



## Proposal – Software and Related Products and Services (EdTech Cooperative)

### RFP #2020-12

**Presented to:**

Clint Pechacek, Purchasing Consultant  
Education Service Center, Region 10  
400 East Spring Valley Rd  
Richardson, TX 7508

**Proposal Deadline:**

January 20, 2021, 2 PM CST

**Prospective Contractor Contact:**

Jackelyn Skudra, Strategic Territory Manager - Texas  
1867 Yonge Street, Suite 700  
Toronto, ON M4S 1Y5  
+ 1 (800) 965-8541 x 221  
[jackelyns@xello.world](mailto:jackelyns@xello.world)

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# SECTION A

COVER LETTER





January 20, 2021

Clint Pechacek, Purchasing Consultant  
Education Service Center, Region 10  
400 East Spring Valley Rd  
Richardson, TX 7508

Dear Mr. Pechacek,

Please accept this enclosed proposal from Xello in response to the request for proposals  
**#2020-12 Software and Related Products and Services (EdTech Cooperative).**

In this submission you'll learn how our online program, **Xello**, can help Region 10 meet its college, career and military readiness (CCMR) goals by offering a program experience for students, parents and educators that is engaging and intuitive. Xello's guiding principle of supporting students of **all pathways** in planning for their successful future aligns perfectly to your district's strategic vision for equity and excellence.

This proposal also showcases how well Xello aligns with Texas Essential Knowledge and Skills (TEKS) mandate requirements and provides insight into our long-standing relationships with districts across the state.

Thousands of educators have helped their middle and high school students become future ready with the help of the team at Xello. Our comprehensive training, implementation and professional development plan will demonstrate how you can easily implement and maintain an effective CCMR program in Region 10.

If any additional information is needed, or if I can answer any questions, please let me know. You can reach me at +1 (800) 965-8541 x 221 or at [jackelyns@xello.world](mailto:jackelyns@xello.world).

Thank you in advance for your consideration.

Kind regards,

A handwritten signature in black ink, appearing to read "J Skudra".

Jackelyn Skudra  
Strategic Territory Director – Texas, Xello



# SECTION B

REQUIRED FORMS



## 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).)*

January 14, 2021

Date



Marketing & Proposals Manager

Authorized Signature & Title

January 20, 2021

Clint Pechacek, Purchasing Consultant  
Education Service Center, Region 10  
400 East Spring Valley Rd  
Richardson, TX 7508

Dear Mr. Pechacek,

With respect to the Open Records Policy Acknowledgment and Acceptance form, included in the request for proposals **#2020-12 Software and Related Products and Services (EdTech Cooperative)**, we would like to request exceptions to the release of the following proprietary information:

Confidential Information	Proposal Section	Page
<b>Xello Sales Figures</b>	Responses to Q. 5 & Q. 6	p. 3
<b>Notable Texas Contracts</b>	Response to Q. 7	p. 5
<b>Annual Volume</b>	Response to Q. 25	p. 37 - 38
<b>List of Xello's Membership in Cooperative and Government Group Purchasing Organizations</b>	Response to Q. 26	p. 39
<b>National Scholarships</b>	Response to Q. 30	p. 69
<b>Communication Tools</b>	Response to Q. 30	p. 81
<b>Demo Educator Account</b>	Response to Q. 30	p. 82
<b>Pricing</b>	XELLO - RFP 2020-12 Attachment A - Pricing	Sheet 1

If any additional information is needed, or if I can answer any questions, please let me know. You can reach me at +1 (800) 965-8541 x 183 or at [proposals@xello.world](mailto:proposals@xello.world).

Kind regards,



Fatima Stepanian  
Marketing & Proposals Manager, Xello


## 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: Xello Inc.

Title of Authorized Representative: Marketing & Proposals Manager

Mailing Address: 1867 Yonge St #700, Toronto, Ontario, Canada M4S 1Y5

Signature: 

## 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: Xello Inc.

Title of Authorized Representative: Marketing & Proposals Manager

Mailing Address: 1867 Yonge St #700, Toronto, Ontario, Canada M4S 1Y5

Signature: 

### 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.



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Signature of Respondent

January 14, 2021

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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.

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### 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.

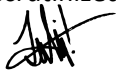
The Respondent shall comply with fingerprinting requirements in accordance with appropriate statutes in the state in which the work is being performed unless otherwise exempted.

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

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### 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.



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Signature of Respondent

January 14, 2021

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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** Xello Inc.

**ADDRESS** 1867 Yonge St #700

Toronto, Ontario,

Canada M4S 1Y5

**PHONE** +1 (800) 965-8541

**FAX** +1 (416) 463-0938

**RESPONDANT**



Signature

Matt McQuillen

Printed Name

CEO & Co-Founder

Position with Company

**AUTHORIZING OFFICIAL**



Signature

Fatima Stepanian

Printed Name

Marketing & Proposals Manager

Position with Company



# CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.  
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

## OFFICE USE ONLY CERTIFICATION OF FILING

Certificate Number:  
2021-703648

Date Filed:  
01/06/2021

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Xello Inc.  
Toronto Ontario Canada

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

EDUCATION SERVICE CENTER, REGION 10

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

RFP # 2020-12

Education Service Center, Region 10 ("Region 10 ESC") is seeking proposals for the procurement of Education Software and Related Products and Services.

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	N/A			

5 Check only if there is NO Interested Party.



## 6 UNSWORN DECLARATION

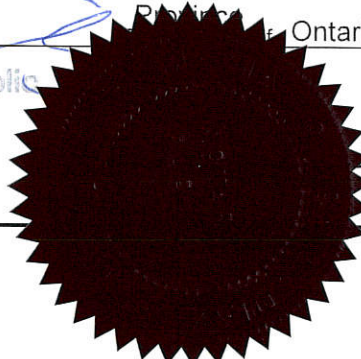
My name is Fatima Stepanain, and my date of birth is April 22, 1975.

My address is 1867 Yonge St #700, Toronto, ON, M4S 1Y5.  
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in York Region, Province of Ontario, on the 7th day of January, 2021.  
(month) (year)

Notary Public  
Barrister, Solicitor  
Suite 108  
3950 14th Avenue  
Markham, ON L3R 0A9



*[Signature]*

Authorized agent of contracting business entity  
(Declarant)

**DOC #7 BOYCOTT CERTIFICATION**

Respondents must 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.

**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 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.)

<u>Xello Inc.</u>	<u>1867 Yonge St #700</u>	<u></u>
pany Name	Address	Com
<u>Toronto Ontario M4S 1Y5</u>		<u></u>
State	Zip	City

## DOC #10 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, if applicable, 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? F.S.  
(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? F.S.  
(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? F.S.  
(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](http://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? F.S.  
(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? F.S.  
(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? F.S.  
(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? F.S.  
(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? F.S.  
(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? F.S.  
(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? F.S.  
(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? F.S.  
(Initials of Authorized Representative)

**12. 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? F.S.  
(Initials of Authorized Representative)

**13. 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? F.S.  
(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.

Xello Inc.  
Company Name

  
Signature of Authorized Company Official

Fatima Stepanian  
Printed Name

Marketing & Proposals Manager  
Title

January 14, 2021  
Date



## DOC #17 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. 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.)*

## Appendix C: VENDOR CONTRACT AND SIGNATURE FORM

*This Vendor Contract and Signature Form ("Contract") is made as of \_\_\_\_\_, by and between \_\_\_\_\_  
Xello Inc. ("Vendor") and Region 10 Education Service Center ("Region  
10 ESC") for the purchase of Education Software and Related Products and Services ("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 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 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 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 Non-Performance or Contractor Deficiency: Region 10 ESC may terminate any contract if Members have not used the contract, or if purchase volume is determined to be low volume in any 12-month period. Region 10 ESC reserves the right to cancel the whole or any part of this contract due to failure by contractor to carry out any obligation, term or condition of the contract. Region 10 ESC may issue a written deficiency notice to contractor for acting or failing to act in any of the following:
  - Providing material that does not meet the specifications of the contract;
  - Providing work and/or material that was not awarded under the contract;
  - Failing to adequately perform the services set forth in the scope of work and specifications;
  - Failing to complete required work or furnish required materials within a reasonable amount of time;
  - 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
  - Performing work or providing services under the contract prior to receiving an authorized purchase order from Region 10 ESC or participating member prior to such work
- 5.2. 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. Upon cancellation under this paragraph, all goods, materials, work, documents, data and reports prepared by contractor under the contract shall become the property of the Member on demand.

- 5.3. Termination 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.
- 5.4. Delivery/Service Failures: 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.
- 5.5. 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.

- 5.6. Standard Cancellation: Region 10 ESC may cancel this contract in whole or in part by providing written notice. The cancellation will take effect 30 business days after the other party receives the notice of cancellation. After the 30th business day all work will cease following completion of final purchase order. Vendor may be requested to provide 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 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 10<sup>th</sup> 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 1% 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.

Additional administrative fees may be negotiated if awarded vendor and Region 10 ESC mutually agree to additional partnership elements. Any additional partnership elements and additional fees will be outlined in a contract amendment mutually agreed and signed by both parties.

- 9.6. The awarded vendor will receive early access to register for EdTech events and will receive EdTech signs for their conference booths as well as an EdTech partnership logo for use online.
- 9.7. The awarded vendor will also receive a 10% discount on registration for EdTech-related events. When revenue shared with Region 10 exceeds \$5,000, vendor will be able to reserve rooms in the Region 10 Spring Valley or Abrams Conference Center twice a year for vendor events to educate/train/demonstrate the awarded vendor's product, subject to availability. Region 10 ESC will also offer a 50% discount on registration and booking fees at this contract volume for EdTech-related events.

#### 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.

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

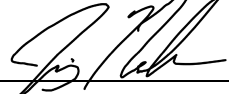
The undersigned hereby proposes and agrees to furnish goods and/or services in strict compliance with the terms, specifications and conditions at the prices proposed within response unless noted in writing. The undersigned further certifies that he/she is an officer of the company and has authority to 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.

Prices are guaranteed: **120 days**

Company name Xello Inc.  
Address 1867 Yonge St #700  
City/State/Zip Toronto Ontario M4S 1Y5  
Telephone No. +1 (800) 965-8541  
Fax No. +1 (416) 463-0938  
Email address proposals@xello.world  
Printed name Fatima Stepanian  
Position with company Marketing & Proposals Manager  
Authorized signature 

Term of contract March 1, 2021 to February 28, 2022

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

3/3/21  
Date

Jim Newhouse  
Print Name

EdTech Contract Number ET20201223

COMPANY  
D

## CSIO CERT (6/00)

# SECTION C

REGION 10 QUESTIONNAIRE



# Company Profile

## 1. What is your company's official registered name?

Xello Inc.

## 2. What is/are your corporate office location(s)?

1867 Yonge St #700, Toronto, Ontario, Canada

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

Xello has over 25 years of experience in education technology, delivering college and career readiness planning to K-12 students across North America. Founded in Toronto, Canada, Xello started as a company known as Career Cruising back in 1995—producing a career profile catalogue that then evolved and expanded into an online subscription program for schools.

In 2017 the company rebranded as Xello and, with the rebrand, launched a brand new college, career, and military readiness program of the same name.

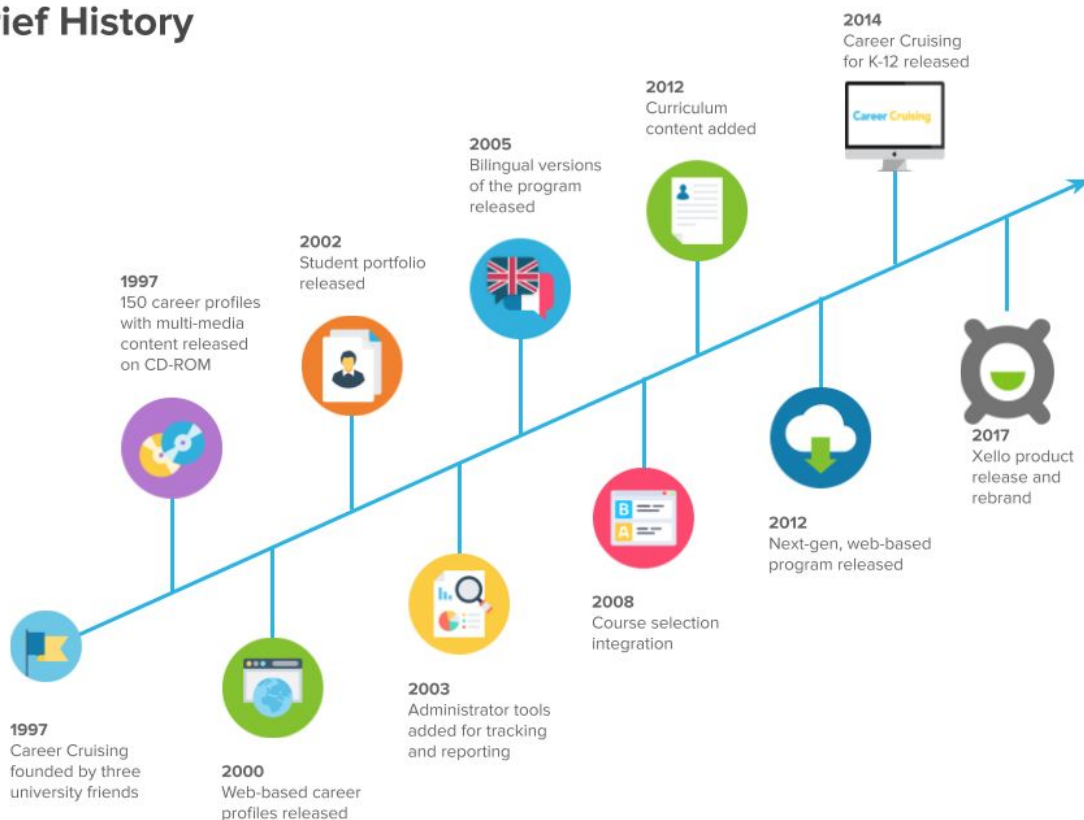
Over the years we may have grown, and rebranded, but our commitment to supporting school districts and students across the country has never wavered. We are more than just a service provider, we pride ourselves on being a true partner.

A brief overview of our company's history is highlighted below:

- **1995:** Company founded by Matt McQuillen and Jeff Harris
- **1997:** First version of the original program, Career Cruising, released on CD-ROM
- **2000:** Career Cruising goes online as a SaaS program
- **2002:** Online student portfolios are added to the program
- **2003:** Reports and dashboards for educators are released
- **2005:** Services made available in Spanish
- **2008:** Introduction of high school course planning functionality

- **2014:** Research and development on next generation product begins
- **2016:** We welcome our 100th employee
- **2017:** Introduction of Xello and company rebrand
- **2018:** Launch of a mobile version of Xello
- **2019:** Release of Xello for Elementary, tools and tracking for college applications
- **2020:** Launch of our work-based learning module

## Brief History



Recognized by educators and industry experts as the preeminent program for preparing students for college, career and life success, Xello has been honoured with several awards, including:

- Winner of the 2019 Tech & Learning Award of Excellence
- Winner of the 2019 and 2020 EdTech Award for Cool Tool for Career Planning Solution
- Finalist for the 2020 SIIA CODiE Award for Best College and Career Planning Program



#### **4. Who is your competition in the marketplace?**

Xello is the leader in the college, career and military readiness space in the U.S. Some of our competitors include Naviance, Maia Learning, SchoolLinks, Kuder, etc.

#### **5. What are your overall annual sales for last three (3) years?**

Sales for Xello for the last three years were over \$38.2 million.

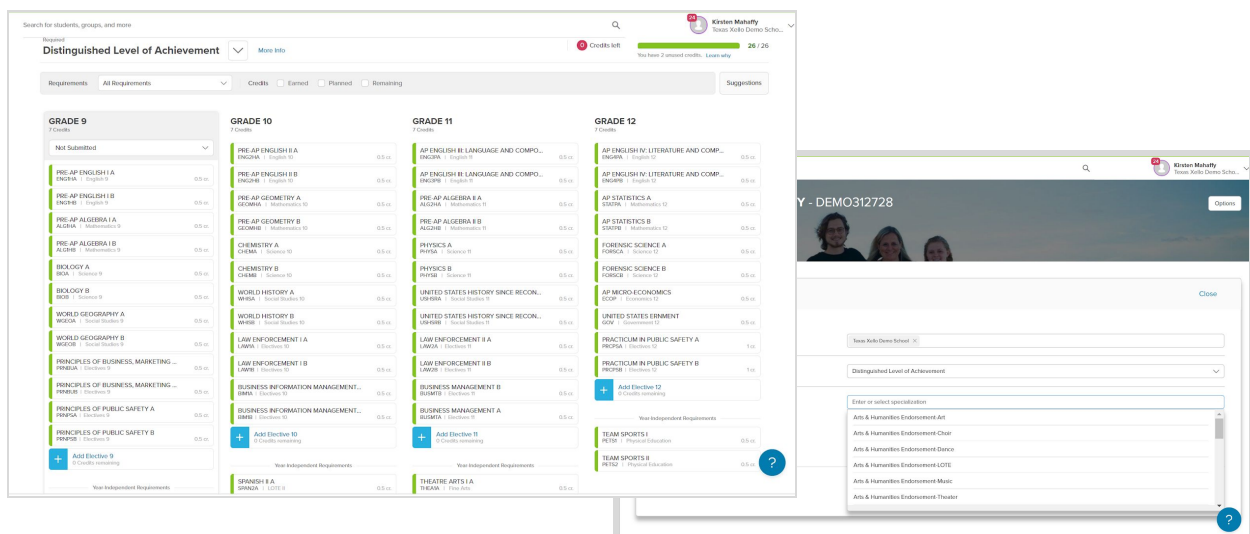
#### **6. What are your overall public sector sales, excluding Federal Government, for last three (3) years?**

Public sector sales for Xello, excluding the federal government, for the last three years were over \$38 million.

## 7. What differentiates your company from competitors in the public sector?

With a long history of partnering with districts and educators in Texas, the Xello experience offers a unique experience that's tailored to meet the needs of you and your students.

- Xello upholds the highest standards to comply with all applicable federal and state laws for data protection. We are compliant with the *Family Education Rights and Privacy Act* (FERPA) of 1974, *Texas HB8 (85R)*, and we are a signatory of the Student Privacy Pledge.
- Xello also supports compliance with HB5, as required by the TEA. Using a standardized approach, your leadership team can easily track each of your schools against both the TEA's and Region 10's strategies and goals.
- A highly engaging and interactive student experience that offers scientifically valid assessments, career matches, and opportunities for career exploration.
- Alignment with national and state-level standards and curriculum requirements like the ASCA Mindsets & Behaviors and TEKS.
- Hallmarks of the Xello experience, including accessibility, role-based permissions, and age appropriate curriculum.
- Built-in course planning that supports the creation of 4-year plans, endorsement review and selection, and graduation tracking. Below are screenshots of the functionality in Xello.



Educator view of student 4-year academic plan (left) and assign endorsements (right) from directly within Xello

- The program’s ability to seamlessly connect to Region 10’s data sources, and support integration with Student Information Systems (SIS) and single sign-on (SSO).
- Our proven approach to successful project management, training, and support for large-scale client implementations
- Our deep technical expertise in performance reliability, quality assurance, and product delivery.
- Our reputation as a long-standing vendor in the K-12 college, career and military readiness space.

Our highly collaborative approach has helped over **3,500 clients** and over **9 million students and educators** achieve their college, career and life readiness goals—including state-wide implementations in Wisconsin and South Dakota.

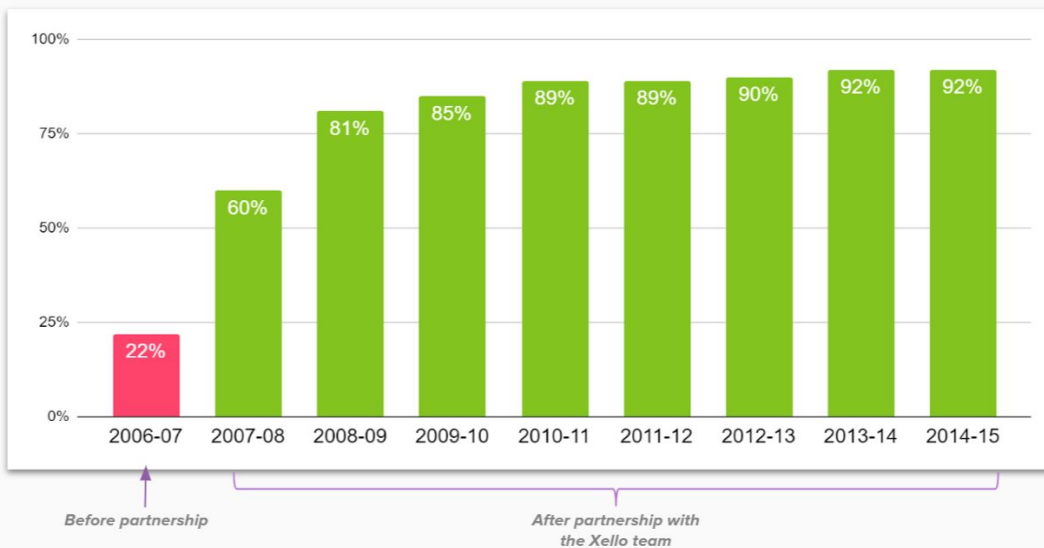
We work with **40% of districts in Texas**, and have partnerships with **11 out of the 20 ESCs**. Notable contracts include (but are not limited to):

Region-wide Contracts	District Specific Agreements	
<ul style="list-style-type: none"> <li>• ESC 2</li> <li>• ESC 3</li> <li>• ESC 5</li> <li>• ESC 14</li> <li>• ESC 19</li> </ul>	<ul style="list-style-type: none"> <li>• Fort Worth ISD</li> <li>• Mansfield ISD</li> <li>• Grand Prairie ISD</li> <li>• Arlington ISD</li> <li>• Frisco ISD</li> <li>• Cypress-Fairbanks ISD</li> <li>• Edinburg CISD</li> <li>• Laredo ISD</li> <li>• McAllen ISD</li> <li>• Raymondville ISD</li> </ul>	<ul style="list-style-type: none"> <li>• Alief ISD</li> <li>• San Benito CISD</li> <li>• Sharyland ISD</li> <li>• Corpus Christi ISD</li> <li>• Crowley ISD</li> <li>• Liberty Hill ISD</li> <li>• Manor ISD</li> <li>• Canyon ISD</li> <li>• Harlandale ISD</li> <li>• Livingston ISD</li> </ul>

And our approach delivers results. In Kentucky, Individual Learning Plan completion rates soared after engaging the team at Xello. Working closely with state and district officials, we developed documentation, processes, and implementation practices to support district and school educators in meeting their state requirements. The graph below shows the effects of our involvement:



**Student completion rates for the  
Kentucky Individual Learning Plan (ILP)**



8. Diversity program - Do you currently have a diversity program or any diversity partners that you do business with?

☐ Yes

☒ No

9. Diversity Vendor Certification Participation - It is the policy of some entities participating in EdTech 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.

a. Minority Women Business Enterprise

Respondent certifies that this firm is an MWBE

List certifying agency: N/A

Yes	✓	No
-----	---	----

b. Small Business Enterprise (SBE) or Disadvantaged Business Enterprise (DBE)

Respondent certifies that this firm is an SBE or DBE

List certifying agency: N/A

Yes	✓	No
-----	---	----

c. Disabled Veterans Business Enterprise (DVBE)

Respondent certifies that this firm is an DVBE

List certifying agency: N/A

Yes	✓	No
-----	---	----

d. Historically Underutilized Businesses (HUB)

Respondent certifies that this firm is an HUB

List certifying agency: N/A

Yes	✓	No
-----	---	----

e. Historically Underutilized Business Zone Enterprise (HUBZone)

Respondent certifies that this firm is an HUBZone

List certifying agency: N/A

Yes	✓	No
-----	---	----

f. Other

Respondent certifies that this firm is a recognized  
diversity certificate holder

Yes



No

List certifying agency: N/A

# Pricing

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

☒ Yes

☐ No

11. Does pricing submitted include the required administrative fee?

☒ Yes

☐ No

12. Define your standard terms of payment.

At Xello, our practice is to give clients 30 days to fulfill payments.

We accept payments via credit cards, direct deposit and cheques.

If the districts in Region 10 choose to process payments via direct deposit, Xello will need to be set up as an international customer, as payments crossing the border to Canada must be in International ACH Transaction format. Additionally, the Standard Entry Class Code must be set to IAT as well.

# Alignment to Region 10 Mission

## 13. What is the educational need your solution seeks to address?

Xello is an award-winning online program that transforms how K-12 students across the country are preparing for college, career, military, and future success.

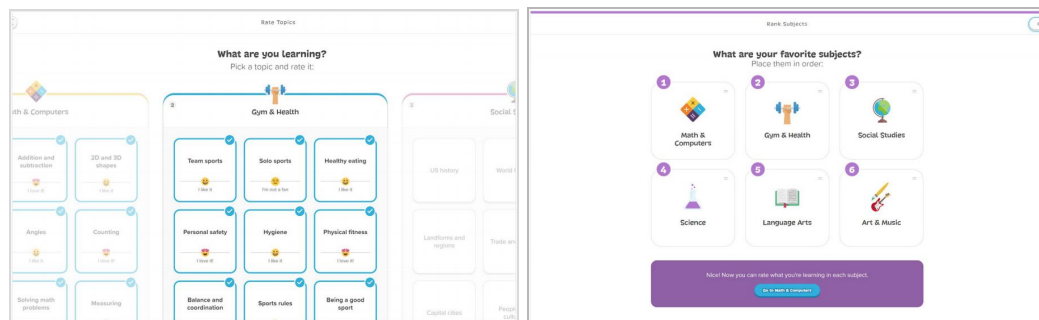
## 14. How does your solution address the above-identified need? Please outline your products and services being offered, including the features and benefits.

Xello follows a four-step model based on extensive user and academic research to help learners uncover and achieve their long-term career and educational goals.

### 1. Build Self-Knowledge

*Complete interactive activities and assessments to build self-awareness and uncover skills and interests.*

For elementary aged students (Kindergarten - 5th grade), self-knowledge builds through exploration, activities and opportunities for self-reflection. Assessments at the elementary age are purposefully omitted so students can first familiarize themselves with the core concepts of skills, interests and future options, without the unnecessary pressure of a “test.” This approach aligns best with the cognitive and social-emotional competencies of elementary aged students and proved most successful in our research and testing with students, counselors, and teachers.



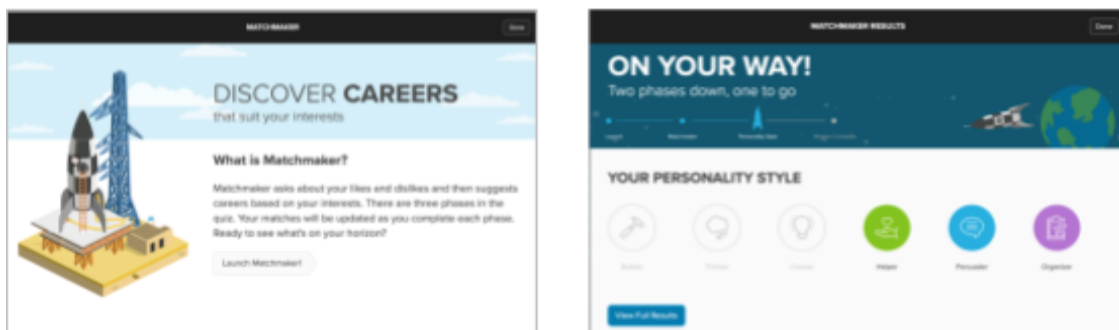
Example reflection activities in Xello for Elementary

For middle and high-school students (6th - 12th grades), self-knowledge is structured around a series of assessments that help students uncover their interests, aptitudes and aspirations. Xello's assessments are divided into four areas:

- **Career Matchmaker Interest Inventory:** Users answer questions about their interests and when complete, can view career matches that align to their answers.
- **Personality Style Assessment:** Based on the Holland Code, this assessment captures the situations and opportunities that motivate users. They gain insight into the work best suited to their character and how their personality aligns with different work environments.
- **Learning Style Assessment:** Users explore their learning style preferences by answering a series of questions to determine if they are an auditory, tactile, and/or visual learner.
- **Skills Lab Assessment:** In this 35 question assessment, students indicate their preferences for using different skills to determine career suitability based on abilities and aptitudes.

Once the assessments are complete, students better understand how their interests connect with their career options. They can then apply these insights as they research careers, educational qualifications, and post-secondary institutions that offer relevant programs aligned to their interests and career goals.

Xello's assessments are scientifically valid and reliable. They leverage logic from well-defined frameworks, like the Holland Model and O\*Net skills mapping to ensure the results produced are relevant and accurate.



Example reflection activities in Xello for Elementary

In addition to assessments, users can also build and record what makes them unique in their personal profile. Here, users select additional interests, skills, favorite career clusters and work experiences to paint a vibrant, visual picture of who they are and what makes them unique.

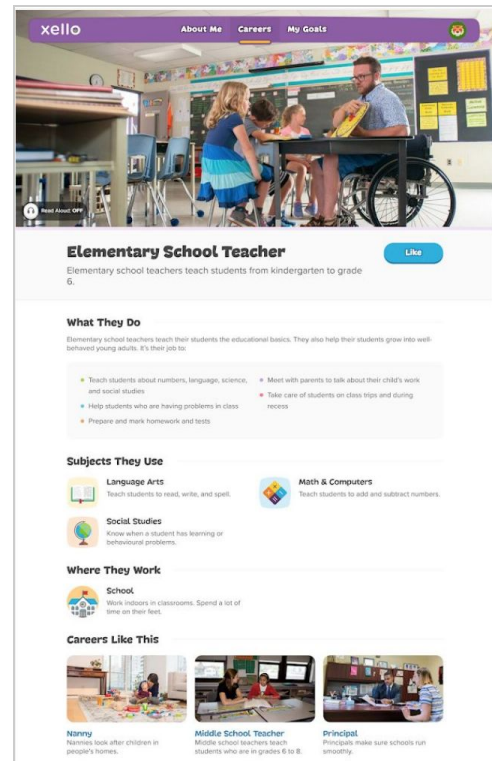
## 2. Explore Options

*Research careers, qualifications, and post-secondary education options to build awareness*

Xello offers immersive content and visually-rich career, post-secondary, and academic major profiles. Content is tailored based on grade level, ensuring students are presented with career information that's age appropriate.

The 3rd - 5th grade experience contains over 200 career profiles. Each one includes:

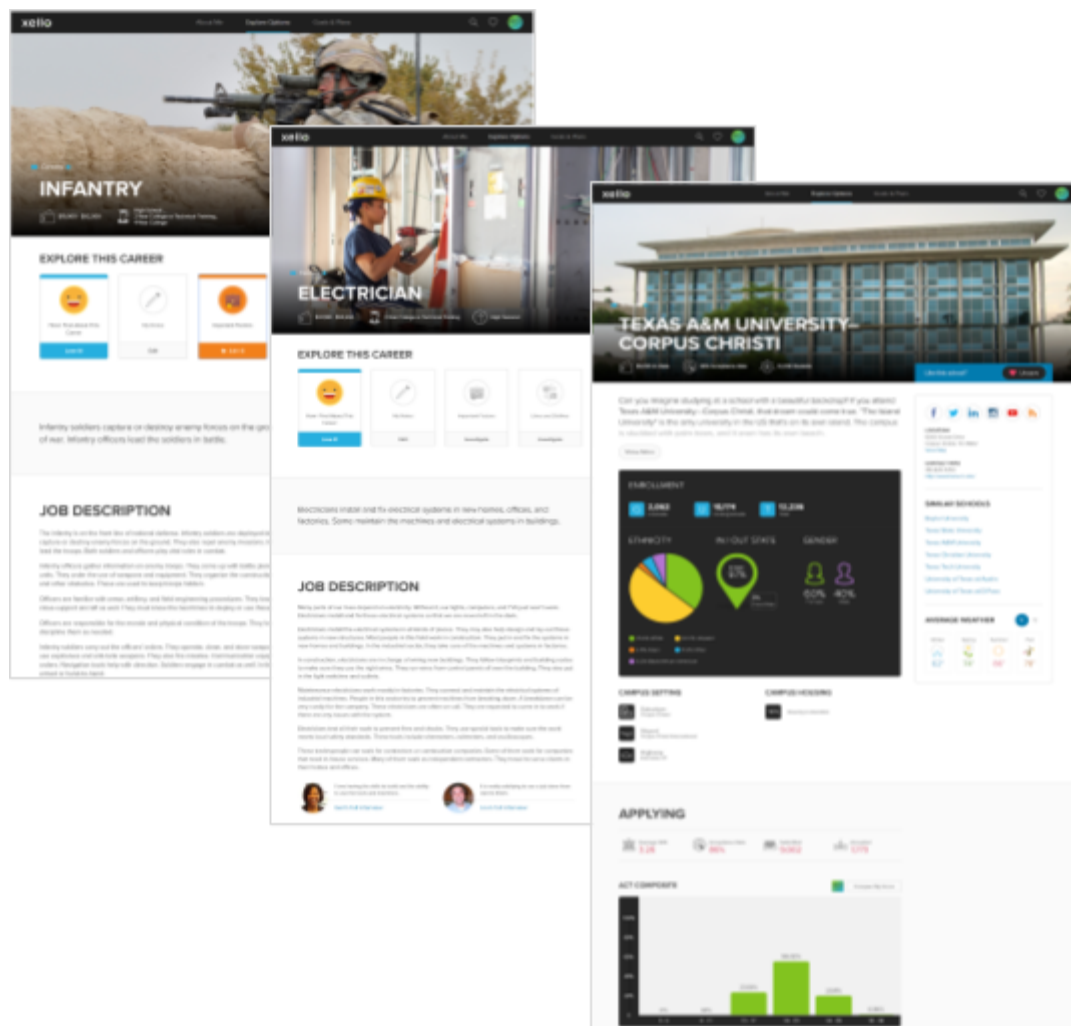
- Original photography
- Unbiased descriptions written at an age appropriate reading level
- Salary information and how it compares to national averages
- Associated career group and pathway
- Education requirements including relevant subjects and post-secondary education



All information is written and organized in a way that's simple, and easy for young learners to consume. As students explore different careers, they become familiar with how careers are evaluated and what's required to achieve certain career goals. Students can save careers so they can refer back to the ones they like as they gather new information about their interests, skills, and other qualities that influence career choices.

For middle and high-school students (6th - 12th grades), users can search and filter their career and education options based on key criteria, like required education, career demand, or program acceptance requirements. This helps students narrow their choices and think critically about what they are truly interested in pursuing. Students can save

options of interest to their profile and, once saved, these can be used to create long-term plans for graduation, future education, or career goals.



Each career and college profile contains critical information to help students evaluate and assess their options including:

- Content written at a 6th grade (age 11) reading level for maximum accessibility
- Relevant statistics and current data pulled from reliable local databases
- Imagery that promotes diversity
- Graphics that make data easy to understand and evaluate
- The ability to save and reflect on options from within in the program



Educators and counselors can review saved careers at a student-level. counselors and teachers get a view into each student's aspirations, allowing them to tailor support and lessons to be more meaningful.

### 3. Create a Plan

*Set and achieve long-term career, academic, and personal goals*

Xello's goals and planning tools make insights actionable. The goal setting and progress monitoring experience differs based on the student's age, stage, and associated cognitive abilities. The concepts of goal setting are introduced in Xello for Elementary and carried forward in Xello for Middle and High School.

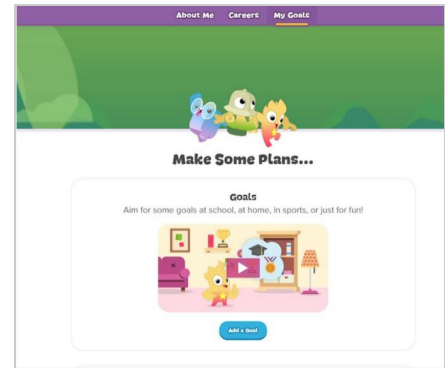
In Xello for Elementary, students watch a short, character driven video to learn:

- What a goal is
- The difference between short- and long-term goals
- How to set realistic goals and deadlines
- The importance of reflection and progress tracking


This video content is produced to capture the attention of young learners. It also includes high contrast imagery and closed captioning so that students of all abilities can engage.

After completing the video, students are prompted to add their first goal and can add additional goals at any time. They can also re-watch the video should they need a refresher on how to set goals. See a sample goal setting screen below.

Students in grades 6 to 12 that have explored and saved career, college, and major options, can begin to map out a plan that connects their career and education goals. This visual roadmap helps users break-down their aspirations into the tangible steps needed to achieve success.

A screenshot of the Xello 'My Goal' form. The form is titled 'My Goal' and has a subtitle 'Add Goal'. It contains two main sections: 'What is your goal?' with a text input field and a 'Add your goal' button, and 'Why does this goal matter to you?' with a larger text input field and an 'Add your answer' button. At the bottom right of the form is a small blue button labeled 'Idea starter'. Below the form is a video player with a play button icon and the text 'Video: How to Set Goals'.


xello
About Me
Explore Options
Goals & Plans


Edit

I will become a

# TECHNICAL WRITER

MY PLAN

CAREER

TECHNICAL WRITER

SCHOOLS

- Antioch University Los Angeles
- California State University, Monterey Bay
- Thomas Aquinas College
- University of California, Berkeley

MAJORS

- Professional, Technical, Business, and Scientific Writing


B
I
U
S
T


I really do enjoy learning new technology and talking about it so I think this is a good career choice for me. My best grades are in English and in Computer Science right now and I don't have to work very hard at them because I enjoy it so much. I think the biggest challenge with this career is going to be staying on top of all the new developments in technology throughout school and then afterward. It changes so fast and we don't really know technology will exist by the time I finish a program.

I think the career demand for this career is about right for what I want to do and that I'll be able to find work in a lot of places. I want to travel and maybe do a school exchange, but if I don't get to Technical Writing might help me live abroad and still earn money. I might also take some classes in medicine to see if I want to specialize. I think the robots they're making for medicine are so cool! It would be really cool to see one in real life and to get to help doctors learn to use them properly before using them on real people. I like the idea of helping people somehow so specializing might help me do that and I also really liked our biotechnology unit in Biology last semester.

## STORYBOARD


Add photos, videos, links, and files for Becoming a Technical Writer.


Add file

posted a few seconds ago


Breaking into Medical Writing an...

This explores how to get into the industry of medical technical writing

posted 30 minutes ago


Advantages of a Technical Writin...

It helps me see the advantages and disadvantages of this career... but I think want to do it even if there are downsides :)

Xello's integrated **Course Planning** capabilities help ensure that every student creates a plan and pathway for graduation, stays on track to graduate. Designed to **help students select and choose endorsements, and stay on track towards meeting Texas specific graduation requirements**, Xello's course planning capabilities are accurate, intelligent, and easy to use for both students and staff.

Through data integration with the Region 10 district's Student Information System (SIS), course history and student information will be kept up to date, certifying that what is in Xello matches what is in the SIS. In collaboration with district staff, **the team at Xello will then configure course planning capabilities to align with state specific high school diploma requirements**. Each course will be configured to match the district requirements and course master.

Only Xello **helps students see how their course selections align with standard diploma requirements and endorsements**. Students can easily determine whether they are on-track to meet their specialized diploma requirements, or whether they have accumulated enough credits to qualify for an endorsement they would have otherwise never considered.

The screenshot displays the Xello Course Planning interface. At the top, there's a navigation bar with 'xello' logo, 'About Me', 'Explore Options', and 'Goals & Plans'. Below this, a filter section shows 'Required' status, 'Distinguished Level of Achievement' dropdown, 'More Info' link, and a progress bar indicating '21 Credits left' out of '5 / 26'. The main content area is divided into four columns for 'GRADE 9', 'GRADE 10', 'GRADE 11', and 'GRADE 12'. Each grade column lists required courses with credit values (e.g., 'PRE-AP ENGLISH I A' for 0.5 cr) and elective options (e.g., 'Add Elective 9' for 5 Credits remaining). The interface also includes a 'Requirements' dropdown set to 'All Requirements' and checkboxes for 'Credits', 'Earned', 'Planned', and 'Remaining'. A 'Suggestions' button is located on the right side of the filter section.

For those students who have college as part of their plan after high-school, Xello also includes embedded **College Application planning** and tracking features, including an **integration with the Common App**. Students can request critical documents like **Letters of Recommendation**, and **Transcripts** from directly within Xello. Integrated **scholarship**

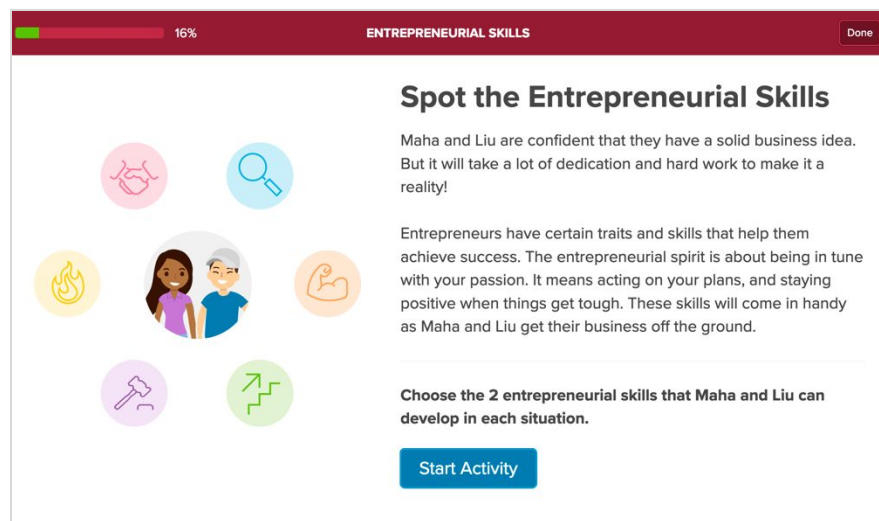
**and financial aid (FAFSA) information** allows them to explore and plan for how they will pay for college. And at every step they can track their application progress, so they always know where they stand.

#### 4. Learn and Reassess

*Integrated curriculum to build key skills and knowledge for long-term success*

In addition to assessments, career, and school profiles, Xello also offers built-in digital lessons designed to help students develop social-emotional skills, knowledge, and proficiencies to prepare them for future success.

Through interactive activities, students learn and build **employability skills** and essential 21st century competencies like **financial literacy, problem solving, communication, and interview skills**. Xello currently has 28 unique lessons and over 140 activities across a broad range of topic areas that align with the national **ASCA Mindset and Behavior Standards, TEKS requirements, and Texas OnCourse curriculum** (see our correlation guides in **Appendix A and B**) and social-emotional learning frameworks like **CASEL**. Xello's grade-by-grade lesson content is outlined in **Appendix C**. As well, a recommended **Scope & Sequence** can be found in **Appendix D**.



Example of one of Xello's built-in lessons on entrepreneurial skills

# Hallmarks of Xello

As you review our program and technical capabilities, please consider a few key pillars that underpin our program and define our award-winning experience.



## 1. Equity & Accessibility for All

Everyone deserves the opportunity for future success. Xello delivers an experience that exceeds WCAG 2.0 (Level AA) standards. The program supports full keyboard, screen reader, and low vision accessibility. Plus, with content written at 3rd and 6th grade reading levels, availability in multiple languages, and visuals that showcase diversity, all students will be able to visualize and plan for their own future success.

## 2. Supports Multiple Languages

For Spanish speaking students and families, Xello has also been **fully translated into Spanish**. To support languages beyond English and Spanish, students can utilize the Google Translate extension available with Google Chrome. This will translate all content within the program to the student's preferred language.

## 3. Aligned to Texas Essential Knowledge and Skills for Career Development & ASCA National Standards

Xello's future readiness model helps meet the standards for Texas Essential Knowledge and Skills for Career Development (TEKS) requirements. The program saves and stores all student work, creating a centralized student portfolio of information that can be tracked and reported against. We have included a correlation document that demonstrates exactly **how Xello aligns with TEKS and the ASCA Mindsets & Behavior Standards in Appendix A and Appendix B.**

## 4. Extensively Researched and Tested

Every piece of Xello is built with input from real users. Through frequent testing, we collect feedback and research that informs how we build Xello and what we deliver. That

means every feature and interaction—no matter how big or small—has been thoroughly vetted by the people who matter most – students and educators.

## 5. Secure and Trustworthy

Xello uses the latest in security protocol advances. Before any line of code is written we think of security first. We use the latest end-to-end encryption like TLS 1.2 and hashed passwords. Regular security audits and 24/7 monitoring add an extra layer of reliability.

## 6. Available on Any Device, Anytime

Xello is optimized to work flawlessly on desktop, tablet and mobile phones. Students can sign-in from any device and screen to review and complete student work. Regardless of the device, student work is saved and synced, allowing them to seamlessly switch between devices. Students can work wherever, and whenever it's most convenient. This flexibility has led clients to see over **20% of student engagement with Xello occurring outside of school hours.**

## 7. Encourages Personalization

Xello encourages students to personalize and customize their account with the ability to add avatars, backgrounds files, videos, and links. In addition to their assessment results, students can add interests, skills but picking from an embedded database, or entering their own. They can save and explore career clusters of interest, experiences, and relevant places. The results is a vibrant, visual portfolio that captures each student's personality, interests and experiences.

## 8. Enables Customizable Content

Xello enables districts to add tailored content and curriculum to meet the needs of specific student populations and groups. Counselors and educators can upload specific links and files in the Links & Resources section of the program, create custom lessons, and add assignments. Activities can be assigned to specific student groups, giving educators flexibility to easily adapt programming based on student needs.

**15. Describe any integrations your organization can provide with other platforms.**

Xello integrates with leading providers in K-12 education to deliver a complete college planning experience that's easily accessible and automatically organized.

- **Common App:** Xello's integration with Common App enables students to connect their Xello and Common App accounts so they can request transcripts, letters of recommendation and other counselor forms for Common App schools from directly within Xello.

For counselors and teachers, the integration with Common App centralizes all application management and tracking within Xello so there's no need to toggle between Xello and Common App. Counselors and teachers can complete their Common App profiles, forms, and student requests in Xello – complete with email notifications and progress tracking.

- **Method Test Prep:** For ACT and SAT preparation, Xello integrates with Method Test Prep (MTP), a self-paced online test prep program crafted by experts that helps students build their math, reading, writing, and SAT/ACT test prep skills. MTP is available at an additional cost. **Please see Appendix E for more information.**

- **National Student Clearinghouse:** Xello has partnered with National Student Clearinghouse (NSC) to provide clients with reports that gauge the college success of high-school graduates.

NSC's StudentTracker® Reports are the leading source of college enrollment and graduation rates in the US. Over 3,600 public and private colleges and universities regularly provide their student enrollment and graduation data to NSC. In turn, NSC updates their data in April, August and November, providing subscribers with the most extensive and recent reports on college success available.

With the NSC integration, **Region 10 districts will be able to request and access reports to understand post-secondary enrollment and persistence trends.** District and school staff will be able to better understand where graduates are enrolling in college, whether they get a degree, how long it takes them, and so much more.

The reports can then be broken down by demographic and academic criteria, giving staff multiple in-depth perspectives on the success of high school graduates.



The screenshot shows the Xello Student Tracker interface. On the left is a dark sidebar with navigation links: STUDENTS, EDUCATORS, FEATURES, REPORTS (highlighted), and SETTINGS. The main content area has a header with a search bar, the title 'STUDENT TRACKER', and a date filter set to 'Apr 20, 2019'. Below the header is a table titled 'AVAILABLE REPORTS' with two columns: 'REPORT' and 'DOWNLOAD'. The table lists four reports: 'Aggregate Report', 'Demographic Report', 'Academic Report', and 'Student Details'. Each report has download options for PDF, Excel, and CSV. To the right of the table is a 'NEED HELP?' section with a link to 'How to Read Your StudentTracker® Report' and contact information for the Client Solutions Team.

The data can be returned in several different reports depending on the information provided to NSC. Examples of some of the basic reports include:

- How many students enrolled in the fall right after graduation
- How many of those students returned for a second year
- Whether students stay in-state or go out-of-state for college
- Do they attend a two-year or four-year school
- Top 25 most commonly attended institutions

Region 10 districts can use this information to see how the district's graduating classes compare with one another and gain insight into patterns with enrollment and degrees achieved. The district will be able to better understand whether college preparation efforts are setting students up for success in their post-secondary institutions and will have a better grasp on school-specific and district-wide application and admission trends.

Only users with Administrative Access can input and submit the data for report returns from NSC; however all user levels will be able to download the returned reports. Xello offers a step-by-step guide for filling out StudentTracker requests at: [help.xello.world/article/1310-about-nsc-studenttracker](https://help.xello.world/article/1310-about-nsc-studenttracker), making it easy for administrators to submit complete and accurate requests.

- **Student Information Systems (SIS):** Data integration allows Xello to securely exchange data with SIS to create student accounts in the program. Data integration also takes care of tasks like deactivating, transferring, promoting, and updating student accounts, as long as the information in the SIS is kept up to date. Xello is also set up to support file-based data integration. You will work with your Onboarding



Manager to set-up the integration and once complete, your site will be on a daily data transfer schedule. All other work done within Xello is updated in real-time.

- **Single Sign-On (SSO):** A time-saving tool that allows users to access multiple applications with one set of credentials. With Xello SSO, students and educators can log in to a portal, such as Schoology, and access their Xello account without a separate login.

**16. What security protocols are in place to ensure the safe transmission of information being shared through your products and services?**

Xello's data storage complies with data retention laws, and all data generated by Region 10 districts will be owned by the districts in accordance with our privacy policies.

Everything we do relating to data access, retention, processing, storage and similar is governed by the *Family Education Rights and Privacy Act* (FERPA) of 1974. FERPA outlines who can access student data based on their interest in the student's education as follows.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies

- State and local authorities, within a juvenile justice system, pursuant to specific State law

When setting up Xello for a region or district we follow FERPA's guidelines to determine who should have access and what type based on that person's interest in a student's or students' education. We follow the policy of least privilege when determining access permissions in that users or software systems are granted only the least amount of privilege necessary to complete the required work. These privileges are reviewed and audited on a regular basis to ensure compliance is maintained at all times.

Our data access policy applies to all Xello employees, management, contractors, student interns, and volunteers. All employees at Xello must pass a criminal background and reference check regardless of their access permissions to student data of any type. Any employee who requires access must additionally sign a non-disclosure agreement before access is granted.

**17. Please provide any studies or proven test cases that demonstrate how well your solution addresses the above-identified need.**

Xello has been adopted across the country as a means to genuinely engage students in developing the skills, knowledge, and plans for future success. Some of the country's largest, and most diverse districts have turned to Xello to help support post-secondary planning initiatives, and engage previously under-served populations.

### **Case Study: Creating a Culture of Achievement at Fort Worth ISD**

Fort Worth Independent School District in Texas (FWISD) turned to Xello to help engage their diverse population of 86,000 students—comprised of a wide range of learners all with different challenges, including:

- 78% economically disadvantaged
- 31% English language learners
- 30% bilingual/ESL
- More than 85% students of color

With diverse demographics like these, providing a program that fostered equity was key. With Xello, FWISD has made huge strides towards increasing engagement in post-secondary planning for all students, and exposing at-risk groups to future

possibilities. Since adopting Xello, the district has experienced a **137% increase in the number of students engaged** in college, career and military readiness planning.

For students in FWISD, establishing areas and programs of focus early has had a huge impact. It's increased attendance and graduation rates. But beyond that, some students are even earning certifications and licensures while still in high school. This gives them a jumpstart on post-secondary careers and a leg up in an increasingly competitive labor market.

“All students, regardless of background, have an opportunity to see the same things. It does not matter whether the student is at-risk or a high achiever. The program we've enabled with Xello provides something for everyone. It is a one-stop shop that makes achieving students' dreams fun and engaging, and all without tasking educators with more work.”

Dr. Tonni Grant, Coordinator of Post Secondary Success, FWISD

Read the full case study: [How Fort Worth ISD Created a Culture of Achievement with Help from Xello](#)

## Engaging Students Across the Country

FWISD is just one example of how Xello engages and immerses students in exploring their future options and broadening student horizons to post-secondary possibilities. Across the country, our program is driving unprecedented levels of student engagement. The numbers speak for themselves:

- A **300% increase** in engagement in college and career planning<sup>1</sup>
- Students spending up to **24 minutes per session**<sup>2</sup>
- **14X more usage** than the average education software program<sup>3</sup>
- 20% of usage taking place outside of school hours

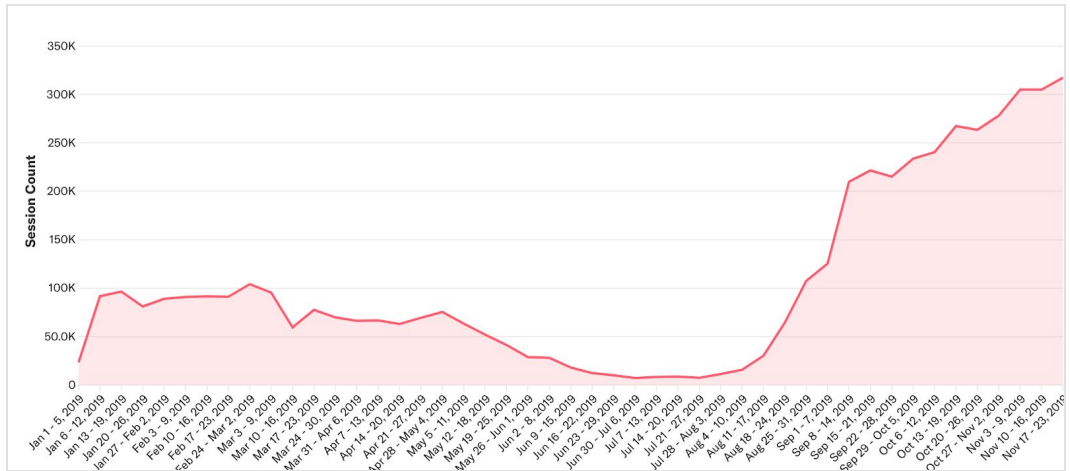
The graph below shows the unprecedented growth in usage within 2019 alone.

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<sup>1</sup> 2019 data from Wisconsin School Districts

<sup>2</sup> As pulled from the Xello database

<sup>3</sup> As compared to the quoted amount of software usage referenced by [The Hechinger Report: 3 lessons from data on how students are actually using educational apps and software at school](#)



# Software Reliability

## 18. What is the guaranteed uptime for your software solution?

Xello prides itself on delivering a quality experience for students and staff. That includes unparalleled uptime and availability of the program. Designs and code are optimized for speed and system reliability—ensuring optimal performance for every user.

- **System Availability**

Xello has been built for speed, with the following performance commitments:

Metric	Value
Average ping time	47 milliseconds
Average time to interact	<3.86 seconds
Average time to log in	<2.28 seconds
Average page load time	<2 seconds

- **System Reliability and Maintenance Downtime**

Xello rarely requires downtime for scheduled maintenance. Historically, scheduled downtime monthly scheduled downtime has been between 0.66 - 2 hours maximum, meeting the 99.5% uptime requirements of the district.

In the event of scheduled downtime, clients are notified in advance via email and/or phone call to ensure timing works with their plans.

Any scheduled downtime is generally arranged for nights and/or weekends to minimize disruption to students, teachers, and district staff. Generally scheduled downtime lasts for only a matter of minutes or hours, and the service is back up and running quickly.

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

To date, Xello hasn't experienced any long-term, unscheduled downtime, and therefore we've never found the need to instate protocols for service loss.

Should unplanned downtime occur, the company follows the below outlined internal protocol to diagnose the issue and quickly get systems back up and running:

- **Issue Discovery:** Xello is monitored carefully to ensure all aspects of the program are available and operating efficiently. If an issue is discovered in a part of the program, we attempt to replicate the issue across multiple accounts/systems to ensure it's not a localized event.
- **Internal Escalation:** Upon verification that there is a critical issue, the situation is escalated to Xello's top engineers. Through a dedicated internal messaging channel, Xello's VP of Engineering, and Sr. Directors are notified that there's a problem. From there a cross-functional war-room is established to fully diagnose the issue, develop a communication plan, and solution for repair.
- **Diagnosis:** Xello's engineering team runs tests and system diagnostics to understand how the issue developed. This could include reviewing specific pieces of the program code, assessing recent updates, and investigating server performance. Once they've established a cause for the issue and a plan for resolution, they communicate to the cross-functional outage team so updates can be shared across the company.
- **Client Communication:** Once the issue has been diagnosed, clients are proactively notified via email and telephone about the problem. They're provided with some background information as to why the issue is occurring, and (if available) time to resolution.
- **Repair:** The engineering team undertakes updates and changes to the program to repair the issue. This is their top priority, and often involves several members of the engineering team to ensure a speedy resolution. When the issue is fixed, clients are notified that the system is back up and running.

In the unlikely event of extended service loss, the Strategic Territory Director – Texas will discuss recourse options and tailor a solution that works for Region 10.

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

Regular services include day to day support questions regarding our products, as well as, assisting clients understand the value of Xello for both Educators and Students. Emergency services include any escalated issues, site downtime or urgent requests.

All support requests are managed and tracked by the Client Solutions Team. Each interaction has a conversation number associated with it and can be tracked back through resolution. Emails can be submitted to [help@xello.world](mailto:help@xello.world) and a representative on the team will respond as soon as possible. Our SLA is one business day, however, the team's first response time is just under two hours for the past quarter. Clients can also contact the team by phone at +1 (800) 965-8541 x 2 and the team will be able to assist directly over the phone and provide a conversation number if needed for tracking purposes.

If an issue needs to be escalated to another department or reported as a bug ticket, the Client Solutions Team will work closely with the appropriate department to ensure that all information is presented accurately and work with resolving the issue as soon as possible with respect to support response time. The team also ensures to keep in constant contact with the client regarding their issue and any updates.

# Customer Training and Support

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

Xello offers multi-platform tech support that's included as part of each district's annual subscription.

Xello provides expert tech support in the following ways:

### 1. Telephone and Email Support

District staff can reach Xello for support **toll-free at +1 (800) 965-8541 x 2**. Phones are staffed **Monday - Friday from 7 am - 7 pm CST**. There are no phone trees or complicated directories. By selecting extension 2, callers will be able to speak to a live person and receive support directly over the phone from a Client Solutions expert. Callers are provided a conversation number for tracking purposes.

**Emails can be submitted to [help@xello.world](mailto:help@xello.world)** and a representative on the team will respond as soon as possible. The Client Solutions team has a technical SLA to respond within one (1) business day, however, first response times have averaged **less than two hours** across all escalation types—with first response for critical or significant issues often happening in a matter of minutes.

### 2. Online Free Xello Support Portal

District staff, families, and students have 24/7 access to Xello's Support Center at [help.xello.world](https://help.xello.world). The support center contains self-serve training resources, articles, videos, and up-to-date support documentation to ensure all users have access to the information they need to learn and troubleshoot at their convenience.

### 3. In-Application Support Beacon

An embedded help beacon appears on every page within the Xello Educator portal, ensuring users can easily find contextually relevant support. The in-application help section provides brief explanations of the features on the page, PDF and/or PPT resources, and short recorded video tutorials, enabling



administrators, teachers and counselors to find answers to their questions directly within the application

**22. Describe how your company’s program for training customers on your solution.**

Through years of experience supporting deployments ranging from statewide rollouts, to large districts and individual schools, we have developed a comprehensive set of training options to meet the needs of the educators we serve. While we believe our training options provide excellent support for educators, we also understand that each district has its own unique goals and needs. Working with Xello, Region 10 districts would receive first-class “out-of-the-box” training resources, as well as a tailored custom training program that directly addresses the specific needs of the district.

The training we provide can be organized into the following three methods of delivery:

1. On-demand video tutorials and resources
2. Scheduled web-based training
3. In-person training

Xello Launch Workshop Series (\$2,500 FLAT FEE PER DISTRICT)	
This new four-part workshop series empowers districts to strategically and collaboratively plan and launch Xello for their educators. These weekly sessions are designed to engage a cross-functional team of both district administrators and frontline educators through hands-on activities, and aims to provide a well articulated vision and measurable goals for achieving success in their college and career readiness program.	<b>Benefits:</b> <ul style="list-style-type: none"><li>✓ A well articulated vision and measurable goals for achieving success in their college and career readiness program</li><li>✓ A college and career readiness timeline</li><li>✓ A custom Xello lesson scope and sequence</li><li>✓ A custom Xello rollout plan</li></ul>
Scheduled “Getting Started” Training Webinar (FREE)	
We provide a regular schedule of live web-based training sessions for all educators using Xello. Educators can pick session times that suit their schedule and self-register. Our web-based training sessions include program overviews, as well as sessions that focus on particular aspects of Xello such as Lessons or Course Planner.	<b>Benefits:</b> <ul style="list-style-type: none"><li>✓ Sharing best practices for getting started</li><li>✓ Opportunity to ask questions and share comments</li><li>✓ Trainings are recorded and shared with registrants who are unable to attend</li></ul>

On-demand Video Tutorials and Resources (FREE)	
<p>On every page within the Xello Educator portal, there is a question mark icon that connects educators with context-relevant support.</p> <p>The support typically includes brief explanations of the features on the page, PDF and/or PPT resources and short recorded video tutorials.</p> <p>The video tutorials include a quick click-by-click demonstration of whichever feature the educator is using. If educators still require additional help, they can message our staff directly from the help center.</p>	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>✓ Available when and where needed</li> <li>✓ Brief</li> <li>✓ Task focused</li> </ul>
Client Specific Web-based Training (\$450/3 hour session)	
<p>As part of every client's onboarding experience, they will receive a one (1) hour web-based training session to introduce staff to the features and functions in Xello and walk through the district specific implementation.</p> <p>This training is free with a Xello subscription. Additional customized web-based training sessions can be purchased for <b>\$450/3 hour session</b>.</p> <p>The content of those training sessions would be tailored based on district needs.</p>	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>✓ A focused introduction to the program and its features</li> <li>✓ Sessions provide a solid overview of the program from trained experts</li> <li>✓ Ability to ask questions and get specific answers based on district needs</li> <li>✓ Trainings are recorded and shared with registrants who are unable to attend the live session</li> </ul>
In-person Training (\$3,500/day)	
<p>There is no substitute for quality in-person training. These are high-impact sessions that leave educators feeling confident and excited about the opportunities Xello provides. In-person sessions are typically half-day or full day and the training outline is created to reflect the particular needs of the district.</p>	<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>✓ Inspirational and motivational</li> <li>✓ Opportunity for hands-on learning</li> <li>✓ Longer form sessions with time for questions and discussion</li> <li>✓ Tailored to district needs</li> </ul>

**23. Describe how your company provides technical support to customers for your solution.**

**Unlimited Access to Technical Support**

Region 10 districts will have access to Xello's Client Solutions team, who are trained experts in how Xello works, and the ways in which districts can best use the program. They are available by phone, email, or through in-app outreach. **Anyone within the district can connect with the Client Solutions team for support, whether it be students, families or district staff.**


**Support hours are unlimited.** Regardless of who reaches out, or how often, the Region 10 community will be fully supported.

**A Free Online Support Center**


Available at [help.xello.world](https://help.xello.world), Xello's Support Center is designed with self-serve, multimedia, educational resources available 24/7. Information is sorted based on grade and user types (i.e. student vs. educator). Topics can be easily searched, and articles come with downloadable resources, checklists, guides and videos.

# Qualifications and Experience

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

Executive Contact	
Contact Person	Matt McQuillen
Title	CEO & Cofounder
Company	Xello Inc.
Address	1867 Yonge St #700 Toronto Ontario M4S 1Y5
Phone	+1 (800) 965-8541 x 124
Fax	+1 (416) 463-0938
Email	<a href="mailto:mattm@xello.world">mattm@xello.world</a>
Biography	<div>A circular portrait of Matt McQuillen, a man with short brown hair, smiling, wearing a blue button-down shirt.</div> <p>Matt co-founded Xello 25 years ago with the ambition of supporting people to realise their successful future. He has grown the business successfully with co-founder Jeff Harris by ensuring the team is focussed everyday on our mission to create successful futures. Matt works directly with large districts and state governments to implement comprehensive career development programs, oversees new product development and builds strategic partnerships.</p> <p>Matt will ensure that the Region 10's dedicated account management team is given the resources and support needed to implement all projects. In addition, he will act as an advisor to the team to ensure that Region 10's vision is achieved.</p>

### Account Manager/Sales Lead

<b>Contact Person</b>	Jackelyn Skudra
<b>Title</b>	Strategic Territory Director – Texas
<b>Company</b>	Xello Inc.
<b>Address</b>	1867 Yonge St #700 Toronto Ontario M4S 1Y5
<b>Phone</b>	+1 (800) 965-8541 x 221
<b>Fax</b>	+1 (416) 463-0938
<b>Email</b>	<a href="mailto:jackelyns@xello.world">jackelyns@xello.world</a>
<b>Biography</b>	<div></div> <p>Driven by her passion to help students make the best choices for themselves and their futures, Jackelyn is very committed to helping support educators in their efforts to ensure every student is future ready. With a wealth of experience helping K-12 clients, she works closely with leaders across the country to ensure our mission at Xello is aligned to theirs—whether that be at the state, region, or individual district level.</p> <p>Jackelyn has an extensive educational background ranging from working side-by-side with schools to implement improvement plans, to serving as a committee member for school councils. She began working at Xello in spring of 2017 to solely and extensively work with districts across Texas. Jackelyn will work with Region 10 to thoroughly understand the needs and demonstrate how the district can make more of an impact on the lives of the students they serve.</p>

### Billing & Reporting/Accounts Payable

<b>Contact Person</b>	Dana Gulas
<b>Title</b>	Accounting Analyst
<b>Company</b>	Xello Inc.

<b>Address</b>	1867 Yonge St #700 Toronto Ontario M4S 1Y5
<b>Phone</b>	+1 (800) 965-8541 x 180
<b>Fax</b>	+1 (416) 463-0938
<b>Email</b>	<a href="mailto:ap@xello.world">ap@xello.world</a>

Marketing	
<b>Contact Person</b>	Fatima Stepanian
<b>Title</b>	Marketing & Proposals Manager
<b>Company</b>	Xello Inc.
<b>Address</b>	1867 Yonge St #700 Toronto Ontario M4S 1Y5
<b>Phone</b>	+1 (800) 965-8541 x 183
<b>Fax</b>	+1 (416) 463-0938
<b>Email</b>	<a href="mailto:proposals@xello.world">proposals@xello.world</a>

25. Provide a minimum of three (3) customer references for product and/or services of similar scope dating within the past 3 years.

Reference # 1	
<b>Entity Name</b>	Fort Worth Independent School District
<b>Contact Name and Title</b>	Dr. Tonni Grant, Coordinator of Academic Advisement
<b>City and State</b>	Fort Worth, Texas
<b>Phone Number</b>	(817) 814-2569
<b>Years Serviced</b>	2016 - To date

<b>Description of Services</b>	<p>Fort Worth ISD has been using Xello since 2016 and in one year alone, the district saw a 137% increase in the number of students engaged in its college, career and military readiness (CCMR) planning programs.</p> <p>Fort Worth ISD offers a “programs of choice” system, meaning students select which high school to attend based on academic and career interests. Fort Worth ISD uses Xello to support this program in a variety of ways. Starting in middle school Xello’s career matchmaker, learning style and personality quizzes help students explore and identify what they love, what they are good at, and how their skills could connect to a career down the road. With a better understanding of their interests, students can more easily decide what areas of study to pursue as they transition to high school and beyond.</p> <p>For students in Fort Worth ISD, establishing areas and programs of focus early has had a huge impact. It’s increased attendance and graduation rates. But beyond that, some students are even earning certifications and licensures while still in high school. This gives them a jumpstart on post-secondary careers and a leg up in an increasingly competitive labor market.</p> <p>The beauty of using Xello for their CCMR program is its ability to engage any student at any stage, regardless of whether they have a career goal in mind or need help to get there. This early learning process has a profound impact on students and families. It provides them more certainty of the right path forward, there is less indecision on post-secondary choices, and a greater chance of making the right decision the first time, particularly with college choices. Ensuring students understand post-secondary choices earlier also helped Fort Worth ISD align more easily to new state graduation requirements.</p> <p>Fort Worth ISD uses Xello to achieve the following key aspects of their post-secondary readiness program:</p> <ul style="list-style-type: none"> <li>● Opportunities for all students to explore multiple pathways</li> <li>● Highly customizable, shareable digital workspaces (profiles) that encourage reflection</li> <li>● Profiles that reflect gender and ethnic diversity, so all</li> </ul>
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	<p>students can see themselves in a future job</p> <ul style="list-style-type: none"> <li>• Available in English and Spanish so students can work and share in multiple languages.</li> <li>• Accessible for all students—meeting WCAG 2.0 (Level AA) standards</li> <li>• Available with lightning-fast performance anytime on any device, in the classroom or on the go</li> </ul> <p>Read the case study here: <a href="#">How Fort Worth ISD Created a Culture of Achievement with Help from Xello</a></p>
<b>Annual Volume</b>	Approximately \$130,000

Reference # 2	
<b>Entity Name</b>	Grand Prairie Independent School District
<b>Contact Name and Title</b>	Dana Jackson, Executive Director of Counseling Services and College Access
<b>City and State</b>	Grand Prairie, Texas
<b>Phone Number</b>	(972) 237-5311
<b>Years Serviced</b>	2014 - To date
<b>Description of Services</b>	<p>Grand Prairie was looking for a program to serve their students in grades 6 to 12. Their requirements included having access to Career Assessments to help students match careers to their interests, personality, and learning styles. The district was also interested in ensuring that students' endorsements (STEM, Business and Industry, Public Service, Arts and Humanities, Multidisciplinary Studies) aligned with course planning and future goal setting.</p> <p>Using Xello's assessments and intuitive course planner, educators have gained insight into students' career interests, pathways/clusters, and students are able to easily see and map their goals and plans to endorsements available at the district.</p>



	Having the ability to monitor students' plans and expose students to alternative pathways such as the military or industry certification has increased the district's opportunities to provide support to their students.
<b>Annual Volume</b>	Approximately \$60,000

Reference # 3	
<b>Entity Name</b>	Frisco Independent School District
<b>Contact Name and Title</b>	Dr. Stephanie Cook, Managing Director of Guidance & Counseling Services
<b>City and State</b>	Frisco, Texas
<b>Phone Number</b>	(469) 633-6580
<b>Years Serviced</b>	2018 - To date
<b>Description of Services</b>	<p>With over 32,000 students, Frisco ISD is one of Texas' largest school districts. It has been partnering with Xello since 2018 to support their students developing 21st century skills and persevere after graduation.</p> <p>Xello is delivered to all Frisco students in grades 6-12 by the Department of Guidance and Counselling. Xello supports Frisco ISD in meeting TEA TEKS Chapter 127 requirements as well as supporting more efficient course planning processes with Xello's Course Planner integrated with eSchoolPlus. Frisco ISD also uses Xello to meet Texas CCMR indicators and to track student volunteer hours.</p> <p>The district believes Xello is essential to ensure meaningful student engagement in the career exploration and planning process so students develop the self-knowledge and foundational career management skills to make good decisions about their future.</p>
<b>Annual Volume</b>	Approximately \$120,000

26. List all cooperative and/or government group purchasing organizations of which your company is currently a member below.

Cooperative/GPO Name	Contract Number	Expiration Date
PCAmerica	PCA 3-177-17	August 2022
Region 7 Purchasing Cooperative	Instructional Catalog ICAT2021	December 18, 2021
Region 18 ESC Purchasing Cooperative	Region 18 ESC Purchasing Cooperative Discount RFP	June 30, 2021
ESC Region 19 Allied States Cooperative	19-7327 - Technology Software, Services and Related	January 31, 2021
Education Technology Joint Powers Authority	RFP No. 19/20-06 College and Career Planning Platform	June 1, 2023
DREAM Consortium	RFP #21-014, DREAM Consortium	June 30, 2022
Erie 1 BOCES	RFP20-College and Career Readiness	June 30, 2023
Ontario Education Collaborative Marketplace	Online Career and Individual Pathways Plan (IPP) Tools Request for Proposals #2020-365	August 24, 2023

**27. 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).**

Xello has a strong history of working with districts either directly, or through cooperative purchasing programs. Below we have included a reference:

Reference	
<b>Entity Name</b>	ESC Region 19 Allied States Cooperative
<b>Contact Name</b>	Andrea Amiri
<b>Title</b>	Purchasing Agent
<b>Address</b>	6611 Boeing El Paso, TX 79925 USA
<b>Email</b>	aamiri@esc19.net
<b>Phone Number</b>	(915) 780-5019

Xello has expertly managed large and small implementations of our program. No matter the size, we ensure every district has a dedicated Onboarding Manager who works in partnership with Xello's Account and Success Managers to deliver a high-quality experience for each district.

Responsible for the technical set-up of Xello at the district level, Xello's Onboarding Managers are experts in data upload and configuration, SIS integration, and course planning set-up. They will work with each district's IT Lead to get the data input and properly mapped in Xello.

The Onboarding Manager will also be responsible for the set-up of features like Letters of Recommendation, Transcripts, and integrations with vendors like MTP and NSC.

### Starting off on the right foot



Careful planning in the first stage is important for building lasting success. Your district will work with a dedicated Onboarding Manager who is responsible for managing the technical implementation. They'll

- ✓ Liaise with your IT teams
- ✓ Set up Course Planner
- ✓ Configure customizations
- ✓ Set up any integrations your district requires
- ✓ Provide unlimited support – at no extra cost

### Planning for long-term success



Alongside your Onboarding Manager, you'll work with a dedicated Success Manager throughout your district's Xello subscription. The Success Manager is responsible for helping you make the most of Xello from launch day and beyond. They'll

- ✓ Help you set goals
- ✓ Identify success criteria
- ✓ Provide tips and tricks
- ✓ Support similar areas of planning and ensuring lasting success
- ✓ Provide unlimited support – at no extra cost

We recommend the following roles for successful implementation and launch:

- **District Lead:** At least one contact at the district level who will be responsible for the overall project and the key point of contact for Xello. This role can be any seniority level, but typically resides in the district's CTE, Counseling or Curriculum departments. This role is responsible for project management at the district level, and keeping fellow staff at the District informed of progress.
- **Course Planning or Pathways Lead:** Responsible for working collaboratively with the District's Onboarding Manager at Xello to provide course master/catalogue, and verify that courses are set-up properly in Xello to match graduation requirements and pathways. Usually the district staff member who is most familiar and/or responsible for setting up the course master and calendar.
- **IT Lead:** Responsible for setting up and maintaining all interactions between Xello and the district SIS. This person will be required predominantly for initial set-up and on an ongoing basis for any adjustments or changes being made to the system
- **School Level Champions:** We often recommend districts appoint a few champions at the school level. Many districts see this as a leadership opportunity for their staff, and

champions at the school-level ensures consistent and timely communication, and in-house support for this CCMR initiative.

**We are confident in the ability to meet Region 10 districts' preferred go-live date.** A sample implementation plan outlining the roadmap to make this happen can be found below.

## Sample Rollout Plan

### *Month 1*

#### **Kick-off and strategic planning**

**District Team:** *Project Lead, IT Lead, & other stakeholders as necessary*

**Xello Team:** *Success Manager, Onboarding Manager*

- Kick-off meeting with your Success Manager and Onboarding Manager
- Set target dates for key milestones
- Discuss risks and challenges and strategies to address those
- Identify roles and create a project plan
- Determine transition plan from current provider and steps to maintain continuity of service
- Regular meetings with the District Management team to track progress

### *Month 1*

#### **Integration and configuration**

**District Team:** *Project Lead, IT Lead*

**Xello Team:** *Onboarding Manager, Training Specialist, Director Data Services*

- Set up data integration
- Identify and implement Single Sign-On

- Plan for additional integrations and the set-up of additional capabilities available within Xello (i.e. MTP, NSC, eTranscripts, Letters of Recommendation)
- Support Course Planner configuration based on graduation requirements

**District Team:** *Project Lead, Course Planning Lead & other relevant team members*

**Xello Team:** *Success Manager*

- Finalize training plan
- Configure lessons and other settings
- Regular meetings with the District Management team
- Educator account creation

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*Month 2*

**Staff outreach and training**

**District Team:** *Project Lead, IT Lead, Educators*

**Xello Team:** *Training Specialists, Success Manager, Onboarding Manager*

- Introduce Xello to the District staff with templated emails and other resources provided by Xello
- Conduct Getting Started Webinar session for the district (Free with subscription)
- Orient staff to [help.xello.world](https://help.xello.world) for resources and support materials
- Full-day in-person trainings (if purchased and logistically possible)
- Creation and roll-out of custom webinars over the summer (if purchased)

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*Month 2*

**Xello goes live at the District**

**District Team:** *Project Lead, School Champions, Educators, Students & Families*

**Xello Team:** *Success Manager, Client Solutions Support Staff*

- Release Xello for students across the district
- Letter to families in English and Spanish

- 
- Materials to promote student awareness of Xello
  - Additional in-person staff training *(to be determined by District)*
- 

#### *Ongoing*

##### **Staff training, support, and planning**

***District Team:*** District Lead, Educators, Students

***Xello Team:*** Success Manager, Client Solutions support staff

- Success consultations weekly to ensure everything is on track
  - Unlimited phone, online, and email support
  - 24/7 access to our Support Center and resources
  - Ongoing live and recorded webinar series on key topics
- 

#### *Spring - Summer*

##### **Retrospective and planning for next year**

***District Team:*** District Lead, Superintendent, IT Lead, School Champions, Course Planning Lead

***Xello Team:*** Success Manager, Onboarding Manager

- Reflect on successes and challenges so far, what worked well and ways to improve for the future
  - Plan training and professional development for the next year
  - Review goals and priorities, identify opportunities to deepen engagement
  - Discuss upcoming program updates and how the District can take advantage of those
-

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

Xello is not involved in any litigation, bankruptcy or reorganization.

**29. 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.



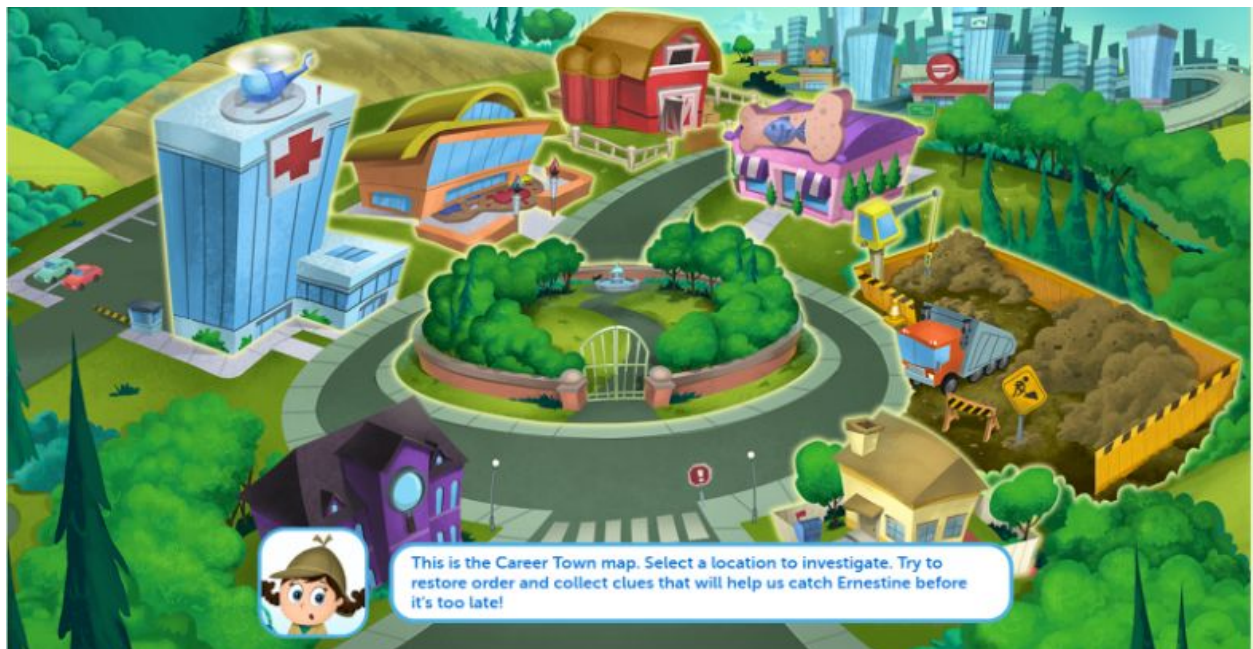
# Ease of Use

30. Please provide either screenshots or a link to a demo of your solution to demonstrate the user experience with your solution. Demonstrate how a user navigates the solution, how they find tools and information, and other basic functionalities of the solution.

## The Xello Experience

In **Xello for Elementary**, students in Kindergarten to Grade 2 are introduced to the world of work through a narrative driven mystery that showcases not only the variety of work and workers in a community, but the importance of every role to that community.

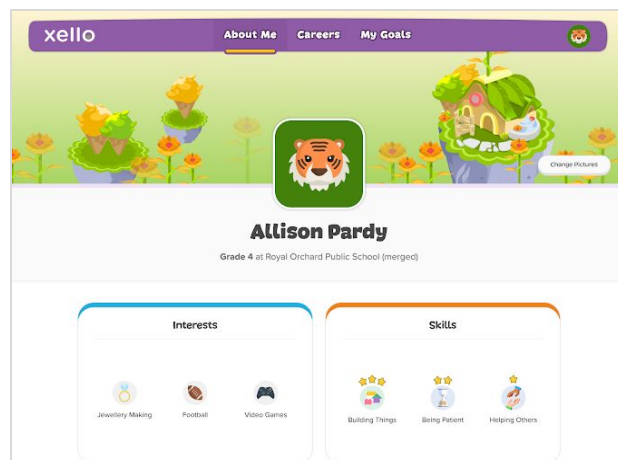
Students explore six career locations that represent different career paths. Each location has a unique activity for students to complete, supporting around three hours of play, or 7x20 minute sessions per grade. Students can return to the program and replay the mini-game as often as they want.



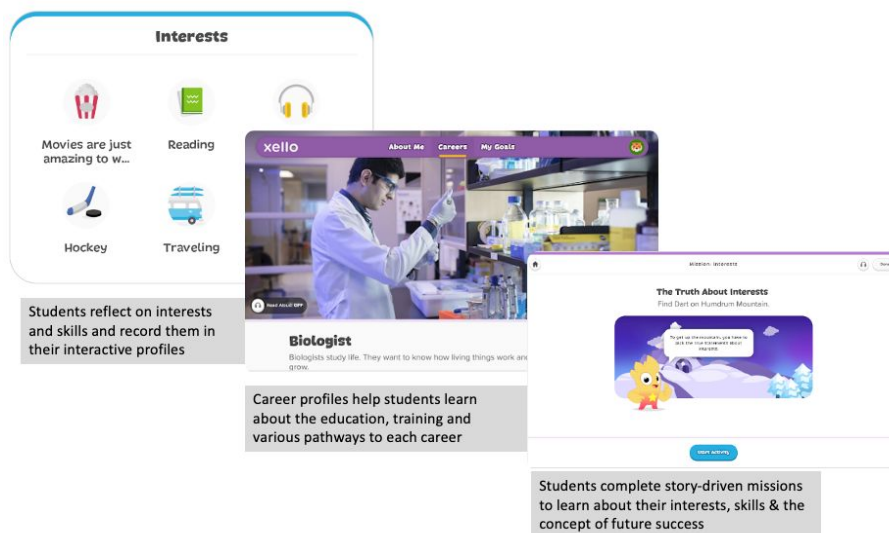
The online experience is also supplemented with a series of offline, in class activities to further reinforce what students are learning and help them apply their knowledge in, and out, of the classroom.

By the end of the 2nd grade, students have developed a baseline understanding of the world of work, and how their interests might align with career pathways.

Xello's experience for 3rd - 5th grade students builds on this early introduction and encourages students to produce, upload, and store work that can further enrich their experience and that showcases who they are, their future goals, and their career ambitions.



With age appropriate content and information, students develop greater self-awareness, the ability to self-reflect, and a better understanding of pathways associated with each career.



And through story driven lessons and activities, they enhance critical thinking, problem solving, cooperation, and communication skills. Students come away with the confidence and social-emotional readiness to smoothly transition from elementary to middle school.

**Xello for Middle & High School** is organized into three key sections: About Me, Explore Options, and Goals & Plans. Each of these sections contains activities and content designed to help

students in grades 6 to 12 better understand themselves, their future options, and the path required to achieve their goals.

Students can navigate through these sections by using the global navigation at the top of the top of each screen or use their Dashboard as a launch pad to dive into each section.

Let's take a closer look at Xello's student dashboard, and how it's been designed to help engage students and help educators present relevant activities for students to complete.

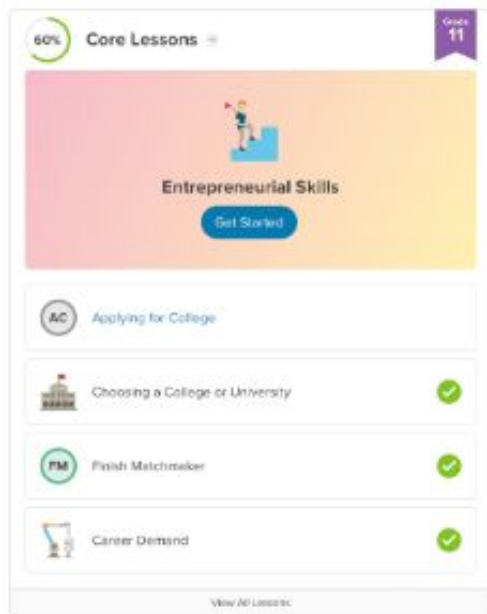
## The Student Dashboard

When students sign-in to Xello, they land on the Dashboard (see screen below). The Student Dashboard guides each grade of students through a customized sequence of college and career planning lessons and activities that align to state and district requirements.

The screenshot shows the Xello Student Dashboard for a Grade 11 student named Annie. The dashboard is divided into several sections:

- Header:** The Xello logo is on the left. Navigation links for "About me", "Explore Options", and "Goals & Plans" are in the center. Search, heart, and profile icons are on the right.
- Greeting:** "Hey Annie" is displayed.
- Core Lessons:** A large section with a 60% progress indicator. It features a "Entrepreneurial Skills" card with a "Get Started" button. Below this are four task cards: "Applying for College" (AC), "Choosing a College or University", "Finish Matchmaker" (FM), and "Career Demand". The first and last cards have green checkmarks.
- Assignments:** A section titled "Assignments" showing two tasks: "Interview your parents about their careers" and "Essay: My Dream Career", both by Mrs. Alonzo and due on January 31, 2020. A "View All Assignments" link is at the bottom.
- Links and Resources:** A section titled "Links and Resources" containing two links: "Method Test Prep" (Take your test) and "Welcome to Xello" (93 Kb).

Hey Annie



On the left side of the dashboard, a grade-specific sequence of activities guides students through a ready-made curriculum from our carefully designed library of lessons.

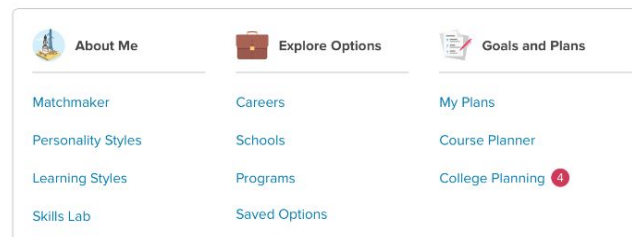
Xello's ready-made lessons are age and grade appropriate, teaching social emotional competencies and employability skills. Region 10 districts can follow the recommended grade sequence for lessons, or adjust to suit district requirements. The District can also add to this curriculum by creating their own custom lessons.

Employing a variety of interactive modules—like drag-and-drop, multiple choice, and free-form personal reflection, lessons can be completed during advisement hours, in relevant CTE or careers classes, or as take-home assignments. This ensures students complete the work required to achieve state standards, transition smoothly between grades, and succeed after high school.

At set-up, the district's Success and Onboarding Managers will help configure lessons so the right modules show for the right grades. **A summary of Xello's lesson topics can be found in , as well as a recommended Scope & Sequence can be found in Appendix C & D.**

On the right side of the dashboard, students have access to quick links to three key areas of work within the program:

- **About Me:** where students can click to complete assessments
- **Explore Options:** where students can explore career, college and majors
- **Goals & Plans:** where students can build their long-term plans, access the integrated course planner, and access Xello's college planning tools



The two sections below the quick links allow educators to share customized content in the form of Assignments and Links & Resources.

**Assignments:** staff at Region 10 districts can create custom assignments for student groups or grades. The assigned work will appear complete with a due date, an alert if it's new, and the assignment status. Assignments can be used to ensure students complete career based coursework, or specific actions that correlate district requirements.

**Links & Resources:** below the Assignments, the Links & Resources section is another area where staff at Region 10 districts can customize content for students. Links & Resources presents uploaded links that will take students to other sites or resources outside of the Xello ecosystem. When clicked, links in this section open in a new tab, so students can easily toggle between activities.

In our experience, districts often use Links & Resources to help students access the following preparatory materials:

- **ASVAB Practice Tests:** Adding <https://www.military.com/join-armed-forces/asvab> to the Links and Resources section will allow students to access free practice tests for ASVAB. This link can be set to display for all students, or specific student groups or grades.
- **Accuplacer:** Adding [www.accuplacer.collegeboard.org/students/prepare-for-accuplacer/practice](http://www.accuplacer.collegeboard.org/students/prepare-for-accuplacer/practice) to the Links and Resources section will allow students to access CollegeBoard's Accuplacer free downloadable resources and free Study App. This link can be set to display for all students.
- **AP Exams:** Adding [www.apstudents.collegeboard.org/about-ap-exams/practice-for-exams](http://www.apstudents.collegeboard.org/about-ap-exams/practice-for-exams) to the Links and Resources section will provide students with information about AP Exams and access, where applicable, to exam preparation materials.
- **Method Test Prep:** Xello supports integration with MTP. **Please refer to our response to Q. 15 for more information.**

As students explore Xello, they can always navigate back to the **Dashboard** by clicking the Xello icon in the top right of their screen, allowing the **Dashboard** to serve as "home-base" for the work they are doing in the program.

### Assignments

[Interview your parents about their careers](#)

By Mrs. Alonzo

Due: January 31, 2020

[Essay: My Dream Career](#)

By Mrs. Alonzo

Due: January 31, 2020

[View All Assignments](#)

### Links and Resources



[Method Test Prep](#)

Take your test



[Welcome to Xello](#)

93 Kb

## About Me

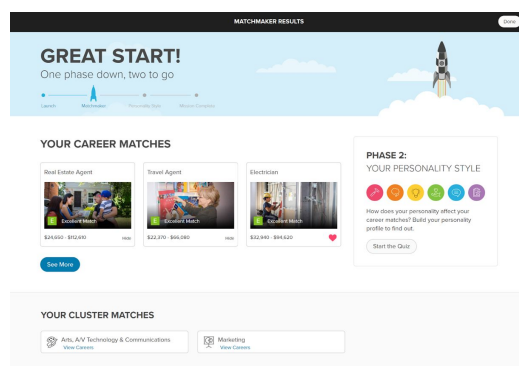
The **About Me** section of Xello is where students build critical self-awareness. Xello encourages students to build self-awareness in a variety of ways.

- **Career Matching Assessments:**

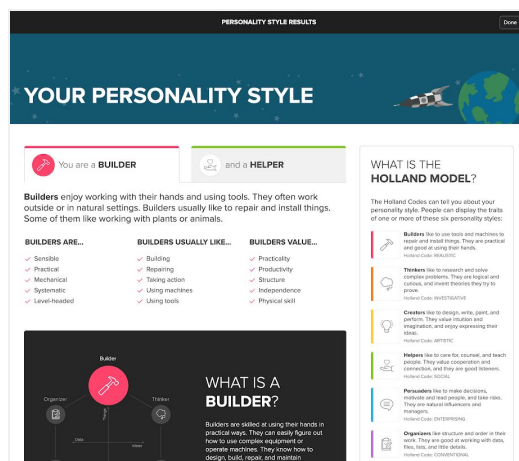
Xello's career matching assessments are accessible from the student **Dashboard** as soon as they log in, or the student's **About Me** section. Xello's assessments include:

- ➔ **Career Matchmaker Interest Inventory:** Students answer questions about their interests. With an easy to understand, visual scale, they are asked about their likes and dislikes and then suggested careers based on their interests. There are three phases to the quiz.

With each phase, career matches are re-ranked to align with student interests. The results of Xello's Career Matchmaker assessment have been verified as a scientifically valid and reliable predictor of career suitability. It can be reset to allow students to retake it as they gain additional experience and knowledge.

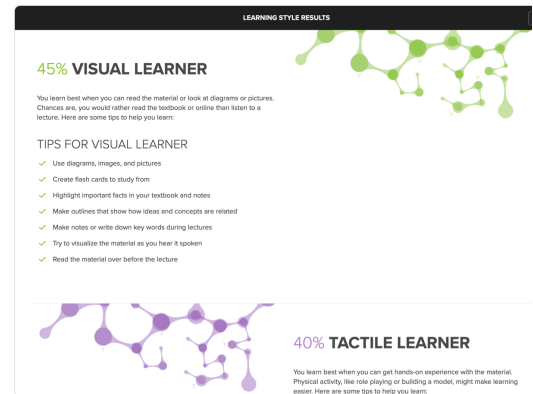


- ➔ **Personality Style Assessment:** Based on the Holland Code, this assessment captures the situations and opportunities that motivate students. They gain insight into the work best suited to their character and how their personality aligns with different work environments. Answers from this assessment help to further tailor career matches—ensuring students are presented with options that feel relevant.

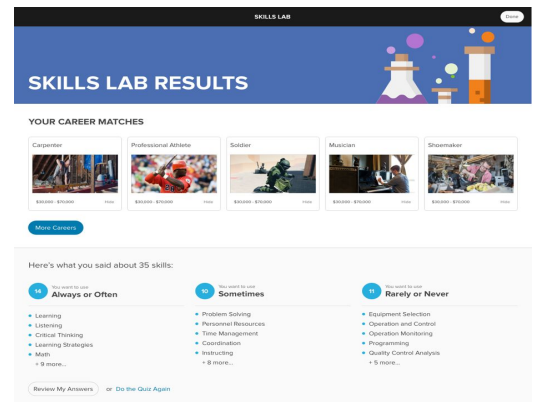




→ **Learning Style Assessment:** Students explore their learning style preferences by answering a series of questions to determine if they are an auditory, tactile, and/or visual learner. Students are provided tips to help them learn based on their learning style results. The below screen is an example of the results students get after completing their **Learning Style Assessment**.



→ **Skills Lab Assessment:** Students in 9th - 12th grades answer a series of questions to identify how frequently they would like to apply certain skills, helping them understand how their own unique abilities and preferences impact their future academic and career options.



Once these assessments are complete, students better understand how their interests connect with career options. They can then apply these insights as they research careers, educational qualifications, colleges or other post-secondary institutions that offer relevant majors or training aligned to their interests and career goals.

## ● **Individual Digital Portfolios:**

In addition to assessments, Xello encourages students to build self-knowledge with personal portfolios that include self-reported interests, skills, and experiences. Student portfolios contain the following elements:

- **Customizable wallpaper and avatar:** students can make their space their own by adding a background image and avatar to their account, creating a sense of ownership and personalization over their experience.
- **Assessment Results:** at a glance, students can see top career matches, their personality style and learning style assessment results. They can click into each tile to learn more about the career match or better understand their results.

- **Goal After High School:** students are able to declare their intentions after high school. They can **Not Sure Yet**, intent on doing **More School or Training**, or taking an **Alternate Route**. Xello supports all students, all pathways so there's no right or wrong answer, giving students the flexibility to consider a path other than straight into a 4-year college—like a **gap year**, additional training, or other certification. This goal can be updated at any time as students gain more knowledge and experience.
- **Favorite Clusters:** students can research and select career clusters of interest. Students can learn about each cluster with a brief description of work associated with the cluster, and sample careers. Clusters are organized based on the nationally recognized sixteen career clusters and are a great tool to help students navigate their career options and define their educational path.
- **Experiences:** students can add critical work, volunteer, education and life experiences. They are encouraged to describe their experience, why it was meaningful and reflect on what they have learned. Added experiences are presented in a colorful, visual timeline so students can see a history of what they have accomplished. This feature comes in handy as students prepare resumes for college applications, volunteer, or work placements.
- **Skills & Interests:** students can select from a wide range of skills and interests and self-report on what they are good at and what they are passionate about. Skills and interests are organized into categories to help reduce cognitive load and help students navigate these sections. If a student does not see a skill or interest that applies to them, they can create their own.
- **Places:** students can showcase their unique background and celebrate their diversity by entering places where they have lived. They are able to add their birthplace, current country of residence and where their family roots.
- **Resume:** students can create their resume by pulling in relevant content they have already added to their portfolio, including saved skills, interests, and experiences. On-screen tips and sample content help guide students as they build, and simple drag-and-drop options enable students to customize with ease.
- **Storyboard:** with the ability to upload multimedia resources, students can enrich their portfolio with videos, photos, website links and other resources. Clients often use Xello's Storyboard feature to help showcase student work and careers research—leveraging uploads as artifacts that prove students have explored their post-secondary academic and career options.

You can find a sample student portfolio in **Appendix F**.



Students are able to **share their profiles with parents**, guardians or any other interested parties in their network. A great way to give parents insight into student work, Xello's read-only shareable profile link includes:

- Personality Style assessment results
- Learning Style assessment results
- Interests
- Goal after High School
- Favorite Clusters
- Skills
- Experiences (Work, Education, Volunteer, Life)
- Places
- Career Suggestions (Matchmaker Interest Inventory results)
- Saved Career, School & Major options
- Goals & Plans

When students update or add work in Xello, their shared link updates automatically. This provides parents with a complete and current view into what motivates their child, their future goals, and their plans for success. Profiles can also be shared in Spanish, removing the language barrier to allow Spanish speaking parents to fully understand and better support their child's goals. This feature can also be toggled off for the district should they not wish for students to share their profiles.

## Explore Options

Xello encourages students to critically explore their career and post-secondary academic options with rich, vibrant profiles. Created in-house by a staff of content experts, Xello's profiles utilize information from trusted databases like **O\*Net**, **Peterson's CollegeData**, and **The US Bureau of Labor Statistics**. They have been professionally written and designed for optimal accessibility and student engagement.

Student options are broken down into three main categories for exploration:

- **Careers**

Once students have completed Xello's assessments, they are advised as to which careers are well matched.

Each career is ranked on a scale from Poor to Excellent—helping to guide student exploration of Xello's **500+ career profiles**.

Career profiles for students provide vibrant, detailed descriptions that include:

- Original, modern photography depicting a real practitioner in the role
- Match strength based on assessment results, including the ability to review the assessment responses that led to that match rating by clicking on **Find Out Why**
- A job description
- Two interviews with real professionals in the career (one male, one female), which include career advice, an overview of “a day in the life” and Q&A
- Career demand
- Associated career cluster, based on the 16 recognized national career clusters
- Key tasks and workplace conditions
- Salary information, including earnings by career stage and the ability to filter by state
- Sample career paths
- Education and training, including a list of majors that link to relevant college options
- A list of similar careers for students to explore

**A sample career profile can be found in Appendix G.**

Students can save careers of interest from directly on the career profile pages. If they want to explore additional options, they can search, and filter based on attributes like salary, education, demand, cluster and school subjects.

In the Educator portal, educators are able to see saved careers on a per student-level—helping them better understand student interests and career ambitions to offer relevant support and guidance.

## ● Schools

Xello has a database of **over 3,500 schools and 1,400 majors** for students to search, explore, and save. As with Xello’s career profiles, all college and major profiles are written at an accessible 6th grade reading level.

School profiles have been developed using information in Peterson’s CollegeData. Xello includes national, state specific and local school options—including **2-year colleges, 4-year colleges, military, and vocational training options.**

With a combination of student friendly school descriptions and graphical data representation, students get a clear picture of their post-secondary options.

Students can research schools as a result of matched careers, search for a specific school from the global search bar, or filter their post-secondary options from the **Explore Schools** page in the **Explore Options** section of the program

Profiles include detailed information about:

School	Application	Financial	Majors
<i>details about the campus, enrollment, and student population</i>	<i>information about items required for a successful application</i>	<i>Information about how students can pay for college and what costs to expect</i>	<i>a list of programs offered and their associated degrees/certificates</i>
<ul style="list-style-type: none"> <li>✓ Ethnicity</li> <li>✓ Gender</li> <li>✓ Campus setting</li> <li>✓ Housing</li> <li>✓ Sports &amp; clubs</li> <li>✓ Climate</li> <li>✓ Address</li> <li>✓ Map &amp; virtual tour</li> </ul>	<ul style="list-style-type: none"> <li>✓ Average GPA</li> <li>✓ SAT score</li> <li>✓ ACT score</li> <li>✓ Transcript</li> <li>✓ Interview</li> <li>✓ Essay</li> <li>✓ Entrance exam</li> <li>✓ Letters of recommendation</li> <li>✓ Extracurriculars</li> <li>✓ Admission factors ranked by importance</li> <li>✓ Important dates</li> </ul>	<ul style="list-style-type: none"> <li>✓ Estimated expenses</li> <li>✓ In &amp; out of state cost breakdown</li> <li>✓ Financial aid options</li> <li>✓ Important dates</li> </ul>	<ul style="list-style-type: none"> <li>✓ Certificates</li> <li>✓ Diplomas</li> <li>✓ Undergrad degrees</li> <li>✓ Graduate degrees</li> <li>✓ Ability to click to learn more about each major</li> </ul>

Students can filter and search for schools based on:

- Location
- Cost
- Enrollment size
- Campus Setting
- Type (Private/Public)
- Program Length
- Areas of Study
- Selectivity Test Scores
- Sports

With the information in school profiles, students are able to determine best fit options based on their own academic performance, campus preferences, and overall interests.

Students can save schools of interest as they compile the aspects that will make up their long-term plans. Educators can see students' saved school options, equipping them with critical information to better guide students through the application process and ensure they are prepared.

**You can find a sample school profile in Appendix H.**

## ● **Majors**

Students can learn more about what certificate, diploma or degree is required by exploring over **1,400 majors**. Majors are aligned to core industries. They can be accessed from career profiles, or explored from the **Explore Options** section of Xello.

Each major profile contains:

- Degree/certificate options (certificate, diploma, associate, bachelor's and/or graduate)
- Major description
- Related careers and other related majors
- Typical courses associated with the major
- Schools that offer the major, with the ability to filter by state
- Degree/certificate options by school

Students can save majors of interest. As with careers and school, educators can see what students have saved to help support their future goals.

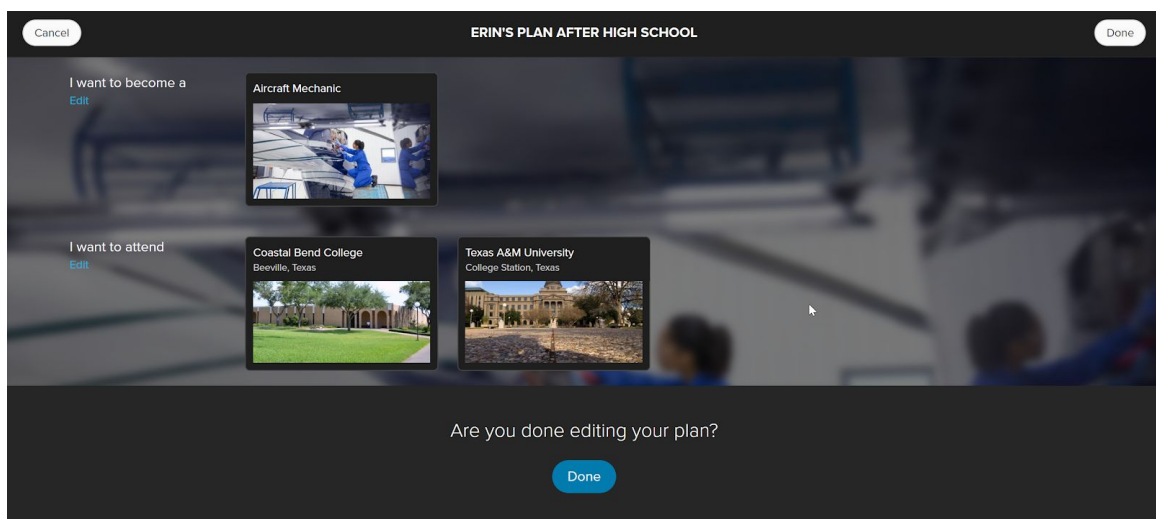
## Goals & Plans

Xello's **Goals & Plans** section enables students to build long-term and academic plans to help them stay on track. This section of the program includes vital planning and tracking tools that will help students visualize their ultimate goal and complete the required work to reach their full potential. Xello encourages middle and high school students to track academic progress in several ways:

- **My Plans**

Students in 6th - 12th grade are able to build long-term plans to help them achieve their career, academic, and personal goals.

Xello's long-term goal planner makes insights actionable. Once students have saved career, college, and major options, they can map out a plan that connects their career and education goals. This visual roadmap helps students break down their aspirations into tangible steps needed to achieve success.



Students can revisit their plans at any time and enter reflections about their progress. As they gain additional experience and knowledge, they can add a new plan or change their current one. This flexibility ensures the information in Xello is always relevant and aligned to students' current ambitions. Below you will find a sample plan for a student with a goal

to become a web developer, where they have been able to enter school and major options aligned to their career goal.

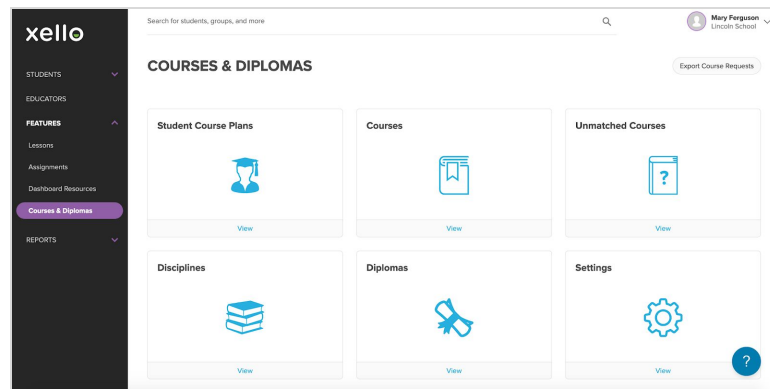
- **Course Planner (8th - 12th grade)**

Xello offers integrated course planning for students in grades 8-12. Designed to help students stay on track towards meeting graduation requirements, Xello's course planning capabilities are accurate, intelligent, and easy to use for both students and staff.

### ***Straightforward Set-up***

To get course planning up and running, Region 10 districts's course master will be uploaded into Xello. This ensures students are presented with course options based on the current course offerings at their school. Each student's academic history will be imported into Xello to make sure course selections take into account courses students may have already taken.

Through data integration with the student information system, course and student information will be kept up to date, certifying that what's in Xello matches what's in the SIS. Below is a screenshot of the integrated course and diploma management feature in Xello.



In collaboration with staff at Region 10 districts, the team at Xello will then configure course planning capabilities to align with districts' specific high school diploma requirements and endorsement. Each course will be configured to match the district requirements and course master. The screen below demonstrates an example of how a course can be added and updated in the Xello system.

**xello**

Search for students, groups, and more

**ADVANCED ANIMAL SCIENCE**

Basic Info | Disciplines | Rules | Diplomas

Course Name: Advanced Animal Science | Course Code: 321DEF

Course Description: This is where I type the description to update for new year

Recommended Grades: 9, 10, 11, 12 | Credits: 1 | Periods: 1

CTE Course: Not Applicable | Export Code: [?]

### ***The Student Experience***

When students in 8th - 12th grade build their plans and pick courses, they will clearly see prerequisites and corequisites for the courses they are choosing. The Xello course planning system provides students with proactive recommendations to help them optimize course selections and sequences, and it clearly shows students if they are off-track towards meeting requirements. The screen below shows Xello's course planning optimizer in use.

**xello**

**COURSE PLANNER**

Required: Distinguished Level of Achievement

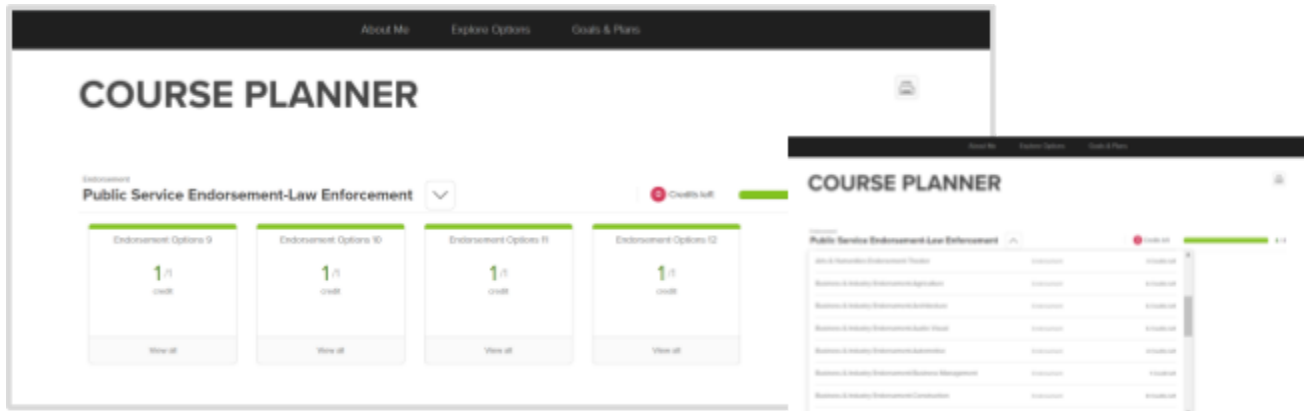
Requirements: All Requirements | Credits: 100 | Periods: 100

**SUGGESTIONS**

8th grade student building a plan for 9th grade

Xello also offers proactive recommendations to help students optimize their course plans to ensure requirements are met. With a click of a button, students can implement recommended adjustments to their course plans that will ensure they have an optimal plan to meet graduation requirements. Optimization logic is driven from graduation

requirements, prerequisites, and corequisites specific to each district's course offerings, and state requirements.



### ***Tracking and Measurement for Educators***

Educators can rest a little easier knowing every student is getting guidance through the course selection process and visibility into how they are progressing towards graduation. But beyond that, Xello's Educator portal also enables educators to directly monitor student plans and progress. Course selections and plans can be tracked at an aggregate and per-student level. Staff have access to full reporting for graduation tracking.

### ***Tracking and Measurement for Educators***

Educators can rest a little easier knowing every student is getting guidance through the course selection process and visibility into how they are progressing towards graduation. But beyond that, Xello's Educator portal also enables educators to directly monitor student plans and progress. Course selections and plans can be tracked at an aggregate and per-student level. Staff have access to full reporting for graduation tracking.

- STUDENTS
- EDUCATORS
- FEATURES
- REPORTS
  - Student Work
  - Lesson Progress
  - Engagement
  - Student Tracker

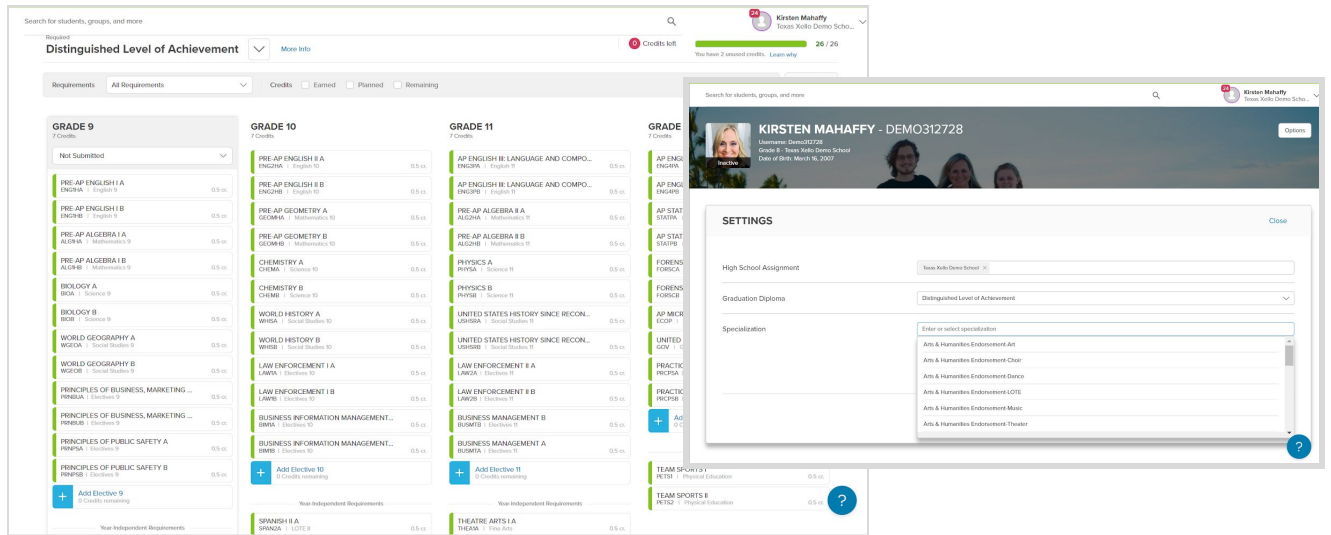
Search for students, groups, and more

GRADUATION PLAN COMPLETION

Graduation Plan Completion

GRADE	ON TRACK	NOT ON TRACK
8th Grade	149 (86%)	25 (14%)
9th Grade	126 (63%)	73 (37%)
10th Grade	171 (93%)	13 (7%)
11th Grade	132 (78%)	37 (22%)
12th Grade	167 (95%)	9 (5%)
All Grades	745 (83%)	157 (17%)





Educator view of student 4-year academic plan (left) and assign endorsements (right) from directly within Xello

Straightforward and easy to read, Xello's graduation tracking reports allow educators to identify at a glance which students are off-track to graduate, allowing for timely intervention.

Distinguished Level of Achievement	Earned	Planned	Remaining
LOTE I	0	1	0
English	0	4	0
LOTE II	0	1	0
Mathematics	0	4	0
Fine Arts	0	1	0
Science	0	4	0
Social Studies	0	3	0
Physical Education	0	1	0
Economics	0	0.5	0
Government	0	0.5	0
Electives	0	8	0
<b>26 / 26 Credits</b>	<b>0</b>	<b>26</b>	<b>0</b>
<b>Public Service Endorsement-Law Enforcement</b>	<b>Earned</b>	<b>Planned</b>	<b>Remaining</b>
Endorsement Options	0	4	0
<b>4 / 4 Credits</b>	<b>0</b>	<b>4</b>	<b>0</b>

Specifically for Texas, Xello's course plan reporting includes the following tracking and monitoring capabilities for educators and CTE staff.

- **Student course plans:** see individual student 4-year course plans, their credits and diplomas. Plans can be exported and mass printed for educator and parent signature. Reports can be run to see which students have completed their graduation plans.
- **Courses:** see and search available courses to adjust availability and description of the course offering. Staff can also run reports based on the number of students planning on taking each course, allowing them to adjust availability as needed and properly manage course requests
- **Diplomas & Endorsements:** review requirements for multiple diplomas and run reports on students pursuing each diploma type.
- **Critical Alerts:** see which students are on and off track towards their graduation requirements and specialized diplomas. Xello lets staff easily report on which students are missing corequisites, prerequisites or still requiring admin approval on their plans.

- **College Applications (11th + 12th grade)**

Within the College Planning section of Xello, students can access three key areas including College Applications, Local Scholarships, and the Knowledge Hub.




### ***College Applications***

Within College Applications, students can create application checklists for their schools of interest. These checklists automatically populate application requirements for the school, and allow students to track key milestones to make time management and planning easier. Tracked information includes:

- Application deadline by admission type
- Letters of recommendation request & submission
- FAFSA deadline
- Transcript request & submission

The checklist allows students to create, monitor, and mark as complete the various tasks they need for each of their college applications. With the ability to create custom application tasks and assign due dates, students can easily keep track of all their tasks including fee waivers and sending test scores.

As students create and track their application tasks, an **Important Dates** section is automatically updated, providing students with an at-a-glance view of key dates and important deadlines.

**xello**[About Me](#)[Explore Options](#)[Goals & Plans](#)

## COLLEGE APPLICATIONS



### IMPORTANT DATES

**APR 25**  
2020  
**Application Deadline**  
University of Texas at San Antonio  
[View Application](#)

**JUN 30**  
2020  
**FAFSA Close Date**  
College Year 2020-2021




### APPLICATION TRACKER

[+ New Application](#)





Institution	Deadline	Action Items
 University of Texas at San Antonio San Antonio, TX	Apr 25, 2020	 Recommendation Letters, Personal Essay, ACT/SAT Exam Score


### ***Making Transcript Requests for Students***

After starting an application for a school, students are automatically provided with a list of tasks required for preparing their application, including the ability to request a transcript. To request a transcript, students simply need to click the **Request** button and the request is sent instantly into Educator tools.

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[College Applications](#)


**TEXAS STATE UNIVERSITY**  
 San Marcos, TX  Regular Decision  Application Deadline: **Jun 1, 2020** (Fri)


 **Getting Started**  
Below you will find a list of suggested tasks to help you complete your application. Check the college website regularly to stay on track. [Got It](#)


### APPLICATION CHECKLIST


[+ Add Task](#)[Need Help?](#)

 Transcript [Options](#)

 Your high school is processing your transcript. If this status has not changed in 2 days, contact your school counselor.  
Today

 Once the institution has received your transcript, you will be able to send a new transcript request if needed.

 Personal Essay [Options](#)

 ACT/SAT Exam Score [Options](#)

No longer interested in applying to this institution? [Delete Application](#)

Once they have sent a request, students are able to track the progress in real-time. They can monitor when they requested it, when it was sent to the institution, and whether or not the institution has received or opened the transcript.

### ***The Transcript Submission Process for Educators***

For educators, Xello's Educator portal makes it easy to monitor and manage transcript requests. District staff will be able to:

- Import student transcripts
- Update transcripts
- View latest requests
- Send transcripts directly to institutions, including email send capability for out-of-network institutions
- Track transcript progress, at an aggregate and individual student-level
- Bulk import transcripts
- Bulk send transcripts
- Send transcripts on behalf of a student
- Record and track transcripts sent out-of-network via post mail

Xello has partnered with **Credentials Solutions** to send electronic transcripts to post-secondary schools. If the school is in **Credential's** network, transcripts can be sent directly from Xello. When we configure Xello for the District, your Onboarding Manager at Xello will take care of the end-to-end set-up of transcripts. If necessary, this will include account set-up with **Credentials** to enable electronic document sending.

The screen below provides an example of how Xello enables educator tracking of transcripts:

- STUDENTS
- EDUCATORS
- FEATURES
  - Lessons
  - Assignments
  - Dashboard Resources
  - Courses & Diplomas
  - Transcripts
  - Recommendation Letters
- REPORTS
- SETTINGS

Search for students, groups, and more

Features /

TRANSCRIPTS

Latest Requests 52
Sent
Imported
Unmatched 10
Import Transcripts
Send Transcripts

All Requests
Search for student name or ID

STUDENT	RECEIVING INSTITUTION	REQUEST TYPE	REQUESTED	TRANSCRIPT IMPORTED
Lee, Annie	San Diego State University San Diego, CA	In-Network	Today	Jan 21, 2019 ***
Johnson, Samuel	University of Vermont Burlington, VT	In-Network	Jun 15, 2018	Jan 13, 2019 ***
Johnson, Samuel	University of Texas at San Antonio San Antonio, TX	Out-of-Network	Jun 15, 2018	Jan 13, 2019 ***
Johnson, Samuel	University of Texas at Austin Austin, TX	Out-of-Network	Jun 15, 2018	Jan 13, 2019 ***
Jordan, Dennis	Kansas State University Manhattan, KS	In-Network	Jun 18, 2017	⚠ Not Available ***
Diaz, Joyce	Arcadia University Glenside, PA	In-Network	5 days ago	Jan 16, 2019 ***
Diaz, Joyce	Colorado State University Fort Collins, CO	In-Network	5 days ago	Jan 16, 2019 ***
Jovanovic, Stefan	National Collegiate Athletic Association	In-Network	Today	⚠ Not Available ***
Jovanovic, Stefan	Airondack Community College Queensbury, NY	Out-of-Network	Today	⚠ Not Available ***
Jovanovic, Stefan	Stanford University Stanford, CA	In-Network	Today	⚠ Not Available ***

Show 25 per page
1 - 25 of 52

Amber Thomas

John Adams High School

### Making Letter of Recommendation Requests for Students

After starting an application for a school, clicking the **Request** button next to the letter of recommendation task brings students to a screen that guides them through the request process. Students are able to input referrer details (including name and email), write a personal note, and attach relevant documents.

Unlike other programs, Xello makes the process of requesting letters of recommendation an educational experience. Embedded content and tips teach students how to choose a good referrer, and the ingredients of a good request. This additional information not only helps guide students through the process, it also teaches them valuable communication skills.


Once a student requests the recommendation letter, the referrer receives an email with a personal note the student has written, along with any attachments.

The referrer can click on **View Request** (no Xello account required). They are directed to a page outlining request details with tips on how to write a good letter. Once their letter is complete, the referrer clicks **Upload Letter**, attaches a PDF file of their letter and then hits send.

Cancel

COLLEGE APPLICATIONS

## ADD DETAILS



Texas State University  
San Marcos, TX

Dr. Neil Smith [Change](#)  
Referrer

### PERSONAL NOTE

Write a note to your referrer that is 100 characters or more. 0 (Minimum 100 characters)

Type your note here...

#### NEED HELP?

A recommendation letter should tell a story about who you are as a person. When asking someone to write a letter for you, you should highlight any achievements you would like included. You should also make sure to personalize each request. Let your referrer know why you have chosen them. Here are some points to think about when writing a note to your referrer:

- Why are you contacting this specific referrer?
- What school are you hoping to attend?
- What do you hope to study? Is there a specific program you are interested in?
- What date must the school receive your letter by?
- Do you have any special skills or interests?
- Are you involved in a club, sports team, or other extracurricular activities?
- Did you complete any projects while at high school? Can your referrer include detailed information about any of them?
- What intellectual and personal qualities would you like highlighted? Have you completed any volunteer work?
- Did you overcome any challenges while at school? What character traits helped you to overcome these challenges?

### ATTACH FILE

Attach your resume or brag sheet. You can upload one file in PDF format.

Attach PDF

Students can track the progress of their recommendation letter from their Xello account. They can refer to the **Letters of Recommendation** task in the application tracker for each school and see, in real time, the document status. This visibility helps reduce stress during the request process and the need for follow-up.

### ***The Letter of Recommendation Submission Process for Educators***

In Xello's Educator portal, educators and staff at each district can:

- View the latest requests sent by students to referrers
- Send an uploaded letter to an institution when necessary
- Keep track of the progress of sent recommendation letters

As with transcripts, Xello has partnered with **Credentials Solutions** to facilitate the sending of letters of recommendation to post-secondary institutions. Most colleges are part of the **Credentials** network. If the recommendation letter is for a school within the **Credentials** network, the letter will be automatically sent to the institution when the referrer uploads their letter. If the recommendation letter is for a school outside of the

**Credentials** network, educators can easily email the completed recommendation letter to the institution from within Xello.

The screen below demonstrates how district staff can track and manage letters of recommendation from the Educator portal.

Search for students, groups, and more

Amber Thomas  
John Adams High School

Features / **RECOMMENDATION LETTERS**

Latest Requests **25** Sent

STUDENT	RECEIVING INSTITUTION	REFERRER	STATUS
Johnson, Samuel	Bay Path University Longmeadow, MA	Abraham Smith asmith@sb.school	Letter ready to send Today
Johnson, Samuel	Aaniih Nakoda College Harlem, MT	Abraham Smith asmith@sb.school	Letter ready to send Today
Watihana, Opi	University of Alaska Anchorage, Kodiak Co... Kodiak, AK	Mr. Abraham asmith@sb.school	Referrer received the letter request Today
Johnson, Samuel	Aaniih Nakoda College Harlem, MT	Sarah Thomas stomas@sb.school	Letter ready to send 2 days ago
Jordan, Dennis	Fairleigh Dickinson University, College at F... Madison, NJ	Mr. Smith asmith@sb.school	Referrer received the letter request 3 days ago
Diaz, Joyce	Bay Path University Longmeadow, MA	Jordan Ntolo ntolo@jordanntolo.com	Letter ready to send 5 days ago
Diaz, Joyce	University of Alaska Fairbanks Fairbanks, AK	Olivia Arribas ol_arribas@yahoo.com	Referrer received the letter request 5 days ago
Jovanovic, Stefan	University of Alaska Anchorage, Kodiak Co... Kodiak, AK	Coach Simon simon.football@gmail.com	Referrer received the letter request Jan 5, 2019
Jovanovic, Stefan	University of Alaska Fairbanks Fairbanks, AK	Mr. Abraham asmith@sb.school	Letter ready to send Jan 5, 2019
Jovanovic, Stefan	University of Alaska Fairbanks Fairbanks, AK	Sarah Thomas stomas@sb.school	Letter ready to send Jan 5, 2019

Show 25 per page 1 - 25 of 25

### Integration with the Common Application

Xello supports integration with Common App. **Please refer to our response to Q. 15 for more information.**

### Local Scholarships

Within the Local Scholarships section, students can browse and interact with the local scholarships that educators have added into Xello.

Students have the ability to:

- Search for local scholarships by name or by keyword
- Save and build a shortlist of scholarships they are interested in

- Self-report on application status by marking scholarships that they have applied to and/or won

**ABBOTSFORD LIONS CLUB STUDENT-OF-THE-QUARTER**  
Offered by Abbotsford Lions Club

Interested? Added

**I applied for this scholarship**  
Today

**\$2,000** Award Amount  
**Jan 1, 2021** Deadline  
**4** Awards  
**No** Renewable

**HOW TO APPLY**  
Return application to school office by **Jan 1, 2021**

The student of the quarter is for senior students who have displayed exemplary characteristics in their school and community.

**APPLICATION CRITERIA**  
Award Basis  
• Community service-based  
• Merit-based  
Student Grade  
Grade 12

Staff can easily add and manage Local Scholarships within the College Planning section of their **Educator Tools**. Staff can also monitor students' engagement with local scholarships and gain insights into top scholarships using our reporting tools.

Integrating a National Scholarship into the College Planning hub is on Xello's roadmap for 2021. Currently, staff can easily link students to their preferred national scholarship databases from the Student Dashboard using the **Links & Resources** tool.




- **Knowledge Hub**

The college **Knowledge Hub** introduces students to easy to read, short-form content on important topics and common questions related to the college-bound journey. The topics have been selected based on educator and student feedback and all content is educator-reviewed and vetted for accuracy.

The first batch of topics is related to paying for college and includes information on FAFSA, Scholarships, Grants, Loans, and Work-Study Programs.




The FAFSA article includes a banner that encourages students to apply for FAFSA, including a *Get Started* button that links students directly to the FAFSA website to complete their application.


**xello**[About me](#)[Explore Options](#)[Goals & Plans](#)


[Knowledge Hub](#)Share

# FAFSA


FAFSA stands for **Free Application for Federal Student Aid**. Federal student aid can **help you pay for college**. Fill out the **free FAFSA form** to qualify for grants, work-study, and loans.

**Apply early**  
FAFSA opens on October 1 each year. Funds are limited, so apply early!

**Create your FSA ID**  
The first step: make a secure account on the [Federal Student Aid website](#).<sup>12</sup>

**Set aside 30 minutes**  
Collect the info you need. Then fill out the FAFSA in about 30 minutes.

**FAFSA is open. Apply now!** Complete the application to receive money to pay for college. [Get Started](#)

**FAFSA Basics**

[Expand All](#)

What is the FAFSA?

Where do I apply for federal student aid?

How much money can I get?

Where can I apply?

Am I eligible to apply?

# Preparing Students for the World of Work

In addition to guiding students through building self-awareness, exploring options and building academic and long-term plans, Xello includes tools and turn-key curriculum to ensure students are prepared to succeed in the ever changing world of work. The following features help give students exposure and the social-emotional competencies to succeed.

## ● Resume Builder

A resume builder is available for 6th - 12th grade students. Unlike other resume building tools, Xello's resume builder teaches students about what a resume is, how it's used by employers, and what students should consider when building their resume. Embedded toggles let them add any, or all, of the following elements:

- Objective
- Education
- Skills
- Work Experience
- Volunteer Experience
- Awards and Achievements
- Activities and Interests

As students add information into each section, they are given tips to ensure their entries are impactful and relevant.

The screenshot displays the 'Build Resume' interface with a focus on the 'Work Experience' section. At the top, there's a 'Back' button and a 'Build Resume' header. Below this is a briefcase icon and the title 'Work Experience'. A subtitle reads: 'This section tells employers about your work experiences.' There's a 'Hide Samples' link. A sample entry for 'Camp Counselor' is shown with two bullet points: 'Acted as a role model to campers while supervising and directing their daily activities.' and 'Used my creativity and leadership skills to implement new activities.' Below this is a section titled 'Your Work Experience' with an 'Add New' button. A sample entry is listed: 'Cashier at Fruit Market in Toronto, Canada between Sept 2019 - December 2019'. At the bottom is an 'Add to Resume' button. On the right side, a 'Tips' panel is open, providing guidance on what kind of experience to include (part-time, summer jobs, etc.) and how to write descriptions (use past tense, craft points, think about value added, etc.).

Sample entries for each section are provided as inspiration—giving students a reference for how content should be structured and what it will look like once added. The result is a

beautifully formatted resume that students can download as a PDF and then print or email.

The screenshot shows a 'Build Resume' interface with a dark header bar containing the text 'Build Resume' and a 'Done' button. Below the header, there is a 'Layout' button with a document icon. The main content area displays the resume for 'Lucas Bomfim'. The contact information includes '83 Mississauga Road, Mississauga, ON M4K6K4' and '6474647388 • lucasbm@gmail.com'. The resume is divided into three sections: 'Objective', 'Skills', and 'Education'. The 'Objective' section contains a paragraph about being a reliable high school student. The 'Skills' section lists 'Communication', 'Solving Conflicts', 'Decision Making', 'Managing Projects', 'Taking initiative', and 'Planning'. The 'Education' section lists 'High School Diploma at Missauga High School' and 'Expected Graduation: February 2020'. At the bottom, there is a 'Download' button.

## ● Lessons to Teach Soft Skills

Xello's Lessons are an out-of-the-box way to guide students through the program, and track their progress. Designed to encourage reflection and help students apply learning, lessons teach critical, age-appropriate, social-emotional competencies and practical skills.

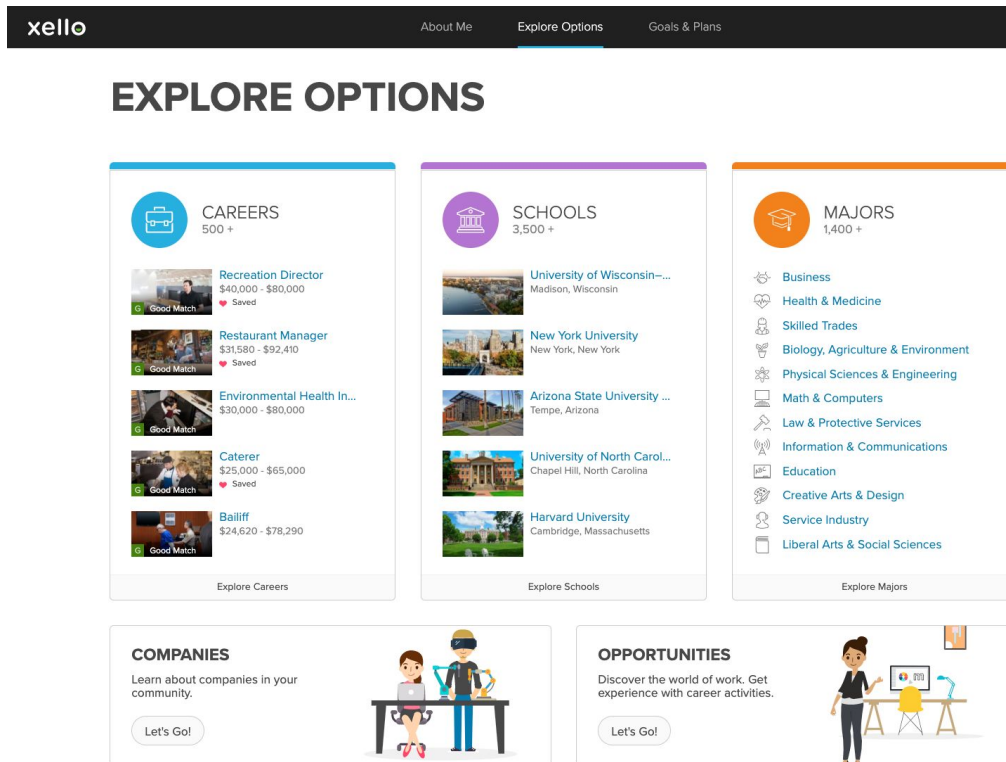
Researched and designed in-house by experienced content specialists, Xello lessons are fully digital, highly engaging, employing a variety of interactive modules, such as drag-and-drop, multiple choice, and free-form personal reflection. Lessons are sequenced with built-in prerequisites to help ensure students move through Xello in a logical order. Lesson content is personalized based on saved careers and interests to deliver a relevant student experience. Lessons can be completed during advisement hours, in relevant CTE or careers classes, or as take-home assignments.

In the Educator portal, educators and district administration can track lesson progress to understand how students are advancing in Xello. Lesson Progress reports provide a completion summary and reporting at the grade, student, and individual lesson level. Staff at Region 10 districts can follow the recommended grade sequence for lessons, or adjust to suit district requirements.

**A summary of Xello's lesson topics, as well as a recommended Scope & Sequence can be found in Appendix C & D.**

- **Work-Based Learning Module**

Xello's work-based learning module (WBL) bridges the gap between education and the real world. This module makes local employers and hands-on work experience easily accessible for all. Students are able to test, re-evaluate, and pivot their future plans while building their resumes and developing the employability skills companies value.



Xello's WBL supports the management of a local partner database and the set-up and tracking of various work-based learning opportunities, including:

- Workplace Tours
- Guest Speakers
- Career Fairs
- Informational interviews
- Job shadows
- Service Learning
- Apprenticeships
- Internships

Students can express interest in opportunities by clicking a Request button from within an Opportunity listing.

The screenshot shows the xello website interface. At the top is a dark navigation bar with the xello logo and links for 'About Me', 'Explore Options', and 'Goals & Plans'. Below this is a light gray header area with a 'Opportunities' tab selected. The main content area features a large 'INTERNSHIP' heading followed by 'AssuredPartners of Minnesota'. The text describes the internship, listing roles like Technical Support Representative, Personal Lines Representative, and Human Resources Assistant. It also mentions benefits like onboarding training and mentorship. A 'Request' button is visible in a box on the right. Below the main text, there's a section 'ABOUT THIS COMPANY' for AssuredPartners of Minnesota, noting 51-200 employees in Saint Paul, MN, with a 'View Profile' button.

WBL Coordinators, Counselors and teachers can view the list of opportunities that have been requested by students in their school.

On the Request Detail page, they will see more information about the opportunity and company, as well as the request status and company contact details.

The screenshot shows the 'STUDENT OPPORTUNITIES' page in the xello system. A sidebar on the left contains navigation links: STUDENTS, EDUCATORS, FEATURES (with sub-links for Lessons, Assignments, Dashboard Resources, Courses & Diplomas, College Planning, and Opportunities), and REPORTS. The main area has a search bar and an 'Export' button. Below is a table of student requests.

NAME	OPPORTUNITY	LAST ACTIVITY ↓	STATUS
Precious Fernandez	Internship AssuredPartners of Minnesota	Jun 30, 2020	Completed
Fauna Davis	Internship AssuredPartners of Minnesota	Jun 9, 2020	Scheduled
Fauna Davis	Job Shadow Allina Health	Mar 13, 2020	Scheduled
Ume Anderson	Job Shadow Allina Health	Feb 24, 2020	Requested
Fauna Davis	Internship AssuredPartners of Minnesota	Feb 23, 2020	Scheduled

We recommend having an “Opportunities Coordinator” at each school location who undertakes opportunity coordination between students and company contacts. This could be a school counselor, CTE teacher, or other role identified by Amphitheater Public Schools. Counselors and teachers can track the progress of the request with the following status updates:

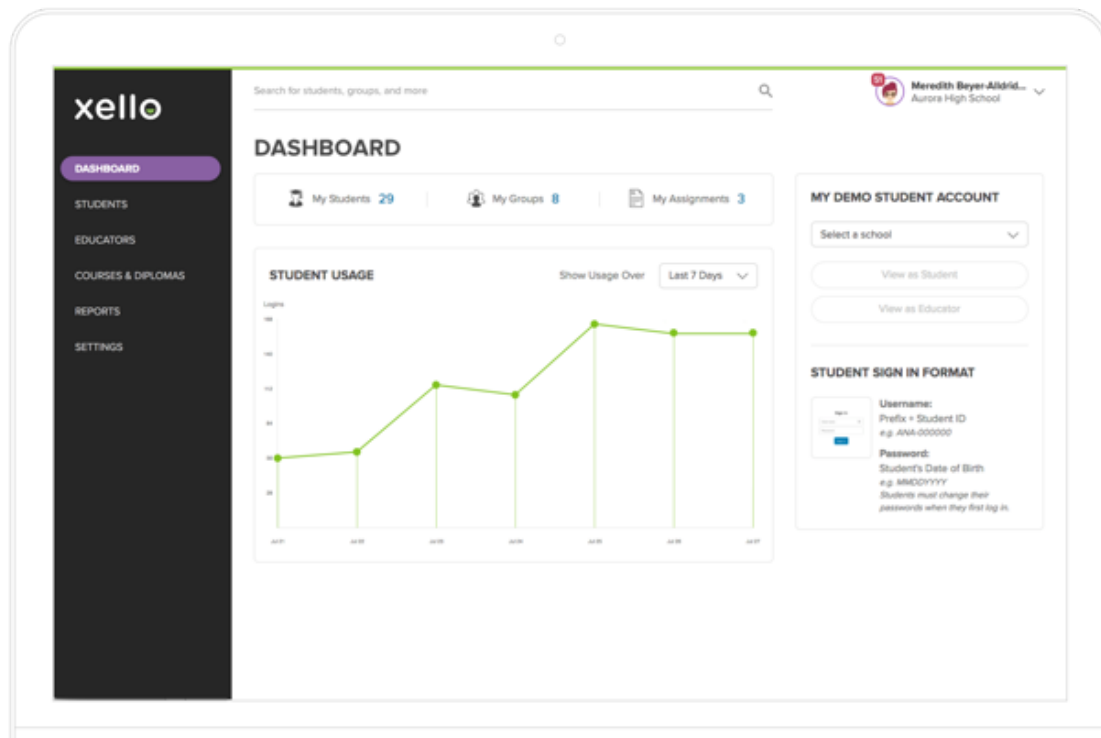
- **Requested:** the default status when a student shows interest by clicking on the Request button
- **Scheduled:** the district/school and company representative have connected and made arrangements
- **Completed:** the student has completed the opportunity
- **Canceled:** the opportunity was canceled prior to the student completing the opportunity.

To track hours, students can add information to the Experiences timeline in Xello, indicating their title, the company, time and what they liked, found challenging, and learned from the opportunity.

# Tracking & Measurement for Educators

Xello makes it easy for district administration and educators to track and measure student progress. The program comes with the flexibility to track student work on a per-student, class, or school level. Educators can even create custom groups to track specific segments of the student population.

On the following pages you will find how Xello helps educators easily manage, track and measure student progress.



## Reporting Capabilities

Xello's reporting is a powerful aid in getting and interpreting data about students, their progress, and engagement. The program offers dozens of real-time, ready-made reports that easily track student usage, assessment completion, and planning progress.

Accessible for district and school staff, reports present data in a visual, easy-to-understand format. They have been designed to help administrators and educators run unlimited reports and

narrow data down to better understand students at an aggregate and per-student level. Data is automatically updated nightly to ensure accuracy.

Xello's reports include tracking for the following:

	K - 5th grade	6th - 12th grade
<b>Student Work</b> <i>These reports track students' activity in key areas of the program, including how they have completed their About Me profile, assessments, saved careers, schools, and majors. Student Work reports also include in-depth reports on Course Planner progress, including course planner completion, course planner alerts, diploma completion and more. Reports include:</i>	<ul style="list-style-type: none"> <li>✓ Skills</li> <li>✓ Interests</li> <li>✓ Saved Careers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Matchmaker results (suggested careers)</li> <li>✓ Suggested clusters</li> <li>✓ Personality styles</li> <li>✓ Learning styles</li> <li>✓ Skills</li> <li>✓ Interests</li> <li>✓ Saved careers</li> <li>✓ Saved clusters</li> <li>✓ Saves schools</li> <li>✓ Saved majors</li> <li>✓ Plans</li> <li>✓ Course planner submission summary</li> <li>✓ Student count by courses</li> <li>✓ Student count by diploma</li> <li>✓ Courses pending approval</li> <li>✓ Students without pre-registration</li> <li>✓ Graduation plan completion</li> <li>✓ Critical alerts</li> <li>✓ College applications</li> </ul>
<b>Lesson Progress</b> <i>These reports track whether students have not started, are in progress, or have completed their Lessons.</i>	<ul style="list-style-type: none"> <li>✓ Completion by Student</li> <li>✓ Completion by Grade</li> <li>✓ Completion by Lesson</li> </ul>	<ul style="list-style-type: none"> <li>✓ Completion by Student</li> <li>✓ Completion by Grade</li> <li>✓ Completion by Lesson</li> </ul>
<b>Engagement</b> <i>These reports will show how often and how recently students have signed in to Xello.</i>	<ul style="list-style-type: none"> <li>✓ Logins by day/month/student</li> <li>✓ Logins by grade</li> <li>✓ Logins by educator</li> </ul>	<ul style="list-style-type: none"> <li>✓ Logins by day/month/student</li> <li>✓ Logins by grade</li> <li>✓ Logins by educator</li> </ul>

Xello's reporting capabilities include:

- **Ability to export to Excel:** The Data & Export feature is a dropdown menu that can be found throughout every educator's account. This feature allows administrators and educators to export almost any list or report in Xello to a spreadsheet that can be locally saved to view and manage. Data can be exported as either an Excel file or CSV.



- **Unlimited access:** as long as Region 10 districts remain a Xello client, they will have unlimited reporting capabilities at the district and school levels. There are no caps to the number of reports that can be pulled annually.
- **Filtering:** the ability to filter reports by grade, group, gender and other attributes to drill down to a specific subset of students and their performance.
- **Alumni Tracking:** Xello has partnered with **National Student Clearinghouse (NSC)** to provide clients with reports that gauge the college success of high-school graduates. **Please refer to our response to Q. 15 for more information.**

## Measuring Progress per Student & by Student Groups

Xello enables tracking and measurement at the district, school, class and student-level, allowing educators to filter and track specific student groups and the progress of various populations.

- **Progress per Student**

Educators can track individual student progress in two ways:

1. **Review the individual student profile:** educators can click into a student within the Student List and see a complete portfolio of the work students have done, including their course planning and lesson progress.
2. **Per student reports:** Educators can pull reports that showcase individual student work including their suggested careers, assessment results, skills, interests, saved careers, plans and course plans.

The screenshot displays the Xello interface for a student named Eric Costella (ID: 2304665). The interface is divided into several sections:

- ABOUT THE STUDENT:** Includes personality style (Student - Explorer, Organizer, Communicator, Perceiver), learning style (Visual, Tactile, Auditory), and lessons completed (2 of 4).
- TOP 10 CAREER MATCHES:** Lists careers such as Aircraft Mechanic, Construction Laborer, Plumber, Concrete Mason, Welder, Welding Inspector, Welding Fabricator, Welding Engineer, Welding Technician, and Welding Inspector.
- EXPERIENCES:** A table showing work and education experiences.
 

EXPERIENCES	TYPE	PERIOD
Construction Assistant at ABC Construction	Work	June 2018 - September 2018
Welding (Welding) at ABC Welding	Education	May 2018 - Present
Work Learning at Summer Camp	Education	June 2018 - July 2018
- SAVED OPTIONS:** A table showing saved career options.
 

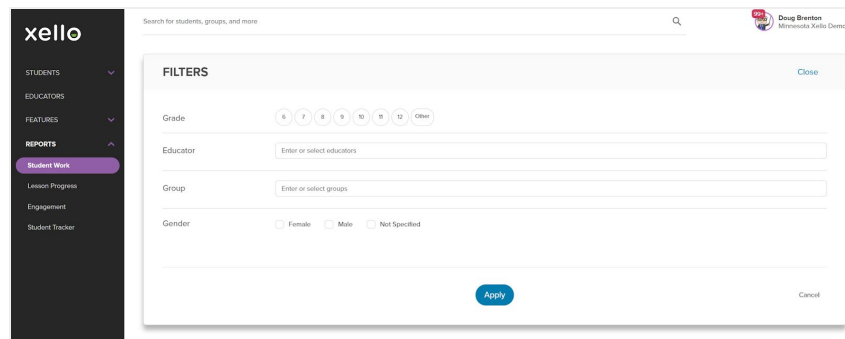
OPTIONS	STATUS	TYPE
Public Job	Used It	Career
Chief Engineer	Like It a lot	Career
Pro Line Workers		Major
Public Service and Government General		Major
Washington College		School
University of Southern Indiana		School
University of Iowa		School
Saint Francis University		School
- GOALS AND PLANS:** A table showing goals, careers, schools, and majors.
 

GOAL	CAREERS	SCHOOLS	MAJORS
Eric's Plan - Grade 10	Chief (Engineering) Goal	Saint Francis University	Public Service and Government, General
		University of Southern Indiana	Pro Line Workers
		Washington College	
- UPLOADED FILES:** A section showing uploaded files, including a PDF titled "TRADE SCHOOL PROS & CONS" and a PDF titled "How to Fill Out the FAFSA".

- **Creating and Tracking Student Groups**

Groups of students can be used to easily filter lists and reports, create assignments for select students, track specific segment progress, and more. Students cannot see the groups in which they have been placed.

To create a new group educators simply need to login to the Educator portal, click **Students** and select **Student Groups**. They can then click **Create Group**. Educators can give the group a name and then add students, either search by student name or ID, or by clicking **Select Students** to browse and select choose students from the student list. Clicking **Filters** on this page easily narrows the student list by grade or assigned

The screenshot shows the Xello Educator portal interface. On the left is a dark sidebar with the 'xello' logo and a menu with categories: STUDENTS, EDUCATORS, FEATURES, and REPORTS. Under REPORTS, 'Student Work' is highlighted. The main content area has a search bar at the top. A 'FILTERS' modal is open, displaying options to filter by Grade (6, 7, 8, 9, 10, 11, 12, Other), Educator (with a text input), Group (with a text input), and Gender (Female, Male, Not Specified). There are 'Apply' and 'Cancel' buttons at the bottom of the modal.

educator.

To track the progress and work of a particular student group, Educators can login to the Educator portal and click **Student Work** under **Reports**. They can choose from a number of reporting categories including assessment results, saved careers, plans, course plan submissions and college applications. After choosing a reporting category, educators can select **Filter** to track and measure a specific student grade or group.

Educators can adjust groups at any time—adding and removing students as necessary. They can review the individual students within a group by logging into the Educator portal and clicking on **Student Groups** in the **Student** section.

xello

STUDENTS

Student List

Student Groups

EDUCATORS

FEATURES

REPORTS

Search for students, groups, and more

CTE

3 of 6

SPPS

DRG Brandon  
Minnesota Xello Demo

MARKETING INTERNSHIP STUDENTS

Created by Ginny Walther

6 Students

DIR

6 Students

See in Student List

Send Message

STUDENT NAME	STUDENT ID	GRADE	
<div></div> Anderson, Hyun	XELDEM0986654	9	<a href="#">Remove Student</a>
<div></div> Anderson, Valentine	XELDEM0986661	10	<a href="#">Remove Student</a>
<div></div> Baker, Okazaki	XELDEM0986662	10	<a href="#">Remove Student</a>
<div></div> Garcia, Lauren	XELDEM0986668	11	<a href="#">Remove Student</a>
<div></div> Ivanov, Sada	XELDEM0986653	8	<a href="#">Remove Student</a>
<a href="#">Load More</a>			

Assignments

There are no assignments for this group yet.

?

xello

80

## Communication Tools

At Xello, we believe that while students can make real progress towards creating a successful future for themselves, they also need the help and support of the caring adults in their lives. Xello supports ongoing conversations between staff, students and parents with built-in two-way messaging and a new parent portal planned for release in early 2021.

- **Two-way Messaging for Staff and Students**

Xello's two-way messaging enables staff to quickly and easily send notifications and communicate with students.

- **In-Context Messaging**

In Educator accounts, staff will find the **Send Message** button located at the top of any list of students. After selecting the students to message from the list, educators can use this button to pull up an action window where they can write the message and add any necessary attachments before sending.

Tied to critical activities in the program, like course planning, assignments, and student reports, in-context messages give district staff immediate and easy access to message students in the moment as they are reviewing critical information.

- **Read and Reply to Messages**

When a student has replied to a single or group message, educators will receive an email with the content of their reply. To view and reply to the message, they can login to Xello and land on the message in the **Message Center**.

- **Receive Messages**

Students can also initiate messages to their assigned educators, allowing for flexible support and additional opportunities to have ongoing conversations around a student's future planning.

- **Family Access**

With an estimated release date in early 2021, Family Access will provide a shared space for district staff, students and guardians to communicate and have meaningful conversation centered around a student's work and plans in Xello.

With the addition of **Family Access**, parents and guardians will be able to get even deeper insight into their child's progress and plans, with access to the same level of data that district staff have access to, allowing for full transparency and alignment.

## Demo Account

Below we have provided the username and password for a Xello demo educator account. These credentials are to be used only by Region 10 and related procurement staff and are not to be otherwise shared outside of the procurement process. We ask that the credentials be removed or otherwise redacted when proposals are posted publicly. If Region 10 has additional questions, please contact **Jackelyn Skudra** at [jackelyns@xello.world](mailto:jackelyns@xello.world) or +1 (800) 965-8541 x 221 .

Upon login, users will land on the educator dashboard. Using the *Demo Student Account* feature to the right of the screen, users can select a grade and click *View as Student* to experience the Xello program through the eyes of a student. For more information on using the demo student account, [click here](#).

When viewing Xello as a student, you can change the language to Spanish by clicking on the avatar in the top right corner and selecting *Espanol*.

### Demo Educator Account

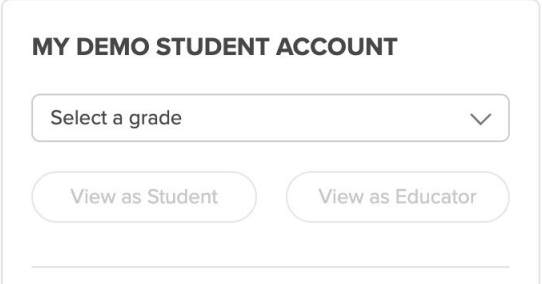
**Site:** <https://login.xello.world/>

**Username:** XELLOUS-ESC10

**Password:** esc10xello

To ensure an optimal experience we highly recommend that prior to logging in, users review the videos and guides provided in the articles below in the following order:

1. [Getting Started with Your Educator Account](#)
2. [Student Dashboard and Orientation](#)
3. [Student Assessments and About Me](#)
4. [Lessons in Xello 6-12](#)
5. [Student Explore Options and Goals & Plans](#)



**MY DEMO STUDENT ACCOUNT**

Select a grade ▼

View as Student View as Educator

# Value Add

Our full-service approach to client success relies on close collaboration and frequent communication with districts, that includes:

- A dedicated team focused on Region 10's success, personally overseen by **Xello's Strategic Territory Director – Texas**
- Project management to ensure on-time implementation and **a smooth transition from your current provider**
- Unlimited access to strategic and technical support **at no charge**
- Comprehensive custom training sessions, manuals, and online **resources**

# APPENDICES



# APPENDIX A

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR CAREER  
DEVELOPMENT & XELLO  
(CORRELATION DOCUMENT)







# **Texas Essential Knowledge and Skills for Career Development and Xello**





Xello's future readiness model helps meet the standards for Texas' Essential Knowledge and Skills for Career Development. This document highlights the specific components and interactive lessons in Xello that support the Essential Knowledge and Skills for Career Development learning objectives.



## Middle School / Investigating Careers

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p><b>1) The student investigates one or more careers within the 16 career clusters.</b></p> <p>The student is expected to:</p> <ol style="list-style-type: none"><li>identify the various career opportunities within one or more career clusters; and</li><li>identify the pathways within one or more career clusters.</li></ol>	<p>ABOUT ME Matchmaker Interest Quiz Favorite Clusters Careers</p> <p>LESSONS Interests</p>
<p><b>2) The student investigates career pathways in one or more of the 16 career clusters.</b></p> <p>The student is expected to:</p> <ol style="list-style-type: none"><li>research the academic requirements for one or more of the careers in an identified cluster;</li><li>research the certification or educational requirements for careers; and</li><li>describe the technical-skill requirements for careers.</li></ol>	<p>ABOUT ME Favorite Clusters</p> <p>EXPLORE OPTIONS Careers</p> <p>LESSONS School Subjects at Work Interests Discover Learning Pathways</p>

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p><b>3) The student investigates the professional skills needed for college and career success.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. apply core academic skills to meet personal, academic, and career goals;</li> <li>b. investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;</li> <li>c. investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;</li> <li>d. identify professional associations affiliated with a career pathway;</li> <li>e. recognize the value of community service and volunteerism; and</li> <li>f. demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</li> </ul>	<p>ABOUT ME</p> <p>Experiences Timeline</p> <p>Skills</p> <p>EXPLORE OPTIONS</p> <p>Careers</p> <p>Schools</p> <p>GOALS &amp; PLANS</p> <p>College Planning Hub</p> <p>LESSONS</p> <p>Decision Making</p> <p>Time Management</p> <p>Discover Learning Pathways</p> <p>Jobs and Employers</p> <p>Skills</p> <p>Workplace Skills and Attitudes</p>

<p><b>4) The student investigates labor market information.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. analyze national, state, regional, and local labor market information;</li> <li>b. classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and</li> <li>c. analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.</li> </ul>	<p>EXPLORE OPTIONS Careers</p> <p>LESSONS Career Demand Career Path Choices</p>
<p><b>5) The student investigates labor market information.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. identify the steps for an effective job search;</li> <li>b. describe appropriate appearance for an interview; and</li> <li>c. participate in a mock interview.</li> </ul>	<p>LESSONS Jobs and Employers Explore Career Matches Skills Job Interviews</p>
<p><b>6) The student creates professional documents required for employment.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. develop a resume;</li> <li>b. write appropriate business correspondence such as a letter of intent and a thank you letter;</li> <li>c. complete sample job applications; and</li> <li>d. explain protocol for selecting and using references.</li> </ul>	<p>ABOUT ME Resume Builder Storyboard</p> <p>ASSIGNMENTS (Educator provided)</p> <p>LESSONS Jobs and Employers Getting Experience</p>

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p><b>1) The student explores career assessments as related to college and career planning.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. analyze and discuss the initial results of career assessments;</li> <li>b. explore the 16 career clusters;</li> <li>c. research trending fields related to career interest areas;</li> <li>d. determine academic requirements in related career fields; and</li> <li>e. research educational options and requirements using available resources.</li> </ul>	<p>ABOUT ME</p> <p>Matchmaker Interest Quiz</p> <p>Favorite Clusters</p> <p>EXPLORE OPTIONS</p> <p>Careers</p> <p>Schools</p> <p>Majors</p> <p>LESSONS</p> <p>Explore Career Matches</p> <p>Discover Learning Pathways</p>
<p><b>2) The student analyzes college and career opportunities.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. determine academic requirements for transitioning to high school;</li> <li>b. explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;</li> <li>c. develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement;</li> <li>d. discuss the impact of effective college and career planning;</li> <li>e. demonstrate decision-making skills related</li> </ul>	<p>EXPLORE OPTIONS</p> <p>Schools</p> <p>GOALS &amp; PLANS</p> <p>Course Planner</p> <p>DASHBOARD LINKS &amp; RESOURCES</p> <p>FAFSA</p> <p>CollegeBoard</p> <p>ACT</p> <p>LESSONS</p> <p>Decision Making</p> <p>Transition to High School</p> <p>Discover Learning Pathways</p> <p>Explore Career Matches</p>

<p>to school and community issues, programs of study, and college and career planning; and</p> <p>f. identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals.</p>	
<p><b>3) The student evaluates skills for personal success.</b></p> <p>The student is expected to:</p> <ol style="list-style-type: none"> <li>use interpersonal skills to facilitate effective teamwork;</li> <li>use problem-solving models and critical-thinking skills to make informed decisions;</li> <li>use effective time-management and goal-setting strategies;</li> <li>identify skills that can be transferable among a variety of careers;</li> <li>create a personal career portfolio;</li> <li>make oral presentations that fulfill specific purposes using appropriate technology; and</li> <li>identify entrepreneurial opportunities within a field of personal interest.</li> </ol>	<p>ABOUT ME</p> <p>Resume Builder</p> <p>Skills</p> <p>Storyboard</p> <p>EXPLORE OPTIONS</p> <p>Careers</p> <p>LESSONS</p> <p>Decision Making</p> <p>Time Management</p> <p>Skills</p> <p>Self-Advocacy</p> <p>Study Skills and Habits</p> <p>Exploring Career Factors</p> <p>Entrepreneurial Skills</p>
<p><b>4) The student recognizes the impact of college and career choices on personal lifestyle.</b></p> <p>The student is expected to:</p> <ol style="list-style-type: none"> <li>prepare a personal budget reflecting the student's desired lifestyle; and</li> <li>use resources to compare and contrast</li> </ol>	<p>EXPLORE OPTIONS</p> <p>Careers</p> <p>LESSONS</p> <p>Decision Making</p> <p>Careers and Lifestyle Costs</p>

salaries of at least three careers in the student's interest area.	
<p><b>5) The student demonstrates an understanding of financial management.</b></p> <p>The student is expected to:</p> <ol style="list-style-type: none"> <li>compare the advantages and disadvantages of different types of money management services;</li> <li>simulate opening and maintaining different types of financial accounts;</li> <li>simulate different methods of withdrawals and deposits;</li> <li>reconcile financial statements, including fees and services;</li> <li>compare and contrast forms of credit, including credit cards and debit cards;</li> <li>discuss the importance of credit scores;</li> <li>discuss the impact of identity theft on credit; and</li> <li>examine the effects of poor credit scores as they relate to personal finance and career opportunities.</li> </ol>	<p>LESSONS</p> <p>Careers and Lifestyle Costs</p>



**6) The student develops skills for professional success.**

The student is expected to:

- a. demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- b. evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;
- c. model characteristics of effective leadership, teamwork, and conflict management;
- d. recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- e. explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

LESSONS

Decision Making

Biases and Career Choices

Self-Advocacy

Workplace Skills and Attitudes

Defining Success

## High School / Career Preparation I (Two Credits)

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p><b>1) The student demonstrates professional employability skills to gain an entry-level position.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. identify employment opportunities;</li> <li>b. demonstrate the application of essential workplace knowledge and skills;</li> <li>c. develop a resume;</li> <li>d. demonstrate proper interview techniques in various situations; and</li> <li>e. create and complete appropriate documents such as electronic portfolio, employment application, letter of intent, I-9 form, W-4 form, and thank you letters.</li> </ul>	<p>ABOUT ME</p> <p>Matchmaker Interest Quiz</p> <p>Skills Lab Quiz</p> <p>Work Experiences</p> <p>Volunteer Experiences</p> <p>Education Experiences</p> <p>LESSONS</p> <p>Jobs and Employers</p> <p>Workplace Skills and Attitudes</p> <p>Job Interviews</p>
<p><b>2) The student develops skills for success in the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. identify and model appropriate grooming and appearance for the workplace;</li> <li>b. demonstrate dependability, punctuality, and initiative;</li> <li>c. research positive interpersonal skills, including respect for diversity;</li> <li>d. model appropriate business and personal etiquette in the workplace;</li> <li>e. exhibit productive work habits, ethical practices, and a positive attitude;</li> <li>f. demonstrate the ability to work with other employees to support the organization and</li> </ul>	<p>LESSONS</p> <p>Workplace Skills and Attitudes</p> <p>Job Interviews</p> <p>Getting Experience</p> <p>Careers and Lifestyle Costs</p> <p>Work Values</p>

<p>complete assigned tasks;</p> <ul style="list-style-type: none"> <li>g. identify how to prioritize work to fulfill responsibilities and meet deadlines;</li> <li>h. evaluate the relationship of good physical and mental health to job success and personal achievement;</li> <li>i. demonstrate effective methods to secure, maintain, and terminate employment; and</li> <li>j. develop soft skills in a working environment.</li> </ul>	
<p><b>3) The student discusses work ethics, employer expectations, interactions with diverse populations, and communication skills in the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. illustrate how personal integrity affects human relations on the job;</li> <li>b. research characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and ability to accept criticism;</li> <li>c. discuss and analyze employer expectations;</li> <li>d. demonstrate respect for the rights of others;</li> <li>e. develop listening skills;</li> <li>f. apply effective listening skills used in the workplace;</li> <li>g. identify ethical standards; and</li> <li>h. comply with organizational policies and procedures.</li> </ul>	<p>LESSONS</p> <p>Biases and Career Choices</p> <p>Jobs and Employers</p> <p>Workplace Skills and Attitudes</p> <p>Work Values</p>

<p><b>4) The student applies academic skills to the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. apply mathematical skills to business transactions;</li> <li>b. develop a personal budget based on a career choice;</li> <li>c. interpret data from tables, charts, and graphs to estimate and find solutions to problems; and</li> <li>d. organize, write, and compile workplace business documents.</li> </ul>	<p>LESSONS</p> <p>Careers and Lifestyle Costs</p>
<p><b>5) The student applies the ethical code of conduct and legal responsibilities within the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. research and compare published workplace policies and procedures;</li> <li>b. demonstrate responsible and ethical behavior;</li> <li>c. summarize provisions of the Fair Labor Standards Act;</li> <li>d. describe the consequences of "breach of confidentiality"; and</li> <li>e. research and describe laws related to different careers.</li> </ul>	<p>ASSIGNMENTS</p> <p>(Educator provided)</p> <p>DASHBOARD LINKS &amp; RESOURCES</p> <p>Fair Labor Standards Act (FLSA)</p> <p>LESSONS</p> <p>Workplace Skills and Attitudes</p>

<p><b>6) The student applies the use of self-development techniques and interpersonal skills.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. identify and practice effective interpersonal and team-building skills with coworkers, managers, and customers; and</li> <li>b. develop effective leadership skills through participation in activities such as career and technical student organizations.</li> </ul>	<p>ASSIGNMENTS (Educator provided)</p> <p>LESSONS Self-Advocacy Workplace Skills and Attitudes</p>
<p><b>7) The student applies concepts and skills related to safety in the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. identify and apply safe working practices related to the workplace;</li> <li>b. demonstrate knowledge of personal and occupational safety practices in the workplace;</li> <li>c. offer solutions related to unsafe work practices and attitudes;</li> <li>d. explain Occupational Safety and Health Administration regulations in the workplace; and</li> <li>e. determine health and wellness practices that influence job performance.</li> </ul>	<p>ASSIGNMENTS (Educator provided)</p> <p>DASHBOARD LINKS &amp; RESOURCES Occupational Safety and Health Administration</p>
<p><b>8) The student evaluates personal attitudes and work habits that support career retention and advancement.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. analyze the future employment outlook in the occupational area;</li> </ul>	<p>EXPLORE OPTIONS Careers</p> <p>LESSONS Personality Styles Exploring Career Factors</p>

<ul style="list-style-type: none"> <li>b. describe entrepreneurial opportunities in the occupational area;</li> <li>c. compare rewards and demands for various levels of employment in a variety of careers;</li> <li>d. evaluate strategies for career retention and advancement in response to the changing global workplace;</li> <li>e. summarize the rights and responsibilities of employers and employees; and</li> <li>f. determine effective money-management and financial-planning techniques.</li> </ul>	<p>Careers and Lifestyle Costs</p> <p>Career Demand</p> <p>Entrepreneurial Skills</p> <p>Defining Success</p> <p>Career Backup Plans</p> <p>Career Path Choices</p>
<p><b>9) The student identifies skills and attributes necessary for professional advancement.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. evaluate and compare employment options, including salaries and benefits;</li> <li>b. determine how interests, abilities, personal priorities, and family responsibilities affect career choices; and</li> <li>c. determine continuing education opportunities that enhance career advancement and promote lifelong learning.</li> </ul>	<p>ABOUT ME</p> <p>Skills Lab Quiz</p> <p>Skills</p> <p>EXPLORE OPTIONS</p> <p>Careers</p> <p>Schools</p> <p>LESSONS</p> <p>Interests</p> <p>Discover Learning Pathways</p> <p>Exploring Career Factors</p> <p>Getting Experience</p> <p>Career Path Choices</p>

## High School / Career Preparation II

CURRICULAR COMPETENCIES	WHERE TO FIND IT IN XELLO
<p><b>1) The student uses and evaluates employability skills to improve marketability within the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. refine a professional electronic portfolio such as a two- to four-year individual career plan of study, resume, cover letter, awards, commendations, and thank you letters;</li> <li>b. obtain letters of recommendation;</li> <li>c. expand personal communication skills; and</li> <li>d. refine interview skills.</li> </ul>	<p>ABOUT ME</p> <p>Resume Builder</p> <p>Skills Lab Quiz</p> <p>Skills</p> <p>ASSIGNMENTS</p> <p>(Educator provided)</p> <p>LESSONS</p> <p>Job Interviews</p> <p>Workplace Skills and Attitudes</p>
<p><b>2) The student demonstrates professional employability skills as required by business and industry.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. maintain appropriate grooming and appearance for the workplace;</li> <li>b. demonstrate positive interpersonal skills, including respect for diversity;</li> <li>c. demonstrate appropriate business and personal etiquette in the workplace;</li> <li>d. exhibit productive work habits, attitudes, and ethical practices;</li> <li>e. evaluate consequences for breach of personal and occupational safety practices in the workplace; and</li> <li>f. prioritize work to fulfill responsibilities and meet deadlines.</li> </ul>	<p>ASSIGNMENTS</p> <p>(Educator provided)</p> <p>LESSONS</p> <p>Getting Experience</p> <p>Workplace Skills and Attitudes</p> <p>Job Interviews</p>

**3) The student applies work ethics, job expectations, multicultural considerations, and communication skills in the workplace.**

The student is expected to:

- a. evaluate personal integrity and its effects on human relations in the workplace;
- b. evaluate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
- c. recognize and appreciate diversity in the workplace;
- d. analyze employer expectations;
- e. exhibit productive work habits and attitudes;
- f. communicate effectively to a variety of audiences;
- g. analyze ethical standards; and
- h. comply with organizational policies and procedures.

EXPLORE OPTIONS

Careers

LESSONS

Biases and Career Choices

Work Values

Workplace Skills and Attitudes



<p><b>4) The student applies and enhances academic knowledge and skills in the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. apply critical- and creative-thinking skills to solve complex problems;</li> <li>b. integrate mathematical concepts into business transactions;</li> <li>c. analyze and apply data from tables, charts, and graphs to find solutions to problems;</li> <li>d. apply effective listening skills used in the workplace;</li> <li>e. read and write technical reports and summaries; and</li> <li>f. apply effective verbal, nonverbal, written, and electronic communication skills.</li> </ul>	<p>ASSIGNMENTS (Educator provided)</p>
<p><b>5) The student recognizes legal responsibilities of the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. evaluate provisions of the Fair Labor Standards Act;</li> <li>b. analyze the legal consequences of "breach of confidentiality"; and</li> <li>c. research and describe laws governing the different professions.</li> </ul>	<p>ASSIGNMENTS (Educator provided)</p> <p>DASHBOARD LINKS &amp; RESOURCES Fair Labor Standards Act (FLSA)</p>

<p><b>6) The student recognizes the dangers of identity theft.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. identify various methods criminals use to obtain information; and</li> <li>b. research how to avoid becoming a victim.</li> </ul>	<p>ASSIGNMENTS (Educator provided)</p>
<p><b>7) The student applies the use of interpersonal skills to improve personal development.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. evaluate effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and</li> <li>b. participate in leadership and career-development activities.</li> </ul>	<p>ABOUT ME Skills</p> <p>LESSONS Skills</p> <p>Getting Experience</p> <p>Workplace Skills and Attitudes</p>
<p><b>8) The student recognizes knowledge and skills related to safety in the workplace.</b></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>a. apply safe working practices to a training station;</li> <li>b. evaluate unsafe work practices and attitudes;</li> <li>c. evaluate the impact of Occupational Safety and Health Administration regulations in the workplace;</li> <li>d. recognize the importance of applying safety rules in all situations; and</li> <li>e. analyze health and wellness practices that influence job performance.</li> </ul>	<p>DASHBOARD LINKS &amp; RESOURCES Occupational Safety and Health Administration</p> <p>LESSONS Workplace Skills and Attitudes</p>

**9) The student acquires the academic and technical skills for future education and employment in high-skill, high-wage, or high-demand occupations.**

The student is expected to:

- a. research and identify current or emerging occupations;
- b. analyze future employment outlook;
- c. research entrepreneurial opportunities;
- d. analyze rewards and demands for various levels of employment;
- e. identify the academic and technical entry requirements for employment in various high-skill, high-wage, or high-demand occupations;
- f. identify and pursue opportunities available in high school and postsecondary to acquire the necessary academic and technical skills for employment in high-skill, high-wage, or high-demand occupations;
- g. evaluate the rights and responsibilities of employers and employees; and
- h. apply money-management and financial-planning techniques.

EXPLORE OPTIONS

Careers

Schools

LESSONS

Exploring Career Factors

Careers and Lifestyle Costs

Program Prospects

Work Values

Workplace Skills and Attitudes

Career Demand

Entrepreneurial Skills

Defining Success

**10) The student identifies skills and characteristics necessary for professional advancement.**

The student is expected to:

- a. evaluate and compare employment advancement options such as salaries, benefits, and prerequisites;
- b. compare rewards and demands for various levels of employment in a variety of careers;
- c. determine continuing education opportunities that enhance career advancement and promote lifelong learning;
- d. determine preparation requirements for levels of employment in a variety of careers;
- e. determine personal priorities such as interests, abilities, and family responsibilities affecting career choice; and
- f. demonstrate effective methods to secure, maintain, and terminate employment.

ABOUT ME

Skills

Interests

Experiences Timeline

EXPLORE OPTIONS

Careers

LESSONS

Exploring Career Factors

Work Values

Workplace Skills and Attitudes

Defining Success

Career Path Choices



## Appendix

The following provides descriptions for each of Xello's features.

## About Me / Glossary

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### Education Experiences

Students log their educational achievements in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

### Experiences Timeline

Students create a graphical timeline of their education, volunteer, life, and work experiences. Entries include names, organizations, and reflective questions.

### Favorite Clusters

Students can review the Career Clusters and save their favorites in the About Me. Students can also see their recommended career clusters and filter their career list by cluster when exploring their options.

### Interests

Students identify their personal interests. They can select from predefined lists in categories like Science & Technology, Arts & Culture, and Clubs & Organizations, or they can enter their own.

### Learning Styles Quiz

The Learning Styles inventory helps students understand different ways of learning how they best learn.

### Life Experiences

From extracurricular activities to travel to significant life events, students can record meaningful events and experiences, reflecting on what they liked, what they found challenging, and what they learned in each case.

### Matchmaker Interest Quiz

The career-match assessment matches students interests directly to careers, allowing students to see exactly why a career is a strong match or not.

### Mission Complete Quiz

The final portion of the career-match interest assessment will refine career matches and give students the best results.

### Personality Styles Quiz

A Personality profile (based on the Holland code) helps students better understand who they are and how that relates to individual occupations.

## About Me / Glossary

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### Places

Students map out where they currently live, where they were born, and where their family is originally from.

### Resume Builder

Students take the work they've already done in Xello, including skills, interests, and experiences, and quickly turn it into a professional resume, which they can download and share.

### Skills

Students identify and rate their skills. They can select from predefined lists in categories like Communication & Teamwork, Leadership, and Information & Analysis, or they can enter their own.

### Skills Lab Quiz

Skills Lab is an assessment that helps students in grades 9–12 understand career fit based on how frequently they'd like to use certain skills.

### Storyboard

Storyboard is a place where students can collect artifacts and evidence for who they are and tell their own story through images, videos, documents, links, and more. Once they add something, they can add reflective comments for why they included it and why it is important to them.

### Volunteer Experiences

Students log their volunteer and community service participation in their Experiences timeline, including hours completed, reflecting on what they liked, what they found challenging, and what they learned in each case.

### Work Experiences

Students log their paid and unpaid work experiences in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

## Explore Options / Glossary

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### Careers

Students can explore richly descriptive, easy-to-understand career profiles with key information on education, workplaces, wages, and job outlook. When students save a career they're interested in, they are prompted to complete additional investigation, rating, and reflection.

### Find Out Why

Within each career profile, students can see how their Matchmaker and/or Skills Lab results create their career match. Students can review the underlying breakdown of interests and/or skills to understand how their answers impact matches.

### Majors

Students can explore and save over a thousand majors with student-friendly descriptions, typical courses, related careers, and schools that offer it.

### My Saved Options

Students can save careers, schools, and majors as they explore options. Students review, reflect and update saved options overtime to keep pace with new learnings and evolving preferences. An up-to-date list of saved options is a great foundation for students' future planning.

### Schools

Students can explore and save engaging, detailed college profiles that include key facts on enrollment, applications, costs, athletics, and majors. An interactive campus map that lets them see what's nearby and take a virtual campus tour using Google Street View.



## Goals and Plans / Glossary

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### College Applications

A suite of tools to help keep students informed and on track with their college applications. It provides a seamless transition from college and career exploration activities to the college application process.

### College Planning Knowledge Hub

Relevant content to help guide students through the college planning journey using short and digestible articles and videos.

### Course Planner

The Course Plan allows students to create a personalized four-year course plan that fulfills graduation requirements and aligns to students' goals. Integrating student course history, custom course lists, diploma tracking ensures students' plans are complete and accurate.

### Course Planner Optimization

With a click of a button, students can ensure their course plans are configured in an optimal way. Xello offers suggestions to ensure graduation requirements are met and will automatically move courses around for the most optimal plan.

### Diplomas & Specializations

Xello helps ensure students are on track to graduate with a sophisticated algorithm that checks to see that students' course selections include all necessary requirements for graduation. It also tracks specializations students work towards in conjunction with their diploma.

### Local Scholarships

A centralized platform for educators to share local scholarship information with their students.

### My Plans

Connecting the dots between their saved careers, school, and programs/majors, students create visual roadmaps.

## Goals and Plans / Glossary

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### Recommendation Letters

Provides students with a simple workflow to draft and send requests for recommendation letters that includes guidance on what makes a good request.

### Transcripts

Students can request a transcript and monitor the status of that request. Students can see at a glance when their transcript request goes through and the date of the latest update so they always know where they stand.

## Dashboard / Glossary

### Assignments

Projects can be submitted and tracked as assignments. Educators can see which students have submitted work and provide feedback to students.

### Share your Profile

Students can activate a single page view of their profile, including their About Me profile and their Saved Options. The link can be shared with parents, mentors and others.

### Links & Resources

Put links to websites, documents, and other resources right at students' finger tips. Educators can add resources that appear on the dashboard that students see when they log in to Xello.



## Educator Tools / Glossary

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### Courses & Diplomas

In-depth reports on Course Planner progress, including course planner completion, course planner alerts, diploma completion, and more.

### Educator Dashboard

See at a glance how students are engaging with Xello. The Educator Dashboard shows usage and makes assignments and groups easy to access.

### Engagement Reports

These reports will show how often and how recently students have signed in to Xello, with the option to narrow by day, month, or student.

### Lesson Progress Reports

These reports will track where students are at with lessons: complete, in progress, and not started.

### Student Work Reports

These reports will track students' participation in activities on the About Me page, such as the assessments, post-secondary plans, and their saved careers, schools, and majors/programs.

## Lessons / Glossary

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### Biases and Career Choices

(Recommended Grade 7)

Students identify biases of gender, ethnicity, ability, and class in the workplace and explore how biases can influence career choices.

### Career Backup Plans

(Recommended Grade 12)

Students understand the importance of career backup plans, and explore potential backup careers for themselves.

## Lessons / Glossary

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### **Career Demand**

(Recommended Grade 11)

Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them.

### **Career Path Choices**

(Recommended Grade 12)

Students understand the career development is a process of constant change, that flexibility and adaptability can help them continually explore their career options, and the importance of re-evaluating their interests, skills, etc. in order to identify the need or desire for a career change.

### **Careers and Lifestyle Costs**

(Recommended Grade 10)

Students identify some of their most important lifestyle goals and assess whether or not they can achieve their lifestyle goals in a career that interests them.

### **Choosing a College**

(Recommended Grade 11)

Students identify which factors are important to them in a potential postsecondary school, and investigate how a college or university stacks up to their priorities.

### **Decision Making**

(Recommended Grade 6)

Students understand the importance of making informed, responsible decisions when faced with important choices. They learn about the importance of considering the consequences of potential decisions, explore the difference between gut and logic decisions, and reflect on an important decision they've recently made.

### **Defining Success**

(Recommended Grade 12)

Students explore what success means to them in various aspects of life, including their personal life, school, and career, and explore ways they can make a difference and achieve success in a career that interests them.

## Lessons / Glossary

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### Discover Learning Pathways

(Recommended Grade 7)

Students investigate their postsecondary pathway options, explore the postsecondary pathways to various careers, and evaluate the pathways they could take to a career that interests them.

### Entrepreneurial Skills

(Recommended Grade 11)

Students identify the skills and characteristics that make entrepreneurs successful, investigate paths to becoming an entrepreneur (e.g. starting your own business, buying a franchise, etc.). Students explore the benefits and challenges of becoming an entrepreneur and investigate ways to apply entrepreneurial skills within a career that interests them (develop entrepreneurial opportunities for themselves with any career).

### Explore Career Matches

(Recommended Grade 8)

After completing the first part of the career-match assessment, students investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers, reflect on their results, and explore the aspects for a career that interests them.

### Explore Learning Styles

(Recommended Grade 7)

After completing the Learning Styles Quiz, students investigate visual, auditory, and tactile learning styles, and explore how understanding their own learning style can help them in school and on the job.

### Exploring Career Factors

(Recommended Grade 9)

Students further explore the Investigate important factors: work/life balance, money, making a difference, education, interests, growth; assess which of these 6 core factors are important to them when making a career decision, and why; and prioritize the 6 core factors that influence their career decisions.

### Getting Experience

(Recommended Grade 9)

Students explore different ways they can get work experience now. They identify several ways to get experience while still in school: community service/volunteerism, co-op programs, part-time job, internships, etc. and assess which type of experience is best suited for their career interests and goals.

## Lessons / Glossary

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### Interests

(Recommended Grade 6)

Students reflect on some of the interests they have saved in Xello, explore the link between interests and various careers, and investigate how their interests match up with a career they like.

### Job Interviews

(Recommended Grade 12)

Students explore ways to prepare for a job interview, describe their own abilities and qualifications in the context of an interview, investigate job interview questions in the context of a career that interests them, and explore appropriate post-interview behaviours and actions.

### Jobs and Employers

(Recommended Grade 7)

Students explore ways to find employment (e.g. job boards, networking, etc.), reflect on the advantages and disadvantages to various work search strategies, and research potential employers in their community.

### Personality Styles

(Recommended Grade 9)

After completing the second part of the career match assessment, students investigate personality styles, and explore how their own personality style can help them at home, school, work, and other areas of their life.

### Program Prospects

(Recommended Grade 10)

Students distinguish between different types of postsecondary programs, such as apprenticeships and degree programs, explore career options related to different types of programs, and evaluate their program options in terms of their strengths, academic interests, and career interests.

### School Subjects at Work

(Recommended Grade 6)

Students relate school subjects to various tasks, reflect on their favorite school subject, and explore ways to use their favorite school subject in a career that interests them.

## Lessons / Glossary

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### Self-Advocacy

(Recommended Grade 8)

Students understand the concept of self-advocacy, identify situations where they may need to advocate for themselves or issues they may want to advocate for, identify skills and behaviors required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.

### Skills

(Recommended Grade 8)

Students explore the skills required to perform a various activities, as well as the link between their skills and career goals.

### Study Skills and Habits

(Recommended Grade 9)

Students identify skills, habits, and behaviors they need to learn successfully in high school, explore potential obstacles to success in their schoolwork (such as lack of motivation, distractions, and lapses in self-confidence), and plan how to develop positive study habits and behaviors.

### Time Management

(Recommended Grade 6)

Students explain why time management is important in school and on the job, create a time budget to assess how they currently manage their time, and explore ways to improve their time management skills.

### Transition to High School

(Recommended Grade 8)

Students explore ways to make their transition to high school easier and more successful. They identify questions and concerns they have about entering high school; explore clubs, activities, and other resources to help handle transition to high school; and develop other strategies to deal with transitions.

### Work/Life Balance

(Recommended Grade 11)

Students assess how their current work (school) demands affect family life, free time, etc., identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future.



## Lessons / Glossary

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### **Workplace Skills and Attitudes**

(Recommended Grade 10)

Students explore skills and behaviors that employers look for, such as time management (plan/organize work), dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers, and how they manifest on the job, assess their own employability skills.

### **Work Values**

(Recommended Grade 10)

Students explore their own work values, and investigate careers that they may find satisfying based on their values.



# APPENDIX B

ASCA MINDSETS & BEHAVIORS AND XELLO  
(CORRELATION DOCUMENT)





# **ASCA Mindsets & Behaviors and Xello**





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Xello's future readiness model helps meet the ASCA  
Mindsets & Behaviors for Student Success.  
This document highlights the specific components  
and interactive lessons in Xello that support these  
learning objectives.



# ASCA Mindsets & Behaviors and Xello K-2

## Mindsets Standards

STANDARD	XELLO K-2
<b>M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being</b>	DPAD Reflection Questions  SUPPLEMENTARY ACTIVITIES Me Collage “About Me” Bag My Family Story
<b>M 2. Self-confidence in ability to succeed</b>	DPAD Reflection Activities Stickers (rewards) Badges  MINI GAMES Successfully completing location games Solving the Career Town mystery
<b>M 3. Sense of belonging in the school environment</b>	SUPPLEMENTARY ACTIVITIES “About Me” Bag Class Citizenship Project
<b>M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</b>	SUPPLEMENTARY ACTIVITIES Career Interview
<b>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</b>	MINI GAMES Completing as many tasks as they can before time Replay to improve score
<b>M 6. Positive attitude toward work and learning</b>	MINI GAMES Trying out occupational tasks  CHARACTERS People Profiles



## Behavior Standards - Learning Strategies

STANDARD	XELLO K-2
<b>B-LS 1. Demonstrate critical-thinking skills to make informed decisions</b>	MINI GAMES Hospital Solving the final mystery  DPAD Stickers  SUPPLEMENTARY ACTIVITIES Secret Code Game Missing Words Career Interview
<b>B-LS 2. Demonstrate creativity</b>	MINI GAMES Art Gallery  SUPPLEMENTARY ACTIVITIES Detective Me Secret Code Game Dear Future Me... Community Scavenger Hunt & Paper Mural
<b>B-LS 3. Use time-management, organizational and study skills</b>	MINI GAMES Hospital
<b>B-LS 4. Apply self-motivation and self direction to learning</b>	MINI GAMES Gameplay is self-directed
<b>B-LS 5. Apply media and technology skills</b>	DPAD My Files  SUPPLEMENTARY ACTIVITIES Secret Code Game
<b>B-LS 6. Set high standards of quality</b>	DPAD My Files



## Behavior Standards - Learning Strategies

STANDARD	XELLO K-2
<b>B-LS 7. Identify long- and short-term academic, career and social/ emotional goals</b>	DPAD Reflection Questions My Files  SUPPLEMENTARY ACTIVITIES Dear Future Me...
<b>B-LS 8. Actively engage in challenging coursework</b>	DPAD My Files  MINI GAMES Stare Detective Rhyme Time Missing Words
<b>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</b>	CAREER TOWN MYSTERY Deciphering whereabouts from clues  SUPPLEMENTARY ACTIVITIES Secret Code Game
<b>B-LS 10. Participate in enrichment and extracurricular activities</b>	DPAD Reflection questions My Files  SUPPLEMENTARY ACTIVITIES Class Speaker/Field Trip





## Behavior Standards - Self-Management Skills

STANDARD	XELLO K-2
<b>B-SMS 1. Demonstrate ability to assume responsibility</b>	DPAD Reflection questions My Files
<b>B-SMS 2. Demonstrate self-discipline and self-control</b>	DPAD Reflection questions
<b>B-SMS 3. Demonstrate ability to work independently</b>	MINI GAMES Students play independently  SUPPLEMENTARY ACTIVITIES My Family Story
<b>B-SMS 4. Demonstrate ability to delay immediate gratification for longterm rewards</b>	CAREER TOWN MYSTERY Play mini-game locations to gather clues for the last showdown
<b>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</b>	CAREER TOWN MYSTERY Mini-games and clues
<b>B-SMS 6. Demonstrate ability to overcome barriers to learning</b>	DPAD My Files
<b>B-SMS 7. Demonstrate effective coping skills when faced with a problem</b>	DPAD My Files
<b>B-SMS 8. Demonstrate the ability to balance school, home and community activities</b>	DPAD My Files
<b>B-SMS 9. Demonstrate personal safety skills</b>	DPAD My Files  SUPPLEMENTARY ACTIVITIES Community Scavenger Hunt Class Citizenship Project
<b>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</b>	DPAD My Files

## Behavior Standards - Social Skills

STANDARD	XELLO K-2
<b>B-SS 1. Use effective oral and written communication skills and listening skills</b>	<p>MINI GAMES Listening to instructions and career info</p> <p>SUPPLEMENTARY ACTIVITIES Detective Stories My Family Story</p>
<b>B-SS 2. Create positive and supportive relationships with other students</b>	<p>DPAD My Files</p> <p>SUPPLEMENTARY ACTIVITIES Me Collage Classroom Salad</p>
<b>B-SS 3. Create relationships with adults that support success</b>	<p>SUPPLEMENTARY ACTIVITIES Class Speaker/Field Trip Career Interview</p>
<b>B-SS 4. Demonstrate empathy</b>	<p>DPAD My Files</p> <p>SUPPLEMENTARY ACTIVITIES Classroom Salad</p>
<b>B-SS 5. Demonstrate ethical decision making and social responsibility</b>	<p>SUPPLEMENTARY ACTIVITIES Field trip Class Citizenship Project</p>
<b>B-SS 6. Use effective collaboration and cooperation skills</b>	<p>SUPPLEMENTARY ACTIVITIES Class Citizenship Project What to Learn</p>
<b>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</b>	<p>SUPPLEMENTARY ACTIVITIES Community Scavenger Hunt &amp; Paper Mural Rhyme Time</p>
<b>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</b>	<p>SUPPLEMENTARY ACTIVITIES Dear Future Me</p>
<b>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</b>	<p>SUPPLEMENTARY ACTIVITIES Class Citizenship Project Classroom Salad</p>

xello

# ASCA Mindsets & Behaviors and Xello 3-5

## Mindsets Standards

STANDARD	XELLO 3-5
<b>M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Interests</li> <li>Skills</li> <li>School Subjects</li> <li>Achievements</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Interests</li> <li>Skills</li> <li>Learning and Future Success</li> <li>Goal Setting</li> <li>Facing Big Challenges</li> </ul> <p>SUPPLEMENTARY ACTIVITIES</p> <ul style="list-style-type: none"> <li>How Others See Me</li> <li>Balancing Life Roles</li> <li>Integrity</li> </ul>
<b>M 2. Self-confidence in ability to succeed</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>School Subjects</li> <li>Achievements</li> </ul> <p>MY GOALS</p> <ul style="list-style-type: none"> <li>Goals</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Skills</li> <li>Learning and Future Success</li> <li>Goal Setting</li> <li>Facing Big Challenges</li> </ul> <p>SUPPLEMENTARY ACTIVITIES</p> <ul style="list-style-type: none"> <li>Believing You Can Succeed</li> </ul>
<b>M 3. Sense of belonging in the school environment</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Interests</li> <li>School Subjects</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>School Subjects</li> </ul> <p>SUPPLEMENTARY ACTIVITIES</p> <ul style="list-style-type: none"> <li>Belonging to a Community</li> <li>Being Helpful</li> </ul>
<b>M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</b>	<p>CAREER PROFILES</p> <ul style="list-style-type: none"> <li>Education and training paths</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Learning and Future Success</li> </ul>



## Mindsets Standards

STANDARD	XELLO 3-5
<b>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</b>	<p>ABOUT ME Skills Achievements Storyboard</p> <p>MY GOALS Goals</p> <p>LESSONS Goal Setting</p> <p>SUPPLEMENTARY ACTIVITIES Trying Your Best Get Gritty</p>
<b>M 6. Positive attitude toward work and learning</b>	<p>ABOUT ME School Subjects Achievements</p> <p>MY GOALS Goals What I Want to Be</p> <p>CAREER PROFILES Like Career function</p> <p>LESSONS Learning and Future Success School Subjects</p> <p>SUPPLEMENTARY ACTIVITIES Comparing Careers Believing You Can Succeed School's Like Work</p>

## Behavior Standards - Learning Strategies

STANDARD	XELLO 3-5
<b>B-LS 1. Demonstrate critical-thinking skills to make informed decisions</b>	<p>MY GOALS Goals</p> <p>LESSONS Goal Setting</p> <p>SUPPLEMENTARY ACTIVITIES Information Literacy</p>
<b>B-LS 2. Demonstrate creativity</b>	<p>ABOUT ME Storyboard</p>
<b>B-LS 3. Use time-management, organizational and study skills</b>	<p>MY GOALS Goals</p> <p>SUPPLEMENTARY ACTIVITIES Trying Your Best</p>
<b>B-LS 4. Apply self-motivation and self direction to learning</b>	<p>ABOUT ME Interests School Subjects</p> <p>MY GOALS Goals</p> <p>SUPPLEMENTARY ACTIVITIES Trying Your Best</p>
<b>B-LS 5. Apply media and technology skills</b>	<p>ABOUT ME Storyboard</p> <p>SUPPLEMENTARY ACTIVITIES Comparing Careers Information Literacy</p>
<b>B-LS 6. Set high standards of quality</b>	<p>ABOUT ME Achievements Storyboard</p> <p>MY GOALS Goals</p> <p>LESSONS Goal Setting</p> <p>SUPPLEMENTARY ACTIVITIES Trying Your Best Information Literacy</p>



## Behavior Standards - Learning Strategies

STANDARD	XELLO 3-5
<b>B-LS 7. Identify long- and short-term academic, career and social/ emotional goals</b>	<p>MY GOALS Goals What I Want to Be</p> <p>LESSONS Goal Setting</p> <p>SUPPLEMENTARY ACTIVITIES Get Gritty</p>
<b>B-LS 8. Actively engage in challenging coursework</b>	<p>ABOUT ME School Subjects Storyboard</p> <p>MY GOALS Goals</p> <p>LESSONS Learning and Future Success School Subjects</p> <p>SUPPLEMENTARY ACTIVITIES Believing You Can Succeed Trying Your Best</p>
<b>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</b>	<p>ABOUT ME Storyboard</p> <p>MY GOALS Goals What I Want to Be</p> <p>LESSONS Interests Skills Learning and Future Success Goal Setting Facing Big Challenges</p> <p>SUPPLEMENTARY ACTIVITIES Comparing Careers Trying Your Best Information Literacy</p>
<b>B-LS 10. Participate in enrichment and extracurricular activities</b>	<p>ABOUT ME Interests Storyboard</p>



## Behavior Standards - Self-Management Skills

STANDARD	XELLO 3-5
<b>B-SMS 1. Demonstrate ability to assume responsibility</b>	ABOUT ME Achievements  MY GOALS Goals  LESSONS Goal Setting Facing Big Challenges  SUPPLEMENTARY ACTIVITIES Integrity
<b>B-SMS 2. Demonstrate self-discipline and self-control</b>	ABOUT ME Achievements  MY GOALS Goals  SUPPLEMENTARY ACTIVITIES How Others See Me School's Like Work
<b>B-SMS 3. Demonstrate ability to work independently</b>	ABOUT ME Storyboard
<b>B-SMS 4. Demonstrate ability to delay immediate gratification for longterm rewards</b>	MY GOALS Goals  LESSONS Goal Setting  SUPPLEMENTARY ACTIVITIES Get Gritty
<b>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</b>	ABOUT ME Achievements  MY GOALS Goals  LESSONS Learning and Future Success Facing Big Challenges Goal Setting  SUPPLEMENTARY ACTIVITIES Get Gritty





## Behavior Standards - Self-Management Skills

STANDARD	XELLO 3-5
<b>B-SMS 6. Demonstrate ability to overcome barriers to learning</b>	<p>ABOUT ME School Subjects</p> <p>MY GOALS Goals</p> <p>LESSONS Skills Learning and Future Success Facing Big Challenges</p> <p>SUPPLEMENTARY ACTIVITIES How Others See Me Get Gritty</p>
<b>B-SMS 7. Demonstrate effective coping skills when faced with a problem</b>	<p>ABOUT ME Achievements Storyboard</p> <p>LESSONS Facing Big Challenges</p> <p>MY GOALS Goals</p>
<b>B-SMS 8. Demonstrate the ability to balance school, home and community activities</b>	<p>ABOUT ME Storyboard Achievements</p> <p>SUPPLEMENTARY ACTIVITIES Balancing Life Roles</p>
<b>B-SMS 9. Demonstrate personal safety skills</b>	<p>ABOUT ME Achievements</p>
<b>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</b>	<p>ABOUT ME Interests Skills Storyboard</p> <p>MY GOALS Goals</p> <p>LESSONS Facing Big Challenges</p> <p>SUPPLEMENTARY ACTIVITIES Balancing Life Roles</p>



## Behavior Standards - Social Skills

STANDARD	XELLO 3-5
<b>B-SS 1. Use effective oral and written communication skills and listening skills</b>	<p>ABOUT ME</p> <p>Skills</p> <p>School Subjects</p> <p>Achievements</p> <p>Storyboard</p> <p>MY GOALS</p> <p>Goals</p> <p>LESSONS</p> <p>Interests</p> <p>Skills</p> <p>Learning and Future Success</p> <p>School Subjects</p> <p>Goal Setting</p> <p>Facing Big Challenges</p> <p>SUPPLEMENTARY ACTIVITIES</p> <p>Belonging to a Community</p>
<b>B-SS 2. Create positive and supportive relationships with other students</b>	<p>ABOUT ME</p> <p>Skills</p> <p>Achievements</p> <p>SUPPLEMENTARY ACTIVITIES</p> <p>Belonging to a Community</p> <p>Empathy</p> <p>Integrity</p> <p>Being Helpful</p>
<b>B-SS 3. Create relationships with adults that support success</b>	<p>ABOUT ME</p> <p>Storyboard</p> <p>SUPPLEMENTARY ACTIVITIES</p> <p>Being Helpful</p>
<b>B-SS 4. Demonstrate empathy</b>	<p>ABOUT ME</p> <p>Skills</p> <p>Achievements</p> <p>LESSONS</p> <p>Interests</p> <p>Skills</p> <p>Learning and Future Success</p> <p>SUPPLEMENTARY ACTIVITIES</p> <p>Empathy</p>



## Behavior Standards - Social Skills

STANDARD	XELLO 3-5
<b>B-SS 5. Demonstrate ethical decision making and social responsibility</b>	MY GOALS Goals  SUPPLEMENTARY ACTIVITIES Being Helpful
<b>B-SS 6. Use effective collaboration and cooperation skills</b>	ABOUT ME Skills Storyboard
<b>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</b>	ABOUT ME Skills Storyboard
<b>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</b>	ABOUT ME Achievements Storyboard  MY GOALS Goals  SUPPLEMENTARY ACTIVITIES Being Helpful
<b>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</b>	MY GOALS Goals  LESSONS Facing Big Challenges  SUPPLEMENTARY ACTIVITIES School's Like Work

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# ASCA Mindsets & Behaviors and Xello 6-12

## Mindsets Standards

STANDARD	XELLO 6-12
<b>M 1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Life Experiences</li> <li>Interests</li> <li>Skills</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Interests</li> <li>Skills</li> <li>Self-Advocacy</li> <li>Exploring Career Factors</li> <li>Work Values</li> <li>Careers and Lifestyle Costs</li> <li>Work / Life Balance</li> <li>Defining Success</li> </ul>
<b>M 2. Self-confidence in ability to succeed</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Learning Styles</li> <li>Education Experiences</li> <li>Life Experiences</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Explore Learning Styles</li> <li>Transition to High School</li> <li>Self-Advocacy</li> <li>Getting Experience</li> <li>Study Skills and Habits</li> <li>Defining Success</li> </ul>
<b>M 3. Sense of belonging in the school environment</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Education Experiences</li> <li>Interests</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Transition to High School</li> <li>Self-Advocacy</li> <li>Study Skills and Habits</li> </ul>

## Mindsets Standards

STANDARD	XELLO 6-12
<b>M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</b>	<p>EXPLORE OPTIONS</p> <ul style="list-style-type: none"> <li>Careers</li> <li>Schools</li> <li>Majors</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Discover</li> <li>Learning Pathways</li> <li>Program Prospects</li> <li>Workplace Skills and Attitudes</li> <li>Choosing a College</li> </ul>
<b>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Work Experiences</li> <li>Skills</li> <li>Storyboard</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>Skills</li> <li>Transition to High School</li> <li>Workplace Skills and Attitudes</li> <li>Defining Success</li> </ul>
<b>M 6. Positive attitude toward work and learning</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"> <li>Work Experiences</li> <li>Education Experiences</li> </ul> <p>EXPLORING OPTIONS</p> <ul style="list-style-type: none"> <li>Careers and Schools</li> </ul> <p>GOALS &amp; PLANS</p> <ul style="list-style-type: none"> <li>My Plans</li> </ul> <p>LESSONS</p> <ul style="list-style-type: none"> <li>School Subjects at Work</li> <li>Discover Learning Pathways</li> <li>Biases and Career Choices</li> <li>Transition to High School</li> <li>Exploring Career Factors</li> <li>Work Values</li> <li>Study Skills and Habits</li> <li>Workplace Skills and Attitudes</li> <li>Work / Life Balance</li> <li>Entrepreneurial Skills</li> <li>Defining Success</li> </ul>



## Behavior Standards - Learning Strategies

STANDARD	XELLO 6-12
<b>B-LS 1. Demonstrate critical-thinking skills to make informed decisions</b>	LESSONS Decision Making Time Management Work Values Choosing a College Career Backup Plans
<b>B-LS 2. Demonstrate creativity</b>	ABOUT ME Storyboard  ASSIGNMENTS (Educator provided)
<b>B-LS 3. Use time-management, organizational and study skills</b>	ABOUT ME Learning Styles  LESSONS Time Management Explore Learning Styles Skills Study Skills and Habits Workplace Skills and Attitudes
<b>B-LS 4. Apply self-motivation and self direction to learning</b>	ABOUT ME Volunteer Experiences Education Experiences Life Experiences Interests  LESSONS Interests School Subjects at Work Discover Learning Pathways Study Skills and Habits Choosing a College Defining Success
<b>B-LS 5. Apply media and technology skills</b>	ABOUT ME Storyboard ASSIGNMENTS (Educator provided)
<b>B-LS 6. Set high standards of quality</b>	ABOUT ME Storyboard  ASSIGNMENTS (Educator provided)



## Behavior Standards - Learning Strategies

STANDARD	XELLO 6-12
<b>B-LS 7. Identify long- and short-term academic, career and social/ emotional goals</b>	<p>ABOUT ME Favorite Clusters</p> <p>EXPLORE OPTIONS Careers and Schools</p> <p>GOALS &amp; PLANS My Plans</p> <p>LESSONS Discover Learning Pathways Getting Experience Work Values Program Prospects Careers and Lifestyle Costs Choosing a College Work/Life Balance Defining Success</p>
<b>B-LS 8. Actively engage in challenging coursework</b>	<p>ABOUT ME Storyboard</p> <p>GOALS &amp; PLANS Course Planner</p>
<b>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</b>	<p>ABOUT ME Storyboard</p> <p>LESSONS Decision Making Biases and Career Choices Explore Career Factors Work Values Work / Life Balance Defining Success</p>
<b>B-LS 10. Participate in enrichment and extracurricular activities</b>	<p>ABOUT ME Life Experiences Interests</p> <p>LESSONS Interests Transition to High School Getting Experience</p>





## Behavior Standards - Self-Management Skills

STANDARD	XELLO 6-12
<b>B-SMS 1. Demonstrate ability to assume responsibility</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"><li>Work Experiences</li><li>Volunteer Experiences</li><li>Life Experiences</li></ul> <p>LESSONS</p> <ul style="list-style-type: none"><li>Self-Advocacy</li><li>Study Skills and Habits</li><li>Workplace Skills and Attitudes</li></ul>
<b>B-SMS 2. Demonstrate self-discipline and self-control</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"><li>Experiences Timeline</li></ul> <p>LESSONS</p> <ul style="list-style-type: none"><li>Time Management</li><li>Study Skills and Habits</li><li>Workplace Skills and Attitudes</li></ul>
<b>B-SMS 3. Demonstrate ability to work independently</b>	<p>ABOUT ME</p> <ul style="list-style-type: none"><li>Experiences Timeline</li><li>Storyboard</li></ul> <p>LESSONS</p> <ul style="list-style-type: none"><li>Time Management</li><li>Study Skills and Habits</li><li>Workplace Skills and Attitudes</li></ul>
<b>B-SMS 4. Demonstrate ability to delay immediate gratification for longterm rewards</b>	<p>GOALS &amp; PLANS</p> <ul style="list-style-type: none"><li>My Plans</li></ul> <p>LESSONS</p> <ul style="list-style-type: none"><li>Decision Making</li><li>Time Management</li><li>Careers and Lifestyle Goals</li><li>Study Skills and Habits</li><li>Work / Life Balance</li><li>Defining Success</li></ul>

## Behavior Standards - Self-Management Skills

STANDARD	XELLO 6-12
<b>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</b>	<p>ABOUT ME</p> <p>Life Experiences Storyboard</p> <p>LESSONS</p> <p>Decision Making Biases and Career Choices Transition to High School Choosing a College Career Backup Plans Defining Success</p>
<b>B-SMS 6. Demonstrate ability to overcome barriers to learning</b>	<p>ABOUT ME</p> <p>Learning Styles Education Experiences Storyboard</p> <p>LESSONS</p> <p>Decision Making Explore Learning Styles Discover Learning Pathways Transition to High School Study Skills and Habits Choosing a College</p>
<b>B-SMS 7. Demonstrate effective coping skills when faced with a problem</b>	<p>EXPLORE OPTIONS</p> <p>Experiences Timeline Storyboard</p> <p>LESSONS</p> <p>Decision Making Self-Advocacy Study Skills and Habits Career Backup Plans</p>
<b>B-SMS 8. Demonstrate the ability to balance school, home and community activities</b>	<p>ABOUT ME</p> <p>Experiences Timeline</p> <p>LESSONS</p> <p>Transition to High School Exploring Career Factors Work Values Work / Life Balance Defining Success</p>



## Behavior Standards - Self-Management Skills

STANDARD	XELLO 6-12
<b>B-SMS 9. Demonstrate personal safety skills</b>	<p>GOALS &amp; PLANS My Plans</p> <p>LESSONS Decision Making Time Management Careers and Lifestyle Goals Study Skills and Habits Work / Life Balance Defining Success</p>
<b>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</b>	<p>ABOUT ME Experiences Timeline</p> <p>LESSONS Time Management Transition to High School Getting Experience Study Skills and Habits Workplace Skills and Attitudes Work / Life Balance</p>



## Behavior Standards - Social Skills

STANDARD	XELLO 6-12
<b>B-SS 1. Use effective oral and written communication skills and listening skills</b>	ABOUT ME Skills Storyboard  LESSONS Skills Self-Advocacy Study Skills and Habits Workplace Skills and Attitudes
<b>B-SS 2. Create positive and supportive relationships with other students</b>	LESSONS Transition to High School Self-Advocacy
<b>B-SS 3. Create relationships with adults that support success</b>	LESSONS Transition to High School Study Skills and Habits Workplace Skills and Attitudes
<b>B-SS 4. Demonstrate empathy</b>	LESSONS Biases and Career Choices Self-Advocacy
<b>B-SS 5. Demonstrate ethical decision making and social responsibility</b>	LESSONS Biases and Career Choices Exploring Career Factors Work Values Workplace Skills and Attitudes
<b>B-SS 6. Use effective collaboration and cooperation skills</b>	LESSONS Study Skills and Habits Workplace Skills and Attitudes
<b>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</b>	LESSONS Biases and Career Choices Self-Advocacy Study Skills and Habits Workplace Skills and Attitudes



## Behavior Standards - Social Skills

STANDARD	XELLO 6-12
<b>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</b>	<p>GOALS &amp; PLANS My Plans</p> <p>LESSONS Biases and Career Choices Self-Advocacy Workplace Skills and Attitudes</p>
<b>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</b>	<p>LESSONS Decision Making Time Management Transition to High School Study Skills and Habits Getting Experience Workplace Skills and Attitudes</p>

# Appendix

The following provides descriptions  
for each of Xello's features.

## Xello K-2 The Game / Glossary

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### Career Town Mystery

The adventure that students embark on in Xello K-2 is a non-violent mystery that underlines not only the variety of work and workers in a community, but the importance of every worker in a community. Workers around Career Town have disappeared from their jobs, causing chaos. They are unharmed, but they have been lured away by Ernestine McNohire, who plans to build her own community on the moon. It's up to your students to save the day!

### Badges

After completing a location, students earn a badge to mark their new knowledge about one of the six career pathways: helping, building and fixing, nature, business, health, and creative.

### DPad

The Detective Pad (Dpad) functions as a chronicle of the students' progress in the game, a rewards system, a career database where students can learn about different occupations, a record of personal insight and development, and a portfolio for storing and sharing their work.

### Mini-Games

In Xello K-2 Career Town, students explore six locations where characters have similar kinds of jobs or perform similar tasks because they have each chosen careers in the same pathway. Each location includes a 3-minute mini-game, which can be replayed at any time.

### Stickers (rewards)

After completing the mini-game at each location, students earn a sticker depicting a tool, piece of equipment, or other image related to the jobs they've explored or the location itself. They can use these stickers to create scenes in their sticker books. Students earn more stickers whenever they replay the mini-game at a location.

### People Profiles

The Xello K-2 characters identify with one of the six career pathways in the game: health, creative, nature, business, building and fixing, and helping. In the People area of the DPAD, students can indicate which jobs they like by clicking the happy face under the worker's picture in the file.

## Xello K-2 Supplementary Activities / Glossary

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### Supplementary Activities

Supplementary in-class activities are designed to promote career/life learning aligned with Xello K-2 learning objectives and ASCA mindset and behavior standards.

#### Investigation & Inquiry Supplementary Activities

- Detective Me  
(Recommended Kindergarten)
- Stare Detective  
(Recommended Grade 1)
- Detective Stories  
(Recommended Grade 2)
- Secret Code Game  
(Bonus Activity)

The investigation and inquiry supplementary activities help foster students' natural curiosity and promote development of critical thinking, problem-solving, communication, and inquiry skills. The activities also underscore the detective motif in Xello K-2 and bring it into the classroom.

#### Me and My Community Supplementary Activities

- Classroom Salad  
(Recommended Kindergarten)
- Community Scavenger Hunt & Paper Mural  
(Recommended Grade 1)
- Class Speaker / Field Trip  
(Recommended Grade 2)
- Class Citizenship Project  
(Bonus Activity)

The Me and My Community supplementary activities encourage students to engage in their communities (school and neighborhood) and develop the skills, knowledge, and behavior to be responsible and contributing citizens.

#### About Me Supplementary Activities

- Me Collage  
(Recommended Kindergarten)
- "About Me" Bag  
(Recommended Grade 1)
- My Family Story  
(Recommended Grade 2)
- Dear Future Me  
(Bonus Activity)

In the About Me supplementary activities, students explore and identify their likes and dislikes, feelings, strengths and abilities, interests, and character traits. Students will recognize that these are important factors that make them special, contributing to an overall sense of positive self-concept. The activities also serve as an effective launch point for future investigation into their opportunities and career/life planning.

#### Career / Life Vocabulary Supplementary Activities

- Rhyme Time  
(Recommended Kindergarten)
- Missing Words  
(Recommended Grade 1)
- What to Learn  
(Recommended Grade 2)
- Career Interview  
(Bonus Activity)

The Career / Life Vocabulary supplementary activities introduce students to key career/life skills vocabulary and concepts.



## Xello 3-5 About Me / Glossary

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### Skills

Students identify and rate their skills. They can select from predefined lists in categories like Hands-on and Learning, or they can enter their own.

### School Subjects

Students rank 6 subjects in order from most to least favorite. Then, they can rate how much they like what they're learning in each of the subjects.

### Interests

Students identify their personal interests. They can select from predefined lists in categories like Creative Activities and Games and Hobbies, or they can enter their own.

### Achievements

Students record the accomplishments that they're most proud of. They pick from categories like School and Learning, Acts of Kindness, and Teamwork, and reflect on why an achievement is important to them.

### Storyboard

Storyboard is a place where students can collect artifacts and evidence for who they are and tell their own story through images, videos, documents, links, and more. Once they add something, they can add reflective comments for why they included it and why it is important to them.

## Xello 3-5 Goals / Glossary

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### My Goals

Students record, plan, and track personal, school, and other goals that they want to accomplish. They also have the chance to start thinking about careers as potential future goals by reflecting on what excites them about the careers they have liked.

## Xello 3-5 Career Profiles / Glossary

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### Career Profiles

Information about careers presented in small, digestible sections and written to an average 3rd grade reading level. Students learn what tasks someone in the career does on the job, where they work, school subjects they use in their work, what they earn, and how they enter the career. There are also fun facts about the career for students to discover.

## Xello 3-5 Lessons / Glossary

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### Interests

(Recommended Grade 3)

Dart has lost his interests! In their quest to help Dart, students explore the importance of interests and the link between interests and activities they can do now and when they're adults. They also have the chance to reflect on one of their interests.

### Skills

(Recommended Grade 4)

Doon needs help saving Fun Fest! In this lesson, students teach Doon about the importance of skills and how they're transferable, and reflect on one of their own skills.

### Learning and Future Success

(Recommended Grade 5)

Dart's been hit with a no-learning curse! Students explore the importance of lifelong learning, link learning activities with their perks, and investigate how a commitment to keep learning can help in a career they like.

### School Subjects

(Recommended Grade 3)

What happens when you cross a science experiment with stinky gym clothes? A slippery slime monster, that's what! Pep and his friends race to save the school, exploring how what they learn in class every day relates to activities outside of school - and hopefully defeating slime creatures!

### Goal Setting

(Recommended Grade 4)

Dax is determined to learn how to do the best cartwheels, but some goal gremlins are out to get in her way. In this lesson, students help Dax's friends explore some of the things that can put goal achievement at risk, and learn strategies for staying on track with their goals.

### Facing Big Challenges

(Recommended Grade 5)

Marsh has been taken by the ogre of Howl Back Forest! As students help Marsh's friends venture deep into the ogre's cave, they learn about the importance of perseverance when faced with big (and small) challenges.

## Xello 3-5 Supplementary Activities / Glossary

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### Supplementary Activities

Supplementary in-class activities are designed to promote career/life learning aligned with Xello 3-5 learning objectives and ASCA mindset and behavior standards.

#### Mindset Supplementary Activities

- Belonging to a Community  
(Recommended Grade 3)
- Believing You Can Succeed  
(Recommended Grade 4)
- Balancing Life Roles  
(Recommended Grade 5)

The Mindset supplementary activities help students develop a positive attitude about themselves, belief in their abilities and potential, and a sense of belonging in their various communities, like school.

#### Learning Skills Supplementary Activities

- Comparing Careers  
(Recommended Grade 3)
- Trying Your Best  
(Recommended Grade 4)
- Information Literacy  
(Recommended Grade 5)

The Learning Skills supplementary activities help students build practical analytical skills as they learn to find, evaluate, and use information. Students also investigate the importance of trying their best at school, and commit to putting their best effort forward.

#### Learning Skills Supplementary Activities

- Comparing Careers  
(Recommended Grade 3)
- Trying Your Best  
(Recommended Grade 4)
- Information Literacy  
(Recommended Grade 5)

The Learning Skills supplementary activities help students build practical analytical skills as they learn to find, evaluate, and use information. Students also investigate the importance of trying their best at school, and commit to putting their best effort forward.

#### Social Skills Supplementary Activities

- Empathy  
(Recommended Grade 3)
- School's Like Work  
(Recommended Grade 4)
- Being Helpful  
(Recommended Grade 5)

In the Social Skills supplementary activities, students develop the skills and knowledge to build strong relationships with others. Students build empathy, explore ways to help others now and in the future, and learn how the social skills they're developing now can help them navigate the workplace.

### Matchmaker Interest Quiz

The career-match assessment matches students interests directly to careers, allowing students to see exactly why a career is a strong match or not. Transparency enables in-depth reflection on the relationship between careers and the students' own interests.

### Personality Styles Quiz

A Personality profile (based on the Holland code) helps students better understand who they are and how that relates to individual occupations.

### Learning Styles Quiz

The Learning Styles inventory helps students understand different ways of learning how they best learn.

### Favorite Clusters

Students can review the Career Clusters and save their favorites in the About Me section. Students can also see their recommended career clusters and filter their career list by cluster when exploring their options.

### Life Experiences

The Learning Styles inventory helps students understand different ways of learning how they best learn.

### Skills

Students identify and rate their skills. They can select from predefined lists in categories like Communication & Teamwork, Leadership, and Information & Analysis, or they can enter their own.

### Interests

Students identify their personal interests. They can select from predefined lists in categories like Science & Technology, Arts & Culture, and Clubs & Organizations, or they can enter their own.

### Experiences Timeline

Students create a graphical timeline of their education, volunteer, life, and work experiences. Entries include names, organizations, and reflective questions.

### Work Experiences

Students log their paid and unpaid work experiences in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

### Volunteer Experiences

Students log their volunteer and community service participation in their Experiences timeline, including hours completed, reflecting on what they liked, what they found challenging, and what they learned in each case.

### Education Experiences

Students log their educational achievements in their Experiences timeline, reflecting on what they liked, what they found challenging, and what they learned in each case.

### Storyboard

Storyboard is a place where students can collect artifacts and evidence for who they are and tell their own story through images, videos, documents, links, and more. Once they add something, they can add reflective comments for why they included it and why it is important to them.

### Places

Students map out where they currently live, where they were born, and where their family is originally from.

## Xello 6-12 Explore Options / Glossary

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### Careers

Students can explore richly descriptive, easy-to-understand career profiles with key information on education, workplaces, wages, and job outlook. When students save a career they're interested in, they are prompted to complete additional investigation, rating, and reflection.

### Majors

Students can explore and save over a thousand majors with student-friendly descriptions, typical courses, related careers, and schools that offer it.

### Schools

Students can explore and save engaging, detailed college profiles that include key facts on enrollment, applications, costs, athletics, and majors. An interactive campus map that lets them see what's nearby and take a virtual campus tour using Google Street View.

## Xello 6-12 Goals and Plans / Glossary

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### Course Planning

The Course Plan allows students to create a personalized four-year course plan that fulfills graduation requirements and aligns to students' goals. Integrating student course history, custom course lists, diploma tracking ensures students' plans are complete and accurate.

### My Plans

Connecting the dots between their saved careers, school, and programs/majors, students create visual roadmaps.

## Xello 6-12 Dashboard / Glossary

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### Links & Resources

Put links to websites, documents, and other resources right at students' fingertips. Educators can add resources that appear on the dashboard that students see when they log in to Xello.

### Assignments

Students can explore and save over a thousand majors with student-friendly descriptions, typical courses, related careers, and schools that offer it.

### Interests

(Recommended Grade 6)

Students reflect on some of the interests they have saved in Xello, explore the link between interests and various careers, and investigate how their interests match up with a career they like.

### School Subjects at Work

(Recommended Grade 6)

Students relate school subjects to various tasks, reflect on their favorite school subject, and explore ways to use their favorite school subject in a career that interests them.

### Explore Learning Styles

(Recommended Grade 7)

After completing the Learning Styles Quiz, students investigate visual, auditory, and tactile learning styles, and explore how understanding their own learning style can help them in school and on the job.

### Biases and Career Choices

(Recommended Grade 7)

Students identify biases of gender, ethnicity, ability, and class in the workplace and explore how biases can influence career choices.

### Explore Career Matches

(Recommended Grade 8)

After completing the first part of the career-match assessment, students investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers, reflect on their results, and explore the aspects for a career that interests them.

### Time Management

(Recommended Grade 6)

Students explain why time management is important in school and on the job, create a time budget to assess how they currently manage their time, and explore ways to improve their time management skills.

### Decision Making

(Recommended Grade 6)

Students understand the importance of making informed, responsible decisions when faced with important choices. They learn about the importance of considering the consequences of potential decisions, explore the difference between gut and logic decisions, and reflect on an important decision they've recently made.

### Discover Learning Pathways

(Recommended Grade 7)

Students investigate their postsecondary pathway options, explore the postsecondary pathways to various careers, and evaluate the pathways they could take to a career that interests them.

### Jobs and Employers

(Recommended Grade 7)

Students explore ways to find employment (e.g. job boards, networking, etc.), reflect on the advantages and disadvantages to various work search strategies, and research potential employers in their community.

### Transition to High School

(Recommended Grade 8)

Students explore ways to make their transition to high school easier and more successful. They identify questions and concerns they have about entering high school; explore clubs, activities, and other resources to help handle transition to high school; and develop other strategies to deal with transitions.

## Xello 6-12 Lessons / Glossary

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### Skills

(Recommended Grade 8)

Students explore the skills required to perform a various activities, as well as the link between their skills and career goals.

### Explore Career Factors

(Recommended Grade 9)

Students further explore the Investigate important factors: work/life balance, money, making a difference, education, interests, growth; assess which of these 6 core factors are important to them when making a career decision, and why; and prioritize the 6 core factors that influence their career decisions.

### Getting Experience

(Recommended Grade 9)

Students explore different ways they can get work experience now. They identify several ways to get experience while still in school: community service/volunteerism, co-op programs, part-time job, internships, etc. and assess which type of experience is best suited for their career interests and goals.

### Workplace Skills and Attitudes

(Recommended Grade 10)

Students explore skills and behaviors that employers look for, such as time management (plan/organize work), dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers, and how they manifest on the job, assess their own employability skills.

### Program Prospects

(Recommended Grade 10)

Students distinguish between different types of postsecondary programs, such as apprenticeships and degree programs, explore career options related to different types of programs, and evaluate their program options in terms of their strengths, academic interests, and career interests.

### Self-Advocacy

(Recommended Grade 8)

Students understand the concept of self-advocacy, identify situations where they may need to advocate for themselves or issues they may want to advocate for, identify skills and behaviors required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.

### Personality Styles

(Recommended Grade 9)

After completing the second part of the career match assessment, students investigate personality styles, and explore how their own personality style can help them at home, school, work, and other areas of their life.

### Study Skills and Habits

(Recommended Grade 9)

Students identify skills, habits, and behaviors they need to learn successfully in high school, explore potential obstacles to success in their schoolwork (such as lack of motivation, distractions, and lapses in self-confidence), and plan how to develop positive study habits and behaviors.

### Work Values

(Recommended Grade 10)

Students explore their own work values, and investigate careers that they may find satisfying based on their values.

### Careers and Lifestyle Costs

(Recommended Grade 10)

Students identify some of their most important lifestyle goals and assess whether or not they can achieve their lifestyle goals in a career that interests them.

### Choosing a College

(Recommended Grade 11)

Students identify which factors are important to them in a potential postsecondary school, and investigate how a college or university stacks up to their priorities.

### Entrepreneurial Skills

(Recommended Grade 11)

Students identify the skills and characteristics that make entrepreneurs successful, investigate paths to becoming an entrepreneur (e.g. starting your own business, buying a franchise, etc.). Students explore the benefits and challenges of becoming an entrepreneur and investigate ways to apply entrepreneurial skills within a career that interests them (develop entrepreneurial opportunities for themselves with any career).

### Defining Success

(Recommended Grade 12)

Students explore what success means to them in various aspects of life, including their personal life, school, and career, and explore ways they can make a difference and achieve success in a career that interests them.

### Job Interviews

(Recommended Grade 12)

Students explore ways to prepare for a job interview, describe their own abilities and qualifications in the context of an interview, investigate job interview questions in the context of a career that interests them, and explore appropriate post-interview behaviours and actions.

### Career Demand

(Recommended Grade 11)

Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them.

### Work / Life Balance

(Recommended Grade 11)

Students assess how their current work (school) demands affect family life, free time, etc., identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future.

### Career Backup Plans

(Recommended Grade 12)

Students understand the importance of career backup plans, and explore potential backup careers for themselves.

### Career Changes

(Recommended Grade 12)

Students understand the career development is a process of constant change, that flexibility and adaptability can help them continually explore their career options, and the importance of re-evaluating their interests, skills, etc. in order to identify the need or desire for a career change.



# APPENDIX C

XELLO LESSONS





## Lessons in Xello

Xello's ready-made lessons are designed to guide your students through the Xello.

They teach K-12 students about their future academic and career options, while helping them build the essential skills, knowledge and social-emotional competencies for long-term success and smoother transitions. It's a turn-key curriculum to make every student college, career & future ready.

### Xello for Elementary (3rd-5th grade)

Lesson	Recommended Grade	Estimated Time	Lesson Overview and Learning Objectives	Prerequisites
Mission: Interests	3	20 to 30 mins	Dart has lost his interests! In their quest to help Dart, students explore the importance of interests and the link between interests and activities they can do now and when they're adults. They also have the chance to reflect on one of their interests. By the end of this lesson students will: <ul style="list-style-type: none"><li>• Define interests and understand how the things they like can help define who you are</li><li>• Explore the link between interests and various activities</li><li>• Reflect on their interests and favorite things</li></ul>	Save 3 Interests
Mission: Skills	4	20 to 30 mins	Doon needs help saving Fun Fest! In this lesson, students teach Doon about the importance of skills and how they're transferable, and reflect on one of their own skills. By the end of this lesson students will: <ul style="list-style-type: none"><li>• Identify skills and their importance</li><li>• Link skills to activities at home and in the community, and jobs</li><li>• Explore transferability of skills</li><li>• Positively and confidently reflect on their own skills</li><li>• Develop a growth mindset, understanding they have to work at skills to get stronger</li></ul>	Save 3 Skills
Mission: Learning and Future Success	5	20 to 30 mins	Dart's been hit with a no-learning curse! Students explore the importance of lifelong learning, link learning activities with their perks, and investigate how a commitment to keep learning can help in a career they like. By the end of this lesson students will: <ul style="list-style-type: none"><li>• Identify reasons learning is important</li><li>• Explore the value of lifelong learning by linking learning activities with their potential benefits</li><li>• Reflect on how what they're learning now relates to a job they like</li><li>• Describe the learning they will need to do to work in a job that they like</li></ul>	Like 3 Careers



## Xello for Middle and High School (6th-12th grade)

Lesson	Recommended Grade	Estimated Time	Learning Objectives	Prerequisites
Interests	6	20 to 30 mins	Students reflect on some of the interests they have saved in Xello's interest inventory, explore the link between interests and various careers, and investigate how their interests match up with a career they like.	Add at least 5 interests in About Me  Save at least 3 careers
School Subjects at Work	6	20 to 30 mins	Students relate school subjects to various tasks, reflect on their favorite school subject, and explore ways to use their favorite school subject in a career that interests them.	Save at least 3 careers
Decision Making	6	20 to 30 mins	Students understand the importance of making informed, responsible decisions when faced with important choices. They learn about the importance of considering the consequences of potential decisions, explore the difference between gut and logic decisions, and reflect on an important decision they've recently made.	-
Time Management <b>NEW</b>	6	20 to 30 mins	Students explain why time management is important in school and on the job, create a time budget to assess how they currently manage their time, and explore ways to improve their time management skills.	Save at least 3 careers
Explore Learning Styles	7	30 to 40 mins	Students investigate visual, auditory, and tactile learning styles, and explore how understanding their own learning style can help them in school and on the job.	Complete the Learning Styles quiz  Save at least 3 careers
Discover Learning Pathways	7	30 to 40 mins	Students investigate their postsecondary pathway options, explore the postsecondary pathways to various careers, and evaluate the pathways they could take to a career that interests them.	Save at least 3 careers
Biases and Career Choices	7	20 to 30 mins	Students identify biases of gender, ethnicity, ability, and class in the workplace and explore how biases can influence career choices.	-
Jobs and Employers <b>NEW</b>	7	20 to 30 mins	Students explore ways to find employment (e.g. job boards, networking, etc.), reflect on the advantages and disadvantages to various work search strategies, and research potential employers in their community.	Save at least 3 careers



Skills	8	30 to 40 mins	Students explore the skills required to perform a various activities, as well as the link between their skills and career goals.	Save at least 3 careers
Explore Career Matches	8	30 to 40 mins	Students investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers, reflect on their results, and explore the aspects for a career that interests them.	Complete the Matchmaker quiz  Save at least 3 careers
Transition to High School	8	20 to 30 mins	Students explore ways to make their transition to high school easier and more successful. They identify questions and concerns they have about entering high school; explore clubs, activities, and other resources to help handle transition to high school; and develop other strategies to deal with transitions.	Save at least 5 interests
Self-Advocacy <b>NEW</b>	8	20 to 30 mins	Students understand the concept of self-advocacy, identify situations where they may need to advocate for themselves or issues they may want to advocate for, identify skills and behaviors required to effectively advocate for themselves, such as leadership, confidence, and communication, and explore ways they can advocate for themselves in school, the community, at home, and in a career.	-
Personality Styles	9	30 to 40 mins	Students investigate personality styles, and explore how their own personality style can help them at home, school, work, and other areas of their life.	Complete the Personality Styles quiz (the second part of Matchmaker)  Save at least 3 careers
Exploring Career Factors	9	30 to 40 mins	Students further explore the Investigate important factors: work/life balance, money, making a difference, education, interests, growth; assess which of these 6 core factors are important to them when making a career decision, and why; and prioritize the 6 core factors that influence their career decisions.	Save at least 3 careers
Getting Experience	9	20 to 30 mins	Students explore different ways they can get work experience now. They identify several ways to get experience while still in school: community service / volunteerism, co-op programs, part-time job, internships, etc. and assess which type of experience is best suited for their career interests and goals.	Save at least 3 careers  Add at least 3 experiences to the Experiences Timeline



Study Skills and Habits <b>NEW</b>	9	30 to 40 mins	Students identify skills, habits, and behaviors they need to learn successfully in high school, explore potential obstacles to success in their schoolwork (such as lack of motivation, distractions, and lapses in self-confidence), and plan how to develop positive study habits and behaviors.	-
Work Values	10	30 to 40 mins	Students explore their own work values, and investigate careers that they may find satisfying based on their values.	Save at least 3 careers
Careers and Lifestyle Costs	10	40 to 50 mins	Students identify some of their most important lifestyle goals and assess whether or not they can achieve their lifestyle goals in a career that interests them.	Save at least 3 careers
Workplace Skills and Attitudes	10	20 to 30 mins	Students explore skills and behaviors that employers look for, such as time management, dependability, good attitude, communication skills, problem solving, etc. Students explain why these skills and behaviors are important to various careers, how they manifest on the job, and assess their own employability skills.	Save at least 3 careers
Program Prospects <b>NEW</b>	10	30 to 40 mins	Students distinguish between different types of postsecondary programs, such as apprenticeships and degree programs, explore career options related to different types of programs, and evaluate their program options in terms of their strengths, academic interests, and career interests.	Save at least 3 majors/programs
Choosing a College or University	11	40 to 50 mins	Students identify which factors are important to them in a potential postsecondary school, and investigate how a college or university stacks up to their priorities.	Save at least 3 schools
Career Demand	11	40 to 50 mins	Students learn about job projections and outlook, analyze factors that impact job demand, such as changes in technology, demographics, business practices or production methods, consumer preferences, and workplace restructuring, and explore how their career plans may be shaped by demand for a career that interests them.	Save at least 3 careers
Entrepreneurial Skills	11	20 to 30 mins	Students identify the skills and characteristics that make entrepreneurs successful, investigate paths to becoming an entrepreneur (e.g. starting your own business, buying a franchise, etc.). Students explore the benefits and challenges of becoming an entrepreneur and investigate ways to apply entrepreneurial skills within a career that interests them (develop entrepreneurial opportunities for themselves with any career).	Save at least 3 careers



Work/Life Balance <b>NEW</b>	11	30 to 40 mins	Students assess how their current work (school) demands affect family life, free time, etc., identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future.	Save at least 3 careers
Defining Success	12	20 to 30 mins	Students explore what success means to them in various aspects of life, including their personal life, school, and career, and explore ways they can make a difference and achieve success in a career that interests them.	Save at least 3 careers
Career Backup Plans	12	30 to 40 mins	Students understand the importance of career backup plans, and explore potential backup careers for themselves.	Save at least 3 careers
Job Interviews	12	40 to 50 mins	Students explore ways to prepare for a job interview, describe their own abilities and qualifications in the context of an interview, investigate job interview questions in the context of a career that interests them, and explore appropriate post-interview behaviors and actions.	Save at least 3 careers
Career Path Choices <b>NEW</b>	12	30 to 40 mins	Students understand the career development is a process of constant change, that flexibility and adaptability can help them continually explore their career options, and the importance of re-evaluating their interests, skills, etc. in order to identify the need or desire for a career change.	Add at least 5 interests in About Me  Save at least 3 careers

# APPENDIX D

XELLO SCOPE & SEQUENCE  
GRADES K-2, 3-5 & 6-12



# Introducing Your Students to Xello for Elementary

Scope and sequence documentation  
to get you started on the right foot







## Say Hello to Xello!

Xello is an engaging online program that helps students in K-12 build the knowledge, skills, and plans for future success. Through self-knowledge, exploration and planning students better understand who they are, their academic and career options, and the steps they'll need to take to achieve their goals.



Designed for K-5 students, Xello's elementary experience helps students build a solid foundation for future success. Age appropriate activities help students develop the skills, knowledge and attitudes that become the building blocks of meaningful life and career development.

By the end of 2nd grade students develop a concept of self and critical social-emotional skills. They learn about careers in a fun and interactive way, sparking their curiosity about their future options.

Xello's experience for students in grades 3-5 builds on this early introduction. Students develop greater self-awareness, the ability to self-reflect, and a better understanding of pathways associated with each career. Through story-driven lessons students enhance critical thinking, problem solving, and communication skills introduced in K-2. They come away with the confidence and social-emotional readiness to smoothly transition from elementary to middle school.

# Document Overview

In this document you'll find a recommended grade-by-grade sequence for the lessons available in Xello, supplementary in-class activities, and suggested classroom extensions. Details about what students need to do before starting each lesson or supplementary activity, and an overview of what your students will learn in each one has been outlined. We've also identified ongoing activities students can engage with at each grade within Xello.

Xello supports the blended learning environment to encourage deeper learning, reduce digital isolation, and provide opportunities for collaboration. Recommended "Classroom Extensions" are outlined in this document as a way to build upon the students' understanding of career paths in kindergarten to grade 2. The "Supplementary In-class Activities" for kindergarten to grade 5 build upon core concepts of career/life learning:

## Xello K-2



### Investigation and Inquiry

The Investigation and Inquiry activities help foster students' natural curiosity and promote development of critical thinking, problem-solving, communication, and inquiry skills. The activities also underscore the detective motif in Xello K-2 and bring it into the classroom.



### About Me

In the About Me activities, students explore and identify their likes and dislikes, feelings, strengths and abilities, interests, and character traits. Students will recognize that these are important factors that make them special, contributing to an overall sense of positive self-concept. The activities also serve as an effective launch point for future investigation into their opportunities and career/life planning.



### Me and My Community

The Me and My Community supplementary activities encourage students to engage in their communities (school and neighborhood) and develop the skills, knowledge, and behaviors to be responsible and contributing citizens.



### Career/Life Skills Vocabulary

The Career / Life Skills Vocabulary activities introduce students to key career/life skills vocabulary and concepts.

## Xello 3-5



### **Mindset**

The Mindset supplementary activities help students develop a positive attitude about themselves, belief in their abilities and potential, and a sense of belonging in their various communities, like school.



### **Self-Management Skills**

The Self-Management supplementary activities give students insight into how their behavior and actions influence the way others see and treat them. Students explore personal characteristics such as grit and integrity, and how these traits can help them succeed now and in the future.



### **Learning Skills**

The Learning Skills supplementary activities help students build practical analytical skills as they learn to find, evaluate, and use information. Students also investigate the importance of trying their best at school, and commit to putting their best effort forward.



### **Social Skills**

In the Social Skills supplementary activities, students develop the skills and knowledge to build strong relationships with others. Students build empathy, explore ways to help others now and in the future, and learn how the social skills they're developing now can help them navigate the workplace.

# Xello K-2 Student Experience

The adventure that students embark on in Xello K-2 is a non-violent mystery that underlines not only the variety of work and workers in a community, but the importance of every worker in a community. Workers around Career Town have disappeared from their jobs, causing chaos. They are unharmed, but they have been lured away by Ernestine McNohire, who plans to build her own community on the moon. It's up to your students to save the day!

In Career Town, students explore six locations where characters have similar kinds of jobs or perform similar tasks because they have each taken the same career path. The locations/career paths are defined as follows:

- **Business Path** (Pet Grooming Shop): For people who like to work with numbers and be organized
- **Creative Path** (Art Gallery): For people who like to draw, write, or perform
- **Nature Path** (Farm): For people who like to work outdoors with plants and animals
- **Fixing & Building Path** (Construction Site): For people who like to figure out how things work & build things
- **Helping Path** (Career Town Park): For people who like to work with people and help make things better for others
- **Health Path** (Hospital): For people who like to care for people

Xello K-2 content supports around 3 hours of play, or 7 x 20 minutes sessions per grade. Students can return to the program and replay the mini-games as often as they want.

As students complete the 6 location activities, you can ask them to list ways that occupations within the same career path are similar, or ways in which occupations in separate career paths are different. Comparing and contrasting occupations is an accessible way for young students to start thinking about the purpose and process of occupational classification systems.

## Recommended Classroom Extensions for Kindergarten



### Pet Grooming Shop Location

Invite local business owners to talk to the class about their work.



### Art Gallery Location

Create a gallery wall in your classroom where students can display their favorite pieces of artwork (with name plates and descriptions) during parent-teacher conferences.



### Farm Location

Arrange a class trip to a farm or a class visit from a farmer to initiate discussions about food sources and healthy eating.



### Construction Site Location

Have students act out various building steps (e.g. measuring, using a hammer, etc.).



### Park Location

Create a display of all the helper occupations in your school and community.



### Hospital Location





Talk about these occupations and other health services occupations, asking students to tell the class about a time they went to see a doctor or dentist.

#### RECOMMENDED ONGOING ACTIVITY:

- ✓ Create scenes in their sticker books using the **sticker (rewards)** they have collected from completing the mini-game at each location.



## Recommended Supplementary Activities for Kindergarten

SUPPLEMENTARY ACTIVITY	ACTIVITY OVERVIEW AND LEARNING OBJECTIVES
<b>Investigation and Inquiry: Detective Me</b>  30 minutes	<p>In this activity, students will discuss the role of detectives, interview a friend, and draw pictures of themselves as a detective.</p> <ul style="list-style-type: none"> <li>• Identify the duties and characteristics of a detective</li> <li>• Understand the importance of asking questions</li> <li>• Think about different occupations and the tools people in the occupation use</li> </ul>
<b>About Me: Me Collage</b>  45 minutes	<p>In this activity, students will create a personal collage.</p> <ul style="list-style-type: none"> <li>• Help students identify their interests, strengths, traits, and other characteristics</li> <li>• Instill in students a respect for diversity and others' interests</li> <li>• Promote a positive self-concept</li> </ul>
<b>Me and My Community: Classroom Salad and Friendship Book</b>  45 minutes	<p>This activity teaches students about being a responsible member of their classroom community. They will also create a friendship book that emphasizes the importance of friends and friendship in the classroom community.</p> <ul style="list-style-type: none"> <li>• Recognize that the classroom is a type of community</li> <li>• Identify the characteristics and qualities required to be a good member of their classroom community</li> <li>• Develop a positive self-concept</li> </ul>
<b>Career / Life Skills Vocabulary: Rhyme Time</b>  30 minutes	<p>In this activity, students match rhyming word on a worksheet and create a list of career-related words to find rhymes to.</p> <ul style="list-style-type: none"> <li>• Become familiar with basic career/life vocabulary</li> <li>• Practice foundational reading skills</li> <li>• Develop and display effective group/teamwork skills and behavior</li> </ul>

## Recommended Classroom Extensions for 1st Grade



### Pet Grooming Shop Location

Visit a community business to learn about the different career paths within one workplace.



### Art Gallery Location

Explore different rhythms and beats by listening and playing with a variety of musical instruments.



### Farm Location

Have students create posters for a local animal clinic about how to look after different types of pets.



### Construction Site Location

Ask students to draw pictures of the tools and equipment that builders and fixers use.



### Park Location

Institute classroom helper jobs.



### Hospital Location





Visit your local fire hall or ambulance services department to learn about the emergency services equipment up close.

#### RECOMMENDED ONGOING ACTIVITY:

- ✓ Explore the people **profiles** after completing all 6 career town locations to indicate which jobs they like.



## Recommended Supplementary Activities for 1st Grade

SUPPLEMENTARY ACTIVITY	ACTIVITY OVERVIEW AND LEARNING OBJECTIVES
<b>Investigation and Inquiry: Stare Detective</b>   20 minutes	<p>In this activity, students will memorize items on a tray.</p> <ul style="list-style-type: none"> <li>• Help students develop observation and memorization skills</li> <li>• Help students to think quickly and critically about the purpose and characteristics about objects</li> </ul>
<b>About Me: 'About Me' Bag</b>   30 minutes	<p>In this activity, students gather items that they feel represent something special about themselves that they would like to share with the class.</p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on the interests, skills, experiences, and qualities that make them unique</li> <li>• Promote respect for diversity and individuality</li> <li>• Promote a positive self-concept</li> </ul>
<b>Me and My Community: Community Scavenger Hunt and Paper Mural</b>   90 minutes	<p>In this activity, students embark on a community scavenger hunt (in the company of parents and classroom helpers), using found items to create a small mural.</p> <ul style="list-style-type: none"> <li>• Learn more about the various businesses and helpers in their communities</li> <li>• Express aspects and features that make their community special</li> <li>• Identify ways to help their community as responsible citizens</li> <li>• Work collaboratively to create a mural of their community</li> </ul>
<b>Career / Life Skills Vocabulary: The Missing Words</b>   20 minutes	<p>In this activity, students read a brief story about a cow who wants to find a job and fill in the blanks with the appropriate word.</p> <ul style="list-style-type: none"> <li>• Familiarize students with some basic career/life vocabulary</li> <li>• Support students' foundational reading, comprehension, and logic skills</li> <li>• Underline the link between skills and interests and occupations</li> </ul>



## Recommended Classroom Extensions for 2nd Grade



### Pet Grooming Shop Location

Start a class business making bracelets (or some other activity) to raise money for charity.



### Art Gallery Location

Discuss famous artists and have students act out tableaux vivants of their works of art.



### Farm Location

Have students create a guidebook for a local park or nature reserve.



### Construction Site Location

Visit a local construction site to see how a crew works together to build something new.



### Park Location

Organize a community park clean-up.



### Hospital Location





Create a “Health Jobs are the Same” bulletin board and ask students to draw pictures of ways in which health jobs are similar (e.g. caring for people, providing medical treatment).

#### RECOMMENDED ONGOING ACTIVITY:

- ✓ Review their personal **profile** to update their reflection answers. Students may want to identify new interests and strengths they have.



## Recommended Supplementary Activities for 2nd Grade

SUPPLEMENTARY ACTIVITY	ACTIVITY OVERVIEW AND LEARNING OBJECTIVES
<b>Investigation and Inquiry: Detective Stories</b>   60 minutes	<p>In this activity, students will listen to a detective story, identify some basic elements of detective stories, and create their own detective story.</p> <ul style="list-style-type: none"> <li>• Allow students to practice their listening comprehension, reading, and writing skills</li> <li>• Review with students what a detective does (and help them identify elements of the detective genre)</li> <li>• Encourage students to think creatively</li> </ul>
<b>About Me: My Family Story</b>   45 minutes	<p>In this activity, students will create a family tree.</p> <ul style="list-style-type: none"> <li>• Encourage students to learn more about themselves through their family histories</li> <li>• Teach students about the importance of oral histories</li> <li>• Promote respect for diversity</li> <li>• Promote a positive self-concept</li> </ul>
<b>Me and My Community: Class Speaker / Field Trip</b>   1 - 3 hours	<p>In this activity, students invite a community member to speak to the class or take a field trip to a local business.</p> <ul style="list-style-type: none"> <li>• Give students a chance to explore their community interests</li> <li>• Encourage students to ask questions about a community member's job</li> </ul>
<b>Career / Life Skills Vocabulary: 'What to Learn' Poll</b>   45 minutes	<p>In this activity, students brainstorm occupations that they would like to know more about and create a list of related terms to research.</p> <ul style="list-style-type: none"> <li>• Identify occupations that interest them</li> <li>• Compile additional career/life terms to define and incorporate into their vocabulary</li> <li>• Create a bar graph to illustrate the outcome of a class survey</li> </ul>

## K-2 Ongoing Activities Glossary

### My Profile

In this app, students build their personal profile by answering Detective Jill's personal reflection questions about their interests, strengths, family, and other details.

### Stickers (Rewards)

After completing the mini-game at each location, students earn a sticker depicting a tool, piece of equipment, or other image related to the jobs they've explored or the location itself. They can use these stickers to create scenes in their sticker books. Students earn more stickers whenever they replay the mini-game at a location.

### People (Jobs I Like)

This app contains the occupation profiles of all the characters in each of the 6 career pathways in the game. Students can indicate which jobs they like by clicking the happy face under the worker's picture in the file.

# Xello 3-5 Student Experience

In Xello 3-5 students expand on their introduction to the world of work. Upon sign-in, students are encouraged to explore the program. Exploration can take one of four paths:

- **About Me:** Interactive elements encourage students to record and reflect on their interests, skills, school subjects, achievements, and other characteristics. The result is a personalized dashboard that helps each student better understand their own abilities. With greater self-knowledge they grow more assured about who they are, and begin to understand how they might achieve their goals.
- **Careers:** Career profiles are written at a 3rd grade reading level. Short descriptions make content easy for a student to absorb, while discoverable facts, stories, and biographies help bring careers to life. Students can freely search for a career, or explore by related school subject, career group or alphabetically. Careers of interest can be “liked”, or saved, for reference later. Students come away with a better understanding of the education, training, and various pathways to each career. This knowledge helps create a foundation for future decision making and planning in middle school.
- **Goals:** Students are introduced to the concept of goal setting. With a short, character-driven video they learn why goal setting is important and the fundamentals of proper goal setting. After this tutorial they’re able to fill in their own goals and describe why it matters, and are then prompted with possible steps they can take to help achieve that goal.
- **Missions:** These short, interactive digital lessons serve as ready-made curriculum to help you teach social-emotional skills and key concepts in a fun and engaging way. By completing these story-driven missions, students get a deeper understanding of their interests, skills, and the concept of future success. Lessons in Xello are:
  - **Self-paced:** Students can stop and start as needed. With clear progress tracking, students can easily pick back up where they left off. Students can also rewatch, re-read or repeat modules as often as possible.
  - **Character driven:** Designed to capture the attention of elementary students, lessons in Xello feature original, vibrant characters. These characters help guide students through the principles of building self-knowledge and planning.
  - **Age-appropriate:** Aligned to national and regional elementary curriculum and development mandates, lessons in Xello have been carefully crafted to teach concepts aligned with students’ stage of cognitive development.

## 3rd Grade





XELLO LESSON	LESSON OVERVIEW AND LEARNING OBJECTIVES
<p><b>Mission: Interests</b></p> <p>🕒 20 - 30 minutes</p> <p>✓ Before beginning students must:</p> <ul style="list-style-type: none"> <li>- Save 3 Interests</li> </ul>	<p>Dart has lost his interests! In their quest to help Dart, students explore the importance of interests and the link between interests and activities they can do now and when they're adults. They also have the chance to reflect on one of their interests. By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Define interests and understand how the things they like can help define who you are</li> <li>• Explore the link between interests and various activities</li> <li>• Reflect on their interests and favourite things</li> </ul>
<p><b>Mission: School Subjects</b></p> <p>🕒 30 - 40 minutes</p> <p>✓ Before beginning students must:</p> <ul style="list-style-type: none"> <li>- Rank school subjects</li> </ul>	<p>What happens when you cross a science experiment with stinky gym clothes? A slippery slime monster, that's what! Pep and his friends race to save the school, exploring how what they learn in class every day relates to activities outside of school - and hopefully defeating slime creatures! By the end of this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Connect what they're learning in school to related opportunities outside of school, like hobbies and chores</li> <li>• Effect positively on the subjects and topics they are learning in school</li> <li>• identify careers that use their favourite subject on the job</li> </ul>

### RECOMMENDED ONGOING ACTIVITIES:

- ✓ Personalize their **About Me** profile with an avatar and background
- ✓ Save at least 3 **Interests**
- ✓ Rank **School Subjects**
- ✓ Add at least 1 **Achievement** from the previous year
- ✓ Save personal work or files to their **Storyboard**
- ✓ Explore **Careers** by school subject
- ✓ Create a personal goal in **My Goals**



## Recommended Supplementary Activities for 3rd Grade

SUPPLEMENTARY ACTIVITY	ACTIVITY OVERVIEW AND LEARNING OBJECTIVES
<b>Mindset: Belonging to a Community</b>   15 - 65 minutes	<p>In this lesson, students will reveal what they already know about communities and develop an understanding that accepting others for who they are is the key to a successful community. Through individual reflection and a creative mapping activity students will see that even though commonalities bring people together, it is the differences people bring to a community that make them successful.</p> <ul style="list-style-type: none"> <li>• Define different types of communities they belong to</li> <li>• Identify various members of their school community and explain why they are important</li> <li>• Explore how they are similar to and different than other members of the class community</li> <li>• Understand that being part of a community means respecting differences</li> </ul>
<b>Learning Skills: Comparing Careers</b>   15 - 55 minutes	<p>In this lesson, students learn about the Xello career groups through a flash card game and investigate career profiles within the software to help them understand the skills and knowledge needed to solve a fictional community problem.</p> <ul style="list-style-type: none"> <li>• Compare and contrast careers to understand how some careers get grouped together in clusters or job families</li> <li>• Understand how schools and communities depend on the interplay of various jobs</li> </ul>
<b>Self-Management Skills: How Others See Me</b>   15 - 50 minutes	<p>In this lesson, students will explore qualities they admire in others and themselves to help develop their positive self-concept. With a focus on good behaviours and attitudes, students will build their understanding of how they can control the way others see them.</p> <ul style="list-style-type: none"> <li>• Build a positive self-concept by exploring the qualities that they like about themselves</li> <li>• Link behaviours, attitudes, and language with others' perception of them</li> <li>• List qualities they admire in others</li> <li>• Identify positive qualities they want to demonstrate to others</li> </ul>
<b>Social Skills: Empathy</b>   15 - 60 minutes	<p>In this lesson, students build on their knowledge of emotions, and explore the quality of empathy. They will analyze characters who are in a range of situations and share their own experiences to help each other understand others' point of view and ways to empathize.</p> <ul style="list-style-type: none"> <li>• Understand what empathy is and why it's important</li> <li>• Demonstrate empathy in response to various scenarios</li> <li>• Construct an artifact that will help others understand their own point of view</li> </ul>

## 4th Grade





XELLO LESSON	LESSON OVERVIEW AND LEARNING OBJECTIVES
<p><b>Mission: Skills</b></p> <p>🕒 20 - 30 minutes</p> <p>✓ Before beginning students must:</p> <ul style="list-style-type: none"> <li>- Save 3 Careers</li> </ul>	<p>Doon needs help saving Fun Fest! In this lesson, students teach Doon about the importance of skills and how they're transferable, and reflect on one of their own skills. By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Identify skills and their importance</li> <li>• Link skills to activities at home and in the community, and jobs</li> <li>• Explore transferability of skills</li> <li>• Positively and confidently reflect on their own skills</li> <li>• Develop a growth mindset, understanding they have to work at skills to get stronger</li> </ul>
<p><b>Mission: Goal Setting</b></p> <p>🕒 30 - 40 minutes</p> <p>✓ Before beginning students must:</p> <ul style="list-style-type: none"> <li>- Save at least 1 goal</li> </ul>	<p>Dax is determined to learn how to do the best cartwheels, but some goal gremlins are out to get in her way. In this lesson, students help Dax's friends explore some of the things that can put goal achievement at risk, and learn strategies for staying on track with their goals. By the end of this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of a good goal (i.E. Achievable and specific)</li> <li>• Explore potential goal obstacles and ways to overcome them</li> <li>• Reflect on one of their own goals and the challenges they may face (or did face) in completing the goal</li> <li>• Understand that setting goals makes their dreams possible / achievable</li> </ul>

### RECOMMENDED ONGOING ACTIVITIES:

- ✓ Save at least 3 **Skills**
- ✓ Rate topics in **School Subjects**
- ✓ Add at least 1 **Achievement** from the previous year
- ✓ Save personal work or files to their **Storyboard**
- ✓ Explore **Careers** by career groups
- ✓ Create a school goal in **My Goals**



## Recommended Supplementary Activities for 4th Grade

SUPPLEMENTARY ACTIVITY	ACTIVITY OVERVIEW AND LEARNING OBJECTIVES
<b>Mindset: Believing You Can Succeed</b>   10 - 50 minutes	<p>In this lesson, students learn about fixed and growth mindsets, and assess their own attitudes towards their ability to learn and grow. They bring it all together to create a class mantra with the power to encourage themselves and their classmates to believe they can succeed!</p> <ul style="list-style-type: none"> <li>• Identify the characteristics of growth and fixed mindsets</li> <li>• Explore ways to turn a fixed mindset into a growth mindset</li> <li>• Reflect on times they've demonstrated a fixed and/or growth mindsets</li> <li>• Create class mantras to remind themselves and their friends to stay positive about their abilities</li> </ul>
<b>Learning Skills: Trying Your Best</b>   15 - 55 minutes	<p>In this lesson, students will discover the benefits of trying their best by celebrating their classmates' efforts, and reflecting on their own willingness to put their best effort forward. By sharing and exchanging their experiences and reflection with others, students will see ways they can improve their own behaviour and support one-another in their efforts.</p> <ul style="list-style-type: none"> <li>• Describe what it means to try one's best</li> <li>• Assess their own efforts at school and elsewhere</li> <li>• Reflect on the benefits of trying their best</li> <li>• Create a rubric to illustrate different levels of effort</li> </ul>
<b>Self-Management Skills: Get Gritty</b>   15 - 60 minutes	<p>In this lesson, students learn about the link between grit and success through the characteristics of historical figures who demonstrated perseverance and passion in achieving their goals. Students then define what it means to be gritty, evaluate their own gritty behaviors, and tell the story of a time they demonstrated a gritty attitude to achieve their own goals.</p> <ul style="list-style-type: none"> <li>• Define the concept of grit</li> <li>• Identify examples of grit</li> <li>• Link a gritty attitude to perseverance and the achievement of their goals</li> </ul>
<b>Social Skills: School's Like Work</b>   15 - 65 minutes	<p>In this lesson, students discover how the skills and work habits they demonstrate at school translate to many careers. Students engage in tableaux vivants, complete a true and false puzzle, and design a personal Xello career profile about being a student.</p> <ul style="list-style-type: none"> <li>• Understand what sorts of behaviors and attitudes are expected of someone at work</li> <li>• Link workplace behaviors and attitudes with what's expected of them at school</li> </ul>



## 5th Grade





XELLO LESSON	LESSON OVERVIEW AND LEARNING OBJECTIVES
<p><b>Mission: Learning and Future Success</b></p> <p>🕒 20 - 30 minutes</p> <p>✓ Before beginning students must:</p> <ul style="list-style-type: none"> <li>- Save 3 Skills</li> </ul>	<p>Dart's been hit with a no-learning curse! Students explore the importance of lifelong learning, link learning activities with their perks, and investigate how a commitment to keep learning can help in a career they like. By the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Identify reasons learning is important</li> <li>• Explore the value of lifelong learning by linking learning activities with their potential benefits</li> <li>• Reflect on how what they're learning now relates to a job they like</li> <li>• Describe the learning they will need to do to work in a job that they like</li> </ul>
<p><b>Mission: Facing Big Challenges</b></p> <p>🕒 30 - 40 minutes</p> <p>✓ Before beginning students must:</p> <ul style="list-style-type: none"> <li>- Save at least 1 achievement</li> </ul>	<p>Marsh has been taken by the ogre of Howl Back Forest! As students help Marsh's friends venture deep into the ogre's cave, they learn about the importance of perseverance when faced with big (and small) challenges. By the end of this lesson, students will:</p> <ul style="list-style-type: none"> <li>• Define perseverance and the qualities that help someone persevere</li> <li>• Uncover the importance perseverance plays in what they do and achieve</li> <li>• Explore ways to demonstrate perseverance</li> <li>• Describe examples of perseverance from their own lives</li> </ul>

### RECOMMENDED ONGOING ACTIVITIES:

- ✓ Update Skills and Interests in **About Me**
- ✓ Add at least 1 **Achievement** from the previous year
- ✓ Save personal work or files to their **Storyboard**
- ✓ Choose a liked career and learn more about the education pathways in **Careers**
- ✓ Add personal and school goals for grade 6 in **My Goals**
- ✓ Reflect on a liked career in **My Goals**



## Recommended Supplementary Activities for 5th Grade

SUPPLEMENTARY ACTIVITY	ACTIVITY OVERVIEW AND LEARNING OBJECTIVES
<b>Mindset: Balancing Life Roles</b>   15 - 65 minutes	<p>In this lesson, students discover the importance of balance in their own roles and responsibilities through a physical experiment, self-reflective diagram, and creative writing activity.</p> <ul style="list-style-type: none"> <li>• Understand the importance of achieving balance in their responsibilities and activities</li> <li>• Evaluate the roles and responsibilities that they need to balance</li> <li>• Prioritize responsibilities that are the most important</li> </ul>
<b>Learning Skills: Information Literacy</b>   10 - 65 minutes	<p>In this lesson, students will learn how to evaluate online resources for reliability. First, they'll explore how to determine a site's accuracy, relevance, bias, and reliability, comparing and contrasting online sources. Then, they'll put their information literacy skills to the test as they search for the truth - with supporting online evidence - about various topics.</p> <ul style="list-style-type: none"> <li>• Understand the importance of thinking critically about online resources</li> <li>• Identify the characteristics of reliable and unreliable sources of online information</li> <li>• Locate and evaluate online sources for accuracy, relevancy, bias, and reliability</li> </ul>
<b>Self-Management Skills: Integrity</b>   20 - 100 minutes	<p>In this lesson, students explore the importance of integrity by evaluating what they would do in a bullying situation. They deepen their awareness by analyzing the actions and motivations of characters in a scenario about academic integrity, and imagining the context of a famous quote about integrity.</p> <ul style="list-style-type: none"> <li>• Define integrity</li> <li>• Understand the importance of integrity</li> <li>• Identify and demonstrate behaviors that show integrity</li> </ul>
<b>Social Skills: Being Helpful</b>   15 - 75 minutes	<p>In this lesson, students will recognize how being helpful can be an achievement to be proud of. Students will interview peers about times they received help, which lead into a class acts of kindness project.</p> <ul style="list-style-type: none"> <li>• Explain the importance of helping others</li> <li>• Explore ways to ask for help when they need it</li> <li>• Identify ways that they can help their school community</li> </ul>

## 3-5 Ongoing Activities Glossary

### About Me

Student's personalizable portfolio where they can add evidence of and reflect on their Interests, Skills, Achievements and other qualities that make them unique.

### Careers

Information about careers presented in small, digestible sections and written to an average 3rd grade reading level. Students learn what tasks someone in the career does on the job, where they work, school subjects they use in their work, what they earn, and how they enter the career. There are also fun facts about the career for students to discover.

### My Goals

Students record, plan, and track personal, school, and other goals that they want to accomplish. They also have the chance to start thinking about careers as potential future goals by reflecting on what excites them about the careers they have liked.

### Skills

Students identify and rate their skills. They can select from predefined lists in categories like Hands-on and Learning, or they can enter their own.

### Achievements

Students record the accomplishments that they're most proud of. They pick from categories like School and Learning, Acts of Kindness, and Teamwork, and reflect on why an achievement is important to them.

### Interests

Students identify their personal interests. They can select from predefined lists in categories like Creative Activities and Games and Hobbies, or they can enter their own.

### School Subjects

Students rank 6 subjects in order from most to least favorite. Then, they can rate how much they like what they're learning in each of the subjects.

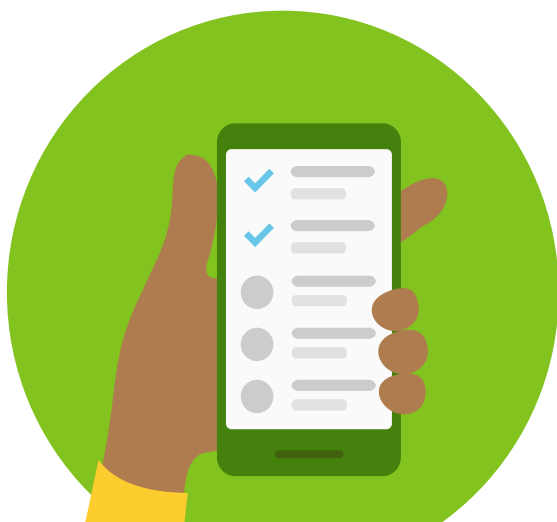
### Storyboard

Storyboard is a place where students can collect artifacts and evidence for who they are and tell their own story through images, videos, documents, links, and more. Once they add something, they can add reflective comments for why they included it and why it is important to them.



# Introducing your students to Xello

Scope and sequence documentation  
to get you started on the right foot





# Say hello to Xello!

Xello is software that helps students in grades 6–12 create their very own, unique roadmap for future success—enabling them to discover their own personalized pathway through self-knowledge, exploration and planning.

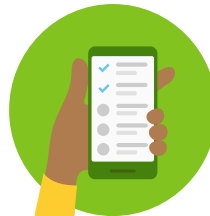
Build Self-Knowledge



Explore Options



Create a Plan



Learn & Reassess



To encourage continuous learning and reassessment, Xello includes age-appropriate content with grade-specific lessons. Lessons cover six core themes: ***Self-knowledge***, ***Learning Pathways***, ***Career Exploration***, ***Decision Making & Goal Setting***, ***Success Skills***, and ***Real World Readiness***. Each addresses the academic and real-world skills relevant for grades 6–12 to help make students ready for a constantly changing world.

## Lessons are interactive, fully digital and turn-key.





By automatically bringing in students' own saved careers, schools, and interests, Xello provides a completely personalized, seamless and relevant learning experience. You can easily integrate lessons into your curriculum, providing students with a self-directed and engaging way to meet your learning goals and help students make more meaningful decisions about their future.

In this document you'll find a recommended grade-by-grade sequence for the lessons available in Xello, details about what students need to do before starting each lesson, and an overview of what your students will learn in each one. We've also suggested additional activities students can complete in Xello at each grade.

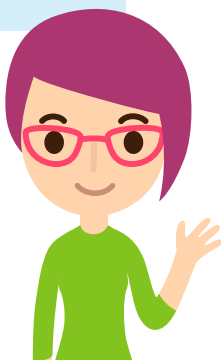
## A few notes:

- ✓ Activities in this document, and their sequence, are recommendations. Feel free to customize the activities and lesson sequence to meet your needs.
- ✓ Lesson lengths outlined in this document are approximations—students may take more or less time to complete a lesson.
- ✓ More details about lessons in Xello, including how students work with lessons, and how you can review and report on lessons can be found in the ***Support*** section of Xello educator accounts and at <https://help.xello.world>.

## 6<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Interests</b>  20 to 30 minute	<ul style="list-style-type: none"> <li>✓ Add at least 5 interests</li> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on a few of the interests they've saved in Xello's interest inventory</li> <li>• Explore the link between interests and various careers</li> <li>• Investigate how their interests match up with a career they like</li> </ul>
<b>School Subjects at Work</b>  20 to 30 minutes	<ul style="list-style-type: none"> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how people in a variety of careers apply different school subjects on the job</li> <li>• Investigate how people in various careers use a school subject they like on the job</li> <li>• Explore the school subjects related to careers they like</li> </ul>
<b>Decision Making</b>  20 to 30 minutes	<ul style="list-style-type: none"> <li>✓ Students can dive right in!</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the importance of making informed decisions, and using the information they have to make the best decisions at the time</li> <li>• Learn about the importance of considering the consequences of potential decisions</li> <li>• Reflect on an important decision they've recently made</li> </ul>
<b>Time Management</b>  20 to 30 minutes	<ul style="list-style-type: none"> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why time management is important in school and on the job</li> <li>• Create a time budget to assess how they currently manage their time</li> <li>• Explore ways to improve their time management skills</li> </ul>

### Suggested activities












#### ABOUT ME

- ✓ Upload a profile picture and cover photo
- ✓ Add hobbies and interests to **Interests**
- ✓ Explore **Career Clusters** and save ones of interest
- ✓ Save personal work or relevant files to their **Storyboard**

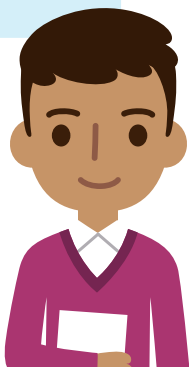
#### EXPLORE OPTIONS

- ✓ Explore careers and use filters to refine results based on specific school subjects
- ✓ Research some career profiles and save ones of interest



## 7<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Explore Learning Styles</b>  30 to 40 minutes	 Complete the <b>Learning Style</b> quiz  Save 3 careers	<ul style="list-style-type: none"> <li>Investigate visual, auditory, and tactile learning styles</li> <li>Explore how understanding their own learning style can help them in school and in their career</li> </ul>
<b>Discover Learning Pathways</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Investigate their postsecondary pathway options</li> <li>Explore the postsecondary pathways to various careers</li> <li>Evaluate pathways to a career that interests them</li> </ul>
<b>Biases and Career Choices</b>  20 to 30 minutes	 Students can dive right in!	<ul style="list-style-type: none"> <li>Identify biases of gender, ethnicity, ability, and class in the workplace</li> <li>Explore how biases can influence career choices</li> </ul>
<b>Jobs and Employers</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Explore ways to find employment (e.g. job boards, networking, etc.)</li> <li>Reflect on the advantages and disadvantages to various work search strategies</li> <li>Research potential employers in their community</li> </ul>


### Suggested activities






#### ABOUT ME

-  Complete the **Learning Style** quiz
-  Identify areas of expertise and add skills in **Skills**










#### EXPLORE OPTIONS

-  Try out the filters and see how changing filters impacts results

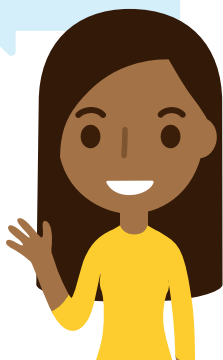
#### EXPLORE OPTIONS *(continued)*

-  Select a career profile and read interviews with real people currently in that career
-  Select a few career profiles, save ones they might be interested in, and record their feelings about them
-  Check out the profiles for schools of interest




## 8<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Skills</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Explore how school, extracurricular, and leisure activities help build skills</li> <li>• Identify skills needed for a variety of occupations</li> <li>• Investigate career options related to their own skills</li> </ul>
<b>Explore Career Matches</b>  30 to 40 minutes	 Complete the <i>Matchmaker</i> quiz  Save 3 careers	<ul style="list-style-type: none"> <li>• Investigate central, secondary, and other aspects of the career match assessment, and how they relate to careers</li> <li>• Reflect on their own career assessment results</li> <li>• Explore the aspects of a career that interests them</li> </ul>
<b>Transition to High School</b>  20 to 30 minutes	 Save at least 5 interests	<ul style="list-style-type: none"> <li>• Explore ways to make their transition to high school easier and more successful</li> <li>• Identify questions and concerns they might have about transitioning to high school</li> <li>• Explore clubs, activities, and other resources to help handle the transition to high school</li> <li>• Develop strategies to deal with transitions</li> </ul>
<b>Self-Advocacy</b>  20 to 30 minutes	 Students can dive right in!	<ul style="list-style-type: none"> <li>• Identify situations where they may need or want to advocate for themselves or others</li> <li>• Explore effective advocacy skills and behaviors, such as leadership, confidence, and communication</li> <li>• Explore ways they can advocate for themselves in school, the community, at home, and in a career</li> </ul>


### Suggested activities






#### ABOUT ME

-  Complete the *Matchmaker* quiz
-  Update *Skills*, Interests and *Storyboard*
-  Add life and education experiences to the *Experiences Timeline*

#### GOALS & PLANS





-  Begin a four-year high school course plan

#### EXPLORE OPTIONS

-  Choose career profiles of interest and find out why certain options may be a better fit than others by reviewing *Matchmaker* answers
-  Focus on the education section in a career profile and explore schools offering related training
-  Choose a career profile and save it, record feelings about saved careers, and further investigate these options.



## 9<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Personality Styles</b>  30 to 40 minutes	<ul style="list-style-type: none"> <li>✓ Complete the <b>Personality Styles</b> quiz</li> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate <b>Personality Styles</b></li> <li>• Explore how their own personality style can help them at home, school, work, and other areas of their life</li> </ul>
<b>Exploring Career Factors</b>  30 to 40 minutes	<ul style="list-style-type: none"> <li>✓ Save 3 careers</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate <b>Important Factors</b>: work/life balance, money, making a difference, education, interests, growth</li> <li>• Assess which of these 6 core factors are important to them when making a career decision, and why</li> <li>• Prioritize the 6 core factors that influence their career decisions</li> </ul>
<b>Getting Experience</b>  20 to 30 minutes	<ul style="list-style-type: none"> <li>✓ Save 3 careers</li> <li>✓ Add 3 experiences to the <b>Experiences Timeline</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore different ways to get work experience now</li> <li>• Identify several ways to get experience while still in school: community service / volunteerism, co-op programs, part-time job, internships, etc.</li> <li>• Assess which type of experience is best suited for their career interests and goals</li> </ul>
<b>Study Skills and Habits</b>  30 to 40 minutes	<ul style="list-style-type: none"> <li>✓ Students can dive right in!</li> </ul>	<ul style="list-style-type: none"> <li>• Identify skills, habits, and behaviors they need to learn successfully in high school</li> <li>• Explore potential obstacles to success in school, such as lack of motivation, distractions, and lapses in self-confidence</li> <li>• Plan how to develop positive study habits and behaviors</li> </ul>

### Suggested activities



#### ABOUT ME

- ✓ Update avatar and cover photos
- ✓ Complete the **Personality Styles** quiz
- ✓ Save interesting and helpful resources to help bring plans to life in **Storyboard**









#### GOALS & PLANS

- ✓ Create one or more plans

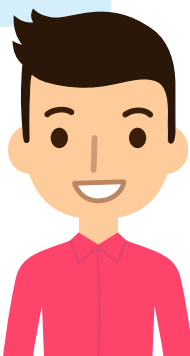
#### EXPLORE OPTIONS

- ✓ Choose a career profile, save it and rate the **Important Factors** for that career
- ✓ Start to explore programs and majors, see which programs are available at schools of interest



## 10<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Work Values</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Consider what work values are</li> <li>Explore their own work values</li> <li>Investigate careers that may be satisfying based on their values</li> </ul>
<b>Careers and Lifestyle Costs</b>  40 to 50 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Identify some of their most important lifestyle goals</li> <li>Assess whether or not they can achieve lifestyle goals in a career that interests them</li> </ul>
<b>Workplace Skills and Attitudes</b>  20 to 30 minutes	 Students can dive right in!	<ul style="list-style-type: none"> <li>Explore skills and behaviors that employers look for, such as time management, dependability, good attitude, communication skills, problem solving, etc.</li> <li>Explain why these skills and behaviors are important to various careers and how they manifest on the job</li> <li>Assess their own employability skills</li> </ul>
<b>Program Prospects</b>  30 to 40 minutes	 Save 3 majors	<ul style="list-style-type: none"> <li>Distinguish between different types of postsecondary programs, such as apprenticeships and degree programs</li> <li>Explore career options related to different types of programs</li> <li>Evaluate their program options in terms of their strengths, academic interests, and career interests</li> </ul>


### Suggested activities






#### ABOUT ME

-  Complete *Matchmaker Mission Complete* questions
-  Add volunteer experiences to the *Experiences Timeline*









#### EXPLORE OPTIONS

-  Choose career profiles of interest and then look through the *Earnings* and *Sample Career Path* sections of those profiles

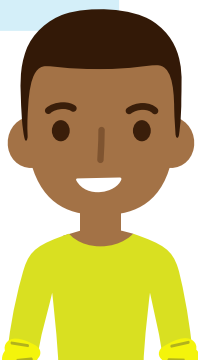
#### EXPLORE OPTIONS *(continued)*

-  Review saved careers, update list and further investigate preferred careers
-  Explore schools and majors, experiment with the filters to see how different factors affect the options
-  Save schools and majors of interest



## 11<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Choosing a College or University</b>  40 to 50 minutes	 Save 3 schools	<ul style="list-style-type: none"> <li>Identify which factors are important to them in a potential postsecondary school</li> <li>Investigate how a college or university stacks up to their priorities</li> </ul>
<b>Career Demand</b>  40 to 50 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Learn about career projections and outlooks</li> <li>Analyze factors that impact career demand, such as changes in technology, demographics, business practices, consumer preferences, and workplace restructuring</li> <li>Explore how their career plans may be shaped based on the demand for a career that interests them</li> </ul>
<b>Entrepreneurial Skills</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Identify the skills and characteristics that make entrepreneurs successful</li> <li>Investigate paths to becoming an entrepreneur (including starting your own business, buying a franchise and others)</li> <li>Explore the benefits and challenges of becoming an entrepreneur</li> <li>Investigate ways to apply entrepreneurial skills within a career that interests them</li> </ul>
<b>Work/Life Balance</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>Assess how their current work (school) demands affect family life, free time, etc.</li> <li>Identify the work demands of a career of interest, and explore strategies for maintaining a healthy life-work balance now and in the future</li> </ul>


### Suggested activities





#### ABOUT ME

-  Add part-time and/or summer job experiences to *Experiences Timeline*
-  Explore educator-provided links and resources for financial aid










#### GOALS & PLANS

-  Update and edit plans in *My Plans*—delete any plans that may no longer be relevant

#### EXPLORE OPTIONS

-  Select school profiles that are of interest and further explore academic options by looking at admission requirements for those school and majors
-  Review saved schools and programs, update list based on new experiences or insights


## 12<sup>th</sup> Grade

LESSON	BEFORE BEGINNING...	STUDENTS WILL...
<b>Defining Success</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Explore what success means to them in various aspects of life including in their personal life, school, and career</li> <li>• Explore ways they can make a difference and achieve success in a career that interests them</li> </ul>
<b>Career Backup Plans</b>  30 to 40 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Learn the importance of career backup plans</li> <li>• Investigate strategies for dealing with obstacles that may come up in their career path</li> <li>• Explore potential backup careers for themselves</li> </ul>
<b>Job Interviews</b>  20 to 30 minutes	 Save 3 careers	<ul style="list-style-type: none"> <li>• Explore ways to prepare for a job interview</li> <li>• Describe their own abilities and qualifications in the context of an interview</li> <li>• Investigate job interview questions in the context of a career that interests them</li> <li>• Explore appropriate post-interview behaviors and actions</li> </ul>
<b>Career Path Choices</b>  30 to 40 minutes	 Add 5 interests  Save 3 careers	<ul style="list-style-type: none"> <li>• Understand that career development is a process of constant change</li> <li>• Understand that flexibility and adaptability can help them continually explore their career options</li> <li>• Understand how re-evaluating their interests, skills, etc. can identify the need or desire for a career change</li> </ul>



### Suggested activities




#### ABOUT ME

-  Review content and make any updates


#### GOALS & PLANS

-  Identify a plan or plans to put into action and delete any plans that might be outdated
-  Select schools and programs and begin application process

#### EXPLORE OPTIONS

-  Conduct a final exploration of schools and majors of interest—become familiar with campus locations, culture and program requirements

#### DASHBOARD

-  Explore educator-provided links and resources for financial aid

# Ongoing Activities

## Explore Options

Students are encouraged to browse, filter and research to learn more about the range of career, school and education programs available. The more exposure, the better!

## Building About Me

Good career decisions start with strong self-knowledge. With regular updates to the *Experiences*, *Skills* and *Interests* sections of *About Me*, students create a fuller picture of who they are.

## Course Planning

The best course planning is done over time, in the context of career exploration and planning. Course plans can be modified and updated on an ongoing basis. Of course, annual course selection is a regular event for all students throughout the high school years.

## Lessons and Assignments

Educators can activate new lessons and assignments for students at any time. Students are encouraged to log in regularly to stay on top of their assigned projects.

## Curate Saved Options

Review, reflect, and update saved options over time to keep pace with new learnings and evolving preferences. An up-to-date list of saved options is a great foundation for students' future planning.

## Storyboard

Students can add content to their personal *Storyboard* at any time. Ongoing, organic building of content allows students to create a rich archive of resources they value and develop a library of their proudest or most relevant accomplishments from each grade.

## Building Plans

Students are encouraged to regularly create new plans, edit existing plans, and delete the plans that no longer inspire them. Over time, they can both strengthen and gain confidence in their ability to plan for their future.



# APPENDIX E

METHOD TEST PREP PRICING



## School and Organization Pricing

All accounts include access to both ACT and SAT prep courses for a 12-month period.

All subscriptions auto-renew at the current subscription rate unless changed 30 days prior to the subscription end date.

All subscriptions include teacher accounts at no extra cost.

Pricing is per school building. Please contact us to discuss district pricing.

Number of Accounts	Price
5 to 15	\$450.00
16 to 50	\$450 + \$15 per student over 15
51 to 100	\$975 + 9 per student over 50
101 to 200	\$1,425 + \$7 per student over 100
201 to 300	\$2,125 + \$5 per student over 200
301 to 500	\$2,625 + \$4 per student over 300
501 +	\$3,425 + \$3 per student over 500

Pricing examples:

School A buys 253 student accounts

$$\$2,125 + (53 \times \$5) = \$2,125 + \$265 = \$2,390$$

School B buys 670 student accounts

$$\$3,425 + (170 \times \$3) = \$3,425 + \$510 = \$3,935$$

# **APPENDIX F**

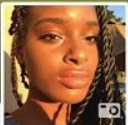
## SAMPLE STUDENT PORTFOLIO





xello

About Me
Explore Options
Goals & Plans





JAMEELA YOUNG


FL
Lincoln School
Grade 12


Share your Profile


## CAREER MATCHES

Photojournalist

Excellent Match
\$19,400 - \$75,080


Camera Operator

Excellent Match
\$25,580 - \$102,980

Photographer

Excellent Match
\$19,400 - \$75,080

Biologist

Excellent Match
\$40,000 - \$125,000


Ecologist

Excellent Match
\$30,000 - \$120,000

### PERSONALITY STYLE



View Results

### LEARNING STYLE



You are a **Visual-Tactile Learner**

View Results

### AFTER HIGH SCHOOL...

My goal: More School or Training

Edit Goal

### FAVORITE CLUSTERS

Agriculture, Food & Natural Resources / Arts, AV Technology & Communications

Update

## EXPERIENCES

Work
Volunteer
Education
Life
Add Experience

2016

PHOTOGRAPHY CLASS
MOVED

2017

CAMP COUNSELOR

2018

CASHIER
CAMP COUNSELOR

2019

### SKILLS

Listening
Taking Criticism
Communicating
Abstract Thinking
Photography
Visual Communication


Update Skills

### INTERESTS

F Filmmaking
P Photography
R Reading
M Modeling
A Art
S Softball

Update Interests

### PLACES



Birthplace San Francisco, California, United States

Live in Sacramento, California, United States

Update Places


## STORYBOARD

Add photos, videos, links, and files that tell the story of who you are.

+


Add file

posted 2 months ago



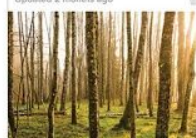
Insect Photography Tips &#8211;...

posted 2 months ago




canyon
first photo

Updated 2 months ago




sunlight

Updated 2 months ago




Art shot

Updated 2 months ago



capturing light
A better way for me to capture light at sunrise

Updated 2 months ago



Wildlife?

# APPENDIX G

SAMPLE CAREER PROFILE





Careers

# GRAPHIC DESIGNER



\$25,000 - \$80,000

2-Year College or Technical Training  
4-Year College

Increasing Demand

Good Match

Find out why



Save

Graphic designers are visual communicators who design many products. Their ideas turn into logos, ads, websites, and product packages.

## JOB DESCRIPTION

We've all seen the work of graphic designers. Just think of the famous company logos and graphics for Nike or Microsoft. Graphic designers' work appears in many places. For example, graphic design can be found in magazines, brochures, and product packages. Many designers also work on the visuals for websites.

Graphic designers are experts in visual communication. They use colors, photos, font styles, and other graphics to convey a message. Their aim is to tell a story or create a certain feeling. They help to shape an identity for a product, service, or company. Their work can persuade, inform, and entertain the public.

The first step in any design project is to speak with the client. Designers must ask a set of questions. They need to know what the client wants, and who the target audience is. It's also crucial to know what sort of budget and timeline a project has. With these details in mind, they prepare a rough draft of a design. The first draft shows the style, visuals, and layout they will use.

The next step is to present one or more rough drafts to the client. If the client approves, the designer must collect all the artwork for the project. This may involve hiring a photographer or illustrator. The designer provides them with the details for the project.

A design project has many elements. These may include photos, text, drawings, and layout design. The designer puts all the elements together into a polished final product. This might be a paper printout, webpage, or any other visual medium.

Graphic designers rely on a range of computer programs. The programs help them to create and arrange the many parts of the project. They may also use simpler tools to design, such as pencils and paints.

A whole project can last several days, or go on for more than a year. It can involve one designer working alone, or a large team. The team may include copywriters and visual artists. A printing press worker and a computer programmer may be involved. Advertising and marketing staff are often included as well.

Many graphic designers specialize in certain areas. For example, they may focus on consumer product packages or website design. Others choose to be more general designers. After many years of practice, a talented designer may become an art director.



What I like about my job is the fact that I get to work on projects that have limitless possibilities.

[Jason's full interview](#)

I love challenging myself to be a better designer and to deliver better results each year.

[Matt's full interview](#)

### SIMILAR CAREERS

**Set Designer**

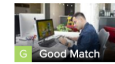
\$29,010 - \$98,470

Good Match

**Sign Maker**

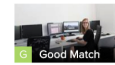
\$20,000 - \$65,000

Excellent Match

**Animator**

\$39,330 - \$123,060

Good Match

**Website Designer**

\$35,000 - \$100,000

Good Match

**Photographer**

\$19,400 - \$75,080

Good Match

### CAREER CLUSTER

**Arts, A/V Technology & Communications**[Explore This Cluster](#)

### INCREASING DEMAND

The demand for this career is increasing. Its growth rate is slower than the national average growth for all careers. But, many people are needed to work in this career compared with other careers.

### CORE TASKS



Consult with clients about projects,


### WORKPLACE



40 hours a week, with some overtime

▼ audiences, and budgets	☺ during busy periods
✓ Gather or create the elements, such as photographs, text, and illustrations	🕒 40 hours a week, with some overtime to meet deadlines
✓ Prepare rough drafts of designs and present them to clients for approval	👤 Often work alone, and may talk to clients
✓ Use the collected elements to create a final product, like a poster or website	📁 Pressure to meet deadlines can be stressful
	🚗 Travel regularly to visit clients
	📁 Work for ad agencies, design firms, or large companies, or work freelance
	☁ Work indoors in offices or from home

## WELL SUITED TO THESE **PERSONALITY STYLES**

 My Styles



Builder



Thinker



Creator



Helper



Persuader



Organizer

## WORKING CONDITIONS

Graphic designers work for:

- advertising agencies
- design firms
- the design, advertising, or communication departments of large companies

Many designers work as freelancers. They take on projects from many companies and manage their own time.

Designers spend many hours sitting every day. They work in front of computers or at drawing tables.

Graphic designers meet with many people for a project. They often travel to visit clients' offices, printing houses, and photo studios. They may go to meetings that take place on evenings and weekends.

Designers' hours depend on where they work. Those who work for large companies or design firms usually have regular hours. This is around 8 hours a day. Freelancers tend to have more flexible schedules, but they often work longer hours.

When deadlines approach, designers might work for up to 15 hours a day. Evening and weekend work is also common in this case. Deadline pressure can be very stressful for graphic designers. They may work long hours on a design that gets rejected, which can be frustrating.

## EARNINGS

Some graphic designers work full time and are paid a yearly salary by their employer. Many others work freelance. They are paid an hourly rate or on a contract basis.

Most graphic designers earn between \$25,000 and \$80,000 a year. The median income is about \$49,000 a year. Their income depends on many factors. These include years of experience, education, reputation, and location. There tend to be more job openings, and jobs with higher pay, in large cities.

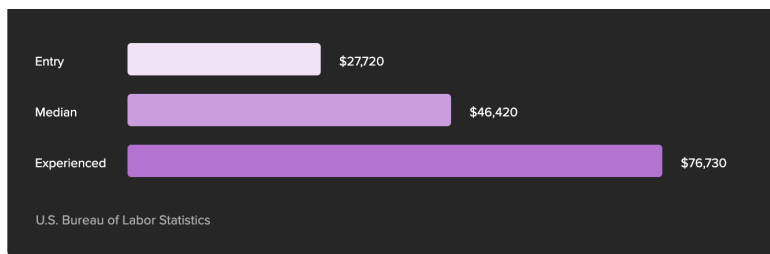
Entry-level graphic designers usually earn between \$25,000 and \$45,000 a year. Those with a few years of experience often make \$40,000 to \$60,000 a year. Senior graphic designers can earn from \$50,000 to \$80,000 a year. For owners, partners, and principal designers of firms, the median income is around \$120,000 a year. However, some owners make more.

Freelancers must be able to attract a regular flow of clients on their own. As a result, their income can vary a great deal. Designers with strong reputations will earn more than those just starting their careers.

Full-time graphic designers often get benefits as well as a salary. These may include paid vacations, sick days, and health insurance. Self-employed graphic designers must provide their own benefits.

TEXAS

☒ Salary ☐ Wage



## SAMPLE CAREER PATH

TITLE / ANNUAL SALARY RANGE	REQUIREMENTS	RESPONSIBILITIES
<b>JUNIOR GRAPHIC DESIGNER</b> \$25,000 - \$45,000	<ul style="list-style-type: none"><li>Bachelor's degree in graphic design or a related area</li></ul>	<ul style="list-style-type: none"><li>Handle simple designs</li><li>Assist senior-level designers</li><li>Perform administrative duties</li></ul>
<b>INTERMEDIATE GRAPHIC DESIGNER</b> \$40,000 - \$60,000	<ul style="list-style-type: none"><li>Several years of experience as a junior graphic designer</li></ul>	<ul style="list-style-type: none"><li>Handle big projects from conception to finished product</li><li>Deal with clients</li><li>Direct junior designers</li></ul>
<b>SENIOR GRAPHIC DESIGNER / ART DIRECTOR</b> \$50,000 - \$80,000	<ul style="list-style-type: none"><li>Many years of experience as an intermediate graphic designer</li><li>Good conceptual thinking abilities</li><li>Business or management training</li></ul>	<ul style="list-style-type: none"><li>Develop design concepts and campaigns</li><li>Manage designers and other staff</li><li>Perform administrative duties such as budgeting</li></ul>
<b>CREATIVE DIRECTOR</b> \$70,000 - \$125,000	<ul style="list-style-type: none"><li>Many years of experience as a graphic designer and art director</li><li>Excellent people skills and experience dealing with clients</li></ul>	<ul style="list-style-type: none"><li>Oversee a creative team</li></ul>

## EDUCATION & TRAINING

To become a graphic designer, you need to get a high school diploma. Try to take high school courses in art, design, and computers. You also usually need a degree in graphic design or a similar subject.

One option is to get a bachelor's degree from a 4-year college or an art and design school. Your degree may be in graphic arts or fine arts. Some schools allow fine arts students to major in graphic design. Others offer graphic design as a focus within a general fine arts program.

A second option is to get an associate degree in a related subject from a 2-year college. This will qualify you for some design positions. However, many employers prefer if you have a bachelor's degree.

Schools and employers both expect you to have a strong portfolio. Aspiring designers should create a portfolio with samples of their best work.

Graphic designers must be able to discuss ideas with their clients. It helps to take courses that develop your verbal and written skills. Many print-based agencies operate in a Mac setting. So, being able to use Mac products may give you an edge when you apply for jobs.

You might also want to take some business courses. Senior-level and freelance designers may need to take on other duties. For example, they may do the marketing or balance budgets.

## RELATED MAJORS

[Visual and Performing Arts, General](#)

[Design and Visual Communications, General](#)

[Graphic Design](#)

[Fine/Studio Arts, General](#)

[Digital Arts](#)

[Commercial and Advertising Art](#)

[Illustration](#)

# APPENDIX H

SAMPLE SCHOOL PROFILE





Schools

# UNIVERSITY OF TEXAS AT SAN ANTONIO



\$9,723 In-State



79% Acceptance Rate



32,264 Students

Like this school?



Saved

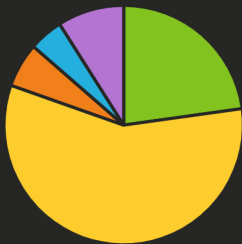
Some schools are well known because they've been around for so long. That's not the case with the University of Texas at San Antonio (UTSA). It was only founded in 1969, but that hasn't stopped it from excelling. The school embraces multiculturalism, public service, and academic excellence.

[Show More](#)

## ENROLLMENT

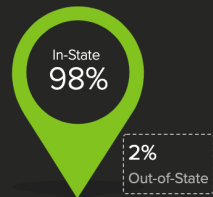
**4,276**  
Graduate**27,988**  
Undergraduate**32,264**  
Total

## ETHNICITY



22.8% White 57.6% Hispanic  
6% Asian 4.6% Other  
9% Black/African American

## IN / OUT STATE



## GENDER

**51%**  
Female**49%**  
Male

### LOCATION

One UTSA Circle  
San Antonio, TX 78249-0617  
[View Map](#)

### CONTACT INFO

210-458-4011  
<http://www.utsa.edu/>

## SIMILAR SCHOOLS

[Baylor University](#)  
[Texas State University](#)  
[Texas A&M University](#)  
[Texas Tech University](#)  
[University of Houston](#)  
[University of Texas at Austin](#)  
[University of Texas at El Paso](#)

## AVERAGE WEATHER

°F °C

Winter

**55°**

Spring

**70°**

Summer

**86°**

Fall

**73°**

## CAMPUS SETTING



Suburban  
San Antonio

## CAMPUS HOUSING

YES

Housing is Available



Airport  
San Antonio International



Highway  
Interstate 10

# APPLYING



Acceptance Rate  
**79%**



Submitted  
**16,918**

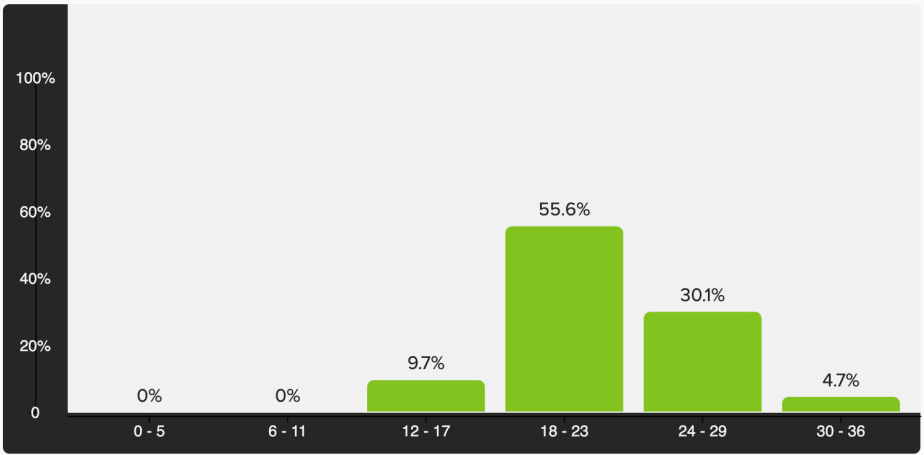


Accepted  
**13,370**

## ACT COMPOSITE



Compare My Score



## SAT SCORE



Compare My Score



Application Requirements

Admission Factors

### Requirements

Application Essay	Recommended
Letter(s) Recommendations	Recommended
Other	Sometimes Required
Transcript of High School Record	Required

### Entrance Exam

SAT/ACT	Required
---------	----------



# PAYING

☒ In-State ☐ Out-of-State

## ESTIMATED EXPENSES

Tuition & Fees	\$9,723
Books & Supplies	\$1,000
Room & Board	\$7,590
Personal Expenses	\$2,400
Transport Costs	\$1,314
	<b>\$22,027</b>

**FINANCIAL AID\*** **\$9,533**

**TOTAL (Expenses less financial aid)** **\$12,494**

\* Financial aid can include grants, loans, scholarship, work, study and jobs. Every student's financial aid varies depending on circumstances.

## FINANCIAL AID BREAKDOWN



- 29%  
Financial Aid: Loans & Jobs
- 71%  
Financial Aid: Scholarship & Grants

AVERAGE FINANCIAL AID

**\$9,533**

## IMPORTANT DATES

JUN  
01

Fall Freshman Application Deadline

JUN  
01

Fall Transfer Deadline

JUN  
01

SAT I Submission Deadline

JUN  
01

SAT II Submission Deadline

# MAJORS

	Certificate	Diploma	Bachelor's	Graduate
Accounting			✓	✓
Actuarial Science			✓	
American/United States Studies/Civilization			✓	
Anthropology			✓	✓
Applied Behavior Analysis				✓
Applied Mathematics, General				✓
Architecture			✓	✓
Art History, Criticism and Conservation			✓	✓
Art/Art Studies, General			✓	
Bilingual and Multilingual Education			✓	✓

Show All

# SPORTS

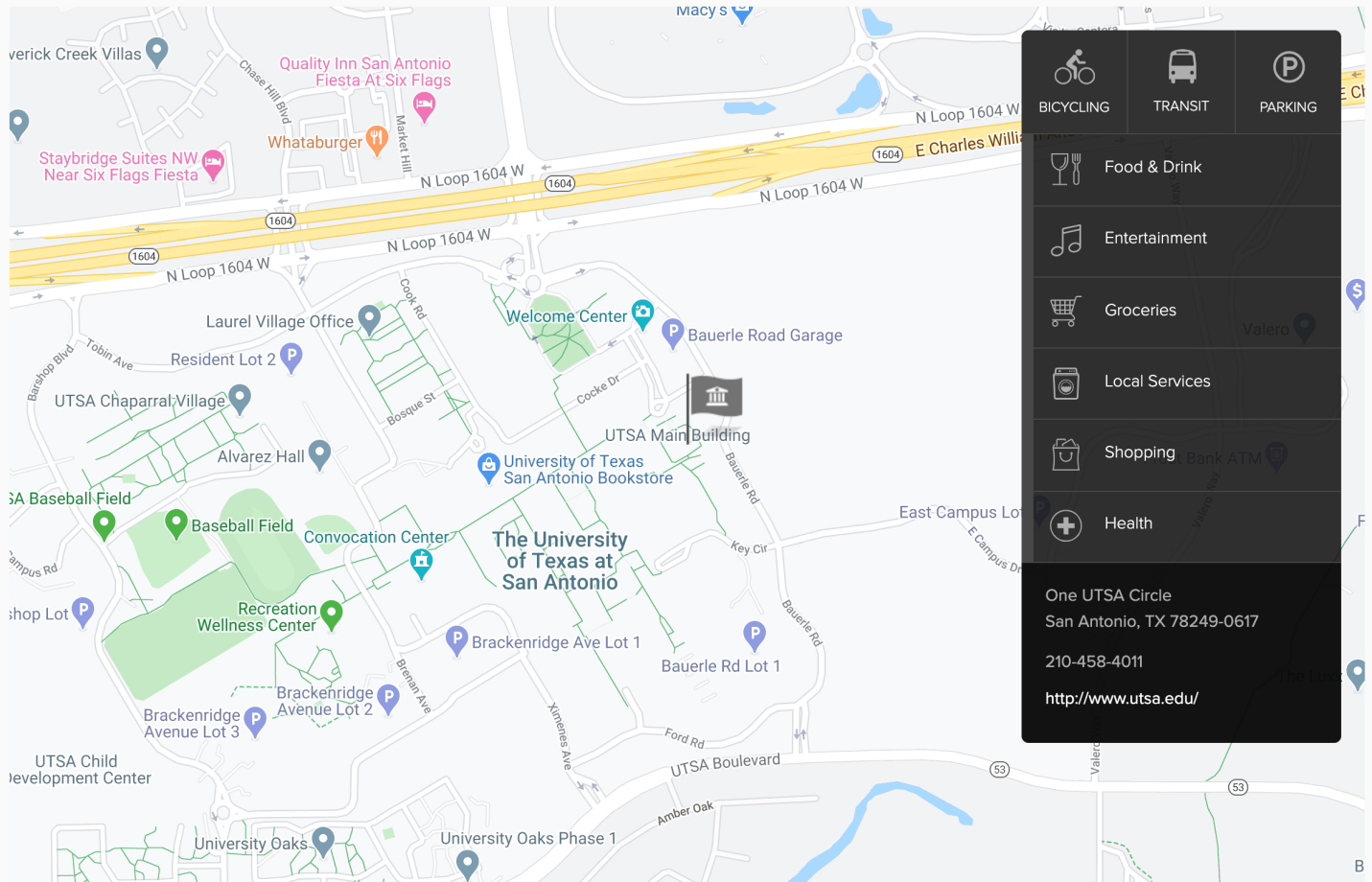
If you want to play varsity sports, here's your chance! About 17 teams compete in the NCAA at the Division I level. Sports include baseball, tennis, and golf. Or, get rowdy and support your school on the Spirit Squad. Go Roadrunners!

There are lots of other ways to stay active, too. Why not join some club or intramural sports? There's also the recreation wellness center to check out. Or, perhaps the outdoors are more your thing. Outdoor Pursuits organizes hiking trips, bike rides, and more.

SPORTS	MEN	WOMEN
Badminton	Intercollegiate club teams	Intercollegiate club teams
Baseball	NCAA Division 1	
Basketball	NCAA Division 1	NCAA Division 1
Cross-country Running	NCAA Division 1	NCAA Division 1
Fencing	Intercollegiate club teams	Intercollegiate club teams

Show All

# CAMPUS MAP



## STORYBOARD

Add photos, videos, links, and files for University of Texas at San Antonio.



Weblink



YouTube



Upload



Facebook



Instagram



Dropbox



G Drive



One Drive