act and the Federal Water Pollution Control Act.

Does vendor agree? *[Signature]*
(Initials of Authorized Representative)

8. Debarment and Suspension:

Debarment and Suspension (Executive Orders 12549 and 12689) – A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1966 Comp. p. 189) and 12689 (3CFR Part 1989 Comp. p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Vendor certifies that Vendor is not currently listed on the government-wide exclusions in SAM, is not debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549. Vendor further agrees to immediately notify the Cooperative and all participating agencies with pending purchases or seeking to purchase from Vendor if Vendor is later listed on the government-wide exclusions in SAM, or is debarred, suspended, or otherwise excluded by agencies or declared ineligible under statutory or regulatory authority other than Executive Order 12549.

Does vendor agree? *[Signature]*
(Initials of Authorized Representative)

9. Byrd Anti-Lobbying Amendment:

Byrd Anti-Lobbying Amendment (31 USC 1352) -- Vendors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 USC 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award. As applicable, Vendor agrees to file all certifications and disclosures required by, and otherwise comply with, the Byrd Anti-Lobbying Amendment (31 USC 1352).

Does vendor agree? *PI*

(Initials of Authorized Representative)

10. Procurement of Recovered Materials:

For participating agency purchases utilizing Federal funds, Vendor agrees to comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act where applicable and provide such information and certifications as a participating agency may require to confirm estimates and otherwise comply. The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR Part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds \$10,000 or the value of the quantity acquired during the preceding fiscal year exceeded \$10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery, and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines.

Does vendor agree? *PI*

(Initials of Authorized Representative)

11. Profit as a Separate Element of Price:

For purchases using federal funds in excess of \$150,000, a participating agency may be required to negotiate profit as a separate element of the price. See, 2 CFR 200.323(b). When required by a participating agency, Vendor agrees to provide information and negotiate with the participating agency regarding profit as a separate element of the price for a particular purchase. However, Vendor agrees that the total price, including profit, charged by Vendor to the participating agency shall not exceed the awarded pricing, including any applicable discount, under Vendor's Cooperative Contract.

Does vendor agree? *PI*

(Initials of Authorized Representative)

12. Domestic Preference

Vendor must be prepared to provide a comprehensive list of the number of goods, products, and/or materials (including but not limited to iron, aluminum, steel, cement, and other manufactured products) being used for specific purchase orders under the contract award which were produced in the United States upon request to Region 10 ESC or any Equalis member who intends to use this contract with federal funds.

Does vendor agree? *PI*

(Initials of Authorized Representative)

13. Prohibition on Certain Telecommunications and Video Surveillance Services or Equipment

Vendor agrees that recipients and subrecipients are prohibited from obligating or expending loan or grant funds to procure or obtain, extend or renew a contract to procure or obtain, or enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system from companies described in Public Law 115-232, section 889. Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country are also prohibited.

Does vendor agree? *PI*

(Initials of Authorized Representative)

14. General Compliance and Cooperation with Participating Agencies:

In addition to the foregoing specific requirements, Vendor agrees, in accepting any Purchase Order from a participating agency, it shall make a good faith effort to work with participating agencies to provide such information and to satisfy such requirements as may apply to a particular participating agency purchase or purchases including, but not limited to, applicable recordkeeping and record retention requirements.

Does vendor agree? PI

(Initials of Authorized Representative)

15. Applicability to Subcontractors

Offeror agrees that all contracts it awards pursuant to the Contract shall be bound by the foregoing terms and conditions.

Does vendor agree? PI

(Initials of Authorized Representative)

By signature below, I certify that the information in this form is true, complete, and accurate and that I am authorized by my company to make this certification and all consents and agreements contained herein.

Defined Learning, LLC

Company Name

Patrick Irvine

Signature of Authorized Company Official

Patrick Irvine

Printed Name

Chief of Staff

Title

May 11, 2023

Date

DOC #12 GENERAL TERMS & CONDITIONS ACCEPTANCE FORM

Signature on the Vendor Contract Signature form certifies complete acceptance of the General Terms and Conditions in this solicitation, except as noted below (additional pages may be attached, if necessary).

Check one of the following responses to the General Terms and Conditions:

☒ We take no exceptions/deviations to the general terms and conditions

(Note: If none are listed below, it is understood that no exceptions/deviations are taken.)

☐ We take the following exceptions/deviations to the general terms and conditions. All exceptions/deviations must be clearly explained and listed below. **Redlining the terms and conditions in the document above is unacceptable and may result in your proposal being removed from consideration.** Reference the corresponding general terms and conditions that you are taking exceptions/deviations to. Clearly state if you are adding additions terms and conditions to the general terms and conditions. Provide details on your exceptions/deviations below:

(Note: Unacceptable exceptions shall remove your proposal from consideration for award. Region 10 ESC shall be the sole judge on the acceptance of exceptions/deviations and the decision shall be final.)

ATTACHMENT B: EDCURATION MARKETING FORM

Region 10 ESC has partnered with EdCuration, a marketplace for connecting education software companies with educators to help foster collaborative solutions to today's education challenges. EdCuration will assist Region 10 ESC in marketing EdTech Exchange contracts to members in Texas and across the nation.

To that end, awarded vendors will receive a vendor page on EdCuration's website which will advertise the awarded vendor's products and services, a digital badge, showing that the vendor has an awarded Region 10 ESC contract purchasing vehicle, host the contract due diligence provided by Region 10 ESC that EdTech Exchange members will need to verify the procurement process, and provide the ability for members to purchase the awarded vendor's products directly through the EdCuration website or easily request a quote from the vendor depending on the complexity of the awarded vendor's pricing.

Please state your company's agreement to work with EdCuration to provide your logo, company and product information, and to designate a sales lead for this contract who can handle leads and sales made through the EdCuration website, in order to most easily facilitate sales to Region 10 and beyond:

☐ We Agree to manage our product page on [EdCuration.com](https://www.edcuration.com).

☒ We would like to discuss listing requirements with EdCuration.

OPEN RECORDS POLICY ACKNOWLEDGMENT AND ACCEPTANCE

Be advised that all information and documents submitted will be subject to the Public Information Act requirements governed by Chapter 552 of the Texas Government Code.

Because contracts are awarded by a Texas governmental entity, all responses submitted are subject to release as public information after contracts are executed. If a Respondent believes that its response, or parts of its response, may be exempted from disclosure to the public, the Respondent must specify page-by-page and line-by-line the parts of the response, which it believes, are exempted from disclosure. In addition, the Respondent must specify which exception(s) are applicable and provide detailed reasons to substantiate the exception(s). Respondent must provide this information on the "Acknowledgement and Acceptance to Region 10 ESC's Public Information Act Policy" form found on the next page of this solicitation. Any information that is unmarked will be considered public information and released, if requested under the Public Information Act.

The determination of whether information is confidential and not subject to disclosure is the duty of the Office of Attorney General (OAG). Region 10 ESC must provide the OAG with the information requested in order for the OAG to render an opinion. In such circumstances, Respondent will be notified in writing that the material has been requested and delivered to the OAG. Respondent will have an opportunity to make arguments to the OAG in writing regarding the exception(s) to the TPIA that permit the information to be withheld from public disclosure. Respondents are advised that such arguments to the OAG must be specific and well-reasoned--vague and general claims to confidentiality by the Respondent are generally not acceptable to the OAG. Once the OAG opinion is received by Region 10 ESC, Region 10 ESC must comply with the opinions of the OAG. Region 10 ESC assumes no responsibility for asserting legal arguments on behalf of any Respondent. Respondents are advised to consult with their legal counsel concerning disclosure issues resulting from this procurement process and to take precautions to safeguard trade secrets and other proprietary information.

After completion of award, these documents will be available for public inspection.

Signature below certifies complete acceptance of Region 10 ESC's Open Records Policy, except as noted below (additional pages may be attached, if necessary). Check one of the following responses to the Acknowledgment and Acceptance of Region 10 ESC's Open Records Policy below:

☒ We acknowledge Region 10 ESC's Public Information Act policy and declare that no information submitted with this proposal, or any part of our proposal, is exempt from disclosure under the Public Information Act.

(Note: All information believed to be a trade secret or proprietary must be listed below. It is further understood that failure to identify such information, in strict accordance with the instructions below, will result in that information being considered public information and released, if requested under the Public Information Act.)

☐ We declare the following information to be a trade secret or proprietary and exempt from disclosure under the Public Information Act.

(Note: Respondent must specify page-by-page and line-by-line the parts of the response, which it believes, are exempt. In addition, Respondent must specify which exception(s) are applicable and provide detailed reasons to substantiate the exception(s).)

May 11, 2023

Date

Patrick Irvine Chief of Staff
Authorized Signature & Title