SIXTH AMENDMENT TO SOFTWARE SERVICES AGREEMENT
BETWEEN XELLO INC.
AND POUDRE SCHOOL DISTRICT R-1

This Sixth Amendment ("Sixth Amendment") dated the 31st day of July, 2025, ("Effective Date"), is attached to and forms part of the Software Services Agreement between Poudre School District R-1 (the "District") and Xello Inc. (the "Contractor"), executed April 1, 2017, the First Amendment to the contract executed June 1, 2018, the Second Amendment to the contract executed May 15, 2019, the Third Amendment to the contract executed May 26, 2020, the Fourth Amendment to the contract May 10, 2021, and the Fifth Amendment to the contract executed May 4, 2022, each of which are attached and made part of this Sixth Amendment. To the extent that any of the terms or conditions contained in this Sixth Amendment may contradict with any of the terms or conditions of the attached Software Services Agreement, the First Amendment, the Second Amendment, the Third Amendment, the Fourth Amendment, or the Fifth Amendment ("Agreement"), it is expressly understood and agreed that the terms of this Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Contract by adding the following language:

1. **Purpose of Amendment.** This amendment shall constitute the Sixth Amendment to the Agreement between the District and the Contractor. The purpose of this Sixth Amendment is to amend the terms and deliverables between the District and Contractor.

2. **Term of Agreement.**

    2.1.   At the conclusion of the term dated June 30, 2025, as outlined in section 1.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2025, through June 30, 2027.

3. **Amended Responsibilities.**

    3.1.   Amend Exhibit E with Contractor's quote REF-073767, hereby attached to this Sixth Amendment as Exhibit E-2 and made part of this Agreement.

    3.2.   Exhibit H is hereby deleted in its entirety.

    3.3.   Replace Exhibit H with the District's Student Data Information Request Form, hereby attached to this Sixth Amendment and made part of this Agreement.

    3.4.   Add a new section 2.11, which states the following:

    Accessibility. The Contractor shall comply with and the Services provided under this agreement shall be in compliance with all applicable provisions of §§24-85-101, *et seq.*, C.R.S., and the *Accessibility Standards for Individuals with a Disability,* as established by the State of Colorado's Governor's Office of Information Technology pursuant to Section §24-85-103 (2.5), C.R.S. The Contractor shall also comply with all State of Colorado technology standards related to technology accessibility and with Level AA of the most current version of the Web Content Accessibility Guidelines (WCAG), incorporated in the State of Colorado technology standards.

The Contractor shall ensure compliance by providing a Voluntary Product Accessibility Template (VPAT) using the current template available here: https://www.section508.gov/sell/vpat/

If the Contractor is not compliant with what is stated and agreed upon in this section 2.10 and the provisions of §§24-85-101, *et seq.*, C.R.S., and the *Accessibility Standards for Individuals with a Disability*, and as a result, the District is fined for such noncompliance, the Contractor agrees to compensate the District in full the amount of any and all related fines.

Payment shall be made within 30 days of receipt of an invoice in accordance with the payment instructions received with the invoice.

Delinquent balances of 90 days or more will be sent to a third-party accounts receivable by the collection agency.

3.5.   Delete Section 10.5, Insurance, in its entirety.

3.6.   Add Exhibit I with the District's Insurance Requirements, hereby attached to this Sixth Amendment and made part of this Agreement.

3.7.   Effective May 1, 2020, Anaca Technologies Ltd., dba Xello legally changed their name to Xello Inc., as identified in the attached Exhibit J, a copy of which is attached and hereby made part of this Agreement. Xello Inc. shall be further responsible for all terms and conditions as the Contractor of this Agreement and subsequent Amendments, including this Sixth Amendment.

4. **Special Provisions.**

    4.1.   **Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Agreement between the District and Contractor shall remain unchanged and in full force and effect.

5. **General Provisions.**

    5.1.   **Entire Agreement.** The Agreement and this Sixth Amendment constitute the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

    5.2.   **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

IN WITNESS WHEREOF, the District and the Contractor have signed this Sixth Amendment as of the Effective Date.

XELLO, INC.   POUDRE SCHOOL DISTRICT R-1

By: _____   By: _____
                                                  R David Montoya (Aug 19, 2025 12:50:37 MDT)

Name: Jeff Harris   R. David Montoya
Title: President & Co-founder   Executive Director of Finance

                                               By: _____
                                                   Tanya Alcaraz (Aug 19, 2025 12:08:28 MDT)

                                               Tanya Alcaraz
                                               Director of Career and Innovation

Exhibit E-2

ORDER / QUOTE

REF-073767

QUOTE FOR:	REQUESTED BY:	SUBSCRIPTION PERIOD:
ATTN: **Accounts Payable**	Tanya Alcaraz	Start Date: **Jul 1, 2025**
Poudre School District R 1	Poudre School District R 1	End Date: **Jun 30, 2026**
2407 La Porte Ave	2407 La Porte Ave	Multiyear Term: Year 1 of 2
Fort Collins, CO 80521	Fort Collins, CO 80521	Total Term Length: 2 years

PRODUCT	QTY	ANNUAL RATE	PRICE	SUBTOTAL
Xello for High School ⌄	8,849	**$3.45** Per Student Reg $5.95	$3.45 42% ($2.50) discount	$30,529.05
Xello for Middle School ⌄	6,277	**$2.40** Per Student Reg $5.25	$2.40 54% ($2.85) discount	$15,064.80
Xello for Elementary School ⌄ Student license fees – includes unlimited consultation and support.	1,905	**$2.75** Per Student	$2.75	$5,238.75
WBL Module Annual fee ⌄ NoCO: Annual subscription fee per site	10	**$450.00** Per School Reg $1,500.00	$450.00 70% ($1,050.00) discount	$4,500.00
Methodize - ACT & SAT ⌄ Centennial: 10 Seats	1	**$450.00** Per School	$450.00	$450.00
Methodize - ACT & SAT ⌄ Global Academy: 10 Seats	1	**$450.00** Per School	$450.00	$450.00
Methodize - ACT & SAT ⌄ Polaris: 20 Seats	1	**$525.00** Per School	$525.00	$525.00
Methodize - ACT & SAT ⌄ Fort Collins: 50 Seats	1	**$975.00** Per School	$975.00	$975.00
Methodize - ACT & SAT ⌄ Fossil Ridge: 50 Seats	1	**$975.00** Per School	$975.00	$975.00
Methodize - ACT & SAT ⌄ Poudre HS: 50 Seats	1	**$975.00** Per School	$975.00	$975.00
Methodize - ACT & SAT ⌄ Rocky Mountain: 50 Seats	1	**$975.00** Per School	$975.00	$975.00
Methodize - ACT & SAT ⌄ Timnath: 50 seats	1	**$975.00** Per School	$975.00	$975.00

PRODUCT	QTY	ANNUAL RATE	PRICE	SUBTOTAL
Methodize - ACT & SAT ⌄ Wellington: 50 seats	1	**$975.00** Per School	$975.00	$975.00
Data Integration Services ⌄ Data integration services – SSO, automated account provisioning, and rostering.	49	**$300.00** Per School	$300.00	$14,700.00

NOTES:

This quote represents the costs associated with year 1 of your agreed upon 2 year term for the quantity identified above. Thank you for continuing to partner with us to make every student future ready!

GRAND TOTAL:

$77,307.⁶⁰

USD

Xello Terms of Use Agreement
W8 Form
Billing + Renewals FAQ's

Start Date	Year	Amount
Jul 1, 2025	1	77,307.60
Jul 1, 2026	2	77,307.60
Total Contract Amount		**$154,615.20**

(Changes to student enrollment may affect future contract amounts)

✉

tylerb@xello.world

☎

Phone: (800) 965-8541 Ext.341

1867 Yonge Street • Suite 502 • Toronto, ON M4S 1Y5 • Canada

Exhibit H

STUDENT DATA INFORMATION REQUEST FOR SOFTWARE SERVICES

Colorado's Student Data Transparency and Security Act [*C.R.S. Section 22-16-101 et seq.*] requires Poudre School District (PSD) to set forth certain contractual requirements before agreeing to the use of products that share student data. Due to the specificity of this language, PSD has opted to use its own contract to ensure compliance and alignment with the law and U.S. Department of Education recommendations regarding National Institutes of Standards and Technology Guidelines for Media Sanitization.

The law defines Student Identifiable Data as all items which are collected, maintained, generated, or inferred through use of the service, which includes metadata. This means any data element in the software's data table that can be connected to a student must be transparently identified along with how the data will be used. Because this may be different from what the company has reported under the Family Educational Rights and Privacy Act (FERPA), the District recommends pulling the data table to include all data elements.

Please provide the following information to facilitate the contracting process:

1. Detailed, formal description of product and scope of work to be completed.
   - *Descriptions should not include wording such as "most used" or "used by X number of schools."*
   - *Service descriptions should be detailed and free of sales language so it's clear what's being purchased.*

   Xello for Elementary School (5th Grade)
   Xello for Middle School (6th-8th Grade)
   Xello or High School (9th-12th Grade)
   Xello Work-Based Learning Management System for all High School Students
   Methodize ACT & SAT Prep Materials for High School Students

2. What student data is collected through use of the system?
   - *List all student data that's collected, maintained, generated, or inferred through use of the service; this includes information created or collected by the company.*

Category of Data	Elements	Used by Xello	Purpose of data collection
Demographic	Date of Birth	In Production	• Graduation progress • Reporting
	Gender	In Production	• Reporting
	Ethnicity Special Education Status ESL Status Free or Reduced Lunch Status	In Production	• Reporting * Only visible to educators in report

	IEP Status		
Enrollment	Student School Enrollment	In Production	• Graduation Progress • Reporting
	Student Grade Level	In Production	• Graduation Progress • Reporting
	Year of Graduation	In Production	• Graduation Progress • Reporting
Student Schedule	Student Scheduled Courses	In Production	• Graduation Progress • Career Planning
Student Contact Information	Email	In Production	• Notifications • Student Profile • Authentication
	Phone Number	In Production	• Student Profile
	Address	In Production	• Student Profile
	Profile Picture	In Production	• Student Profile
Student Identifiers	Local (School district) ID Number	In Production	• Student Profile • Reporting • Data Integrations
	State ID Number	In Production	• Student Profile • Reporting
	Provider/App assigned student ID Number	In Production	• Student Profile • Reporting
	Student app username	In Production	• Student Profile • Student • Authentication
	Student app passwords	In Production	• Student Authentication
Student Name	First and/or Last	In Production	• Student Profile • Reporting
Student Generated Content	Assignment submissions	In Production	• Assignments

	(PDF, .doc, .docx)		• *Graduation Progress*
	Assessment Answers *(lessons, matchmaker, personality styles, & skill labs)*	*In Production*	• *Assignments* • *Graduation Progress*
	Careers of interest	*In Production*	• *Assignments* • *Graduation Progress*
	Schools of Interest	*In Production*	• *Assignments* • *Graduation Progress*
	Programs & Majors of Interest	*In Production*	• *Assignments* • *Graduation Progress*
	4-year course plan	*In Production*	• *Assignments* • *Graduation Progress*
	Resume *(PDF)*	*In Production*	• *Assignments* • *Graduation Progress*
	Work/Volunteer Experience	*In Production*	• *Assignments* • *Graduation Progress*
	Skills	*In Production*	• *Assignments* • *Graduation Progress*
	Interest	*In Production*	• *Assignments* • *Graduation Progress*
	Storyboard *(videos, images, documents)*	*In Production*	• *Assignments* • *Graduation Progress*
Educator Information	*Full Name*	*In Production*	• *Educator Profile* • *Reporting*
	Email Address	*In Production*	• *Educator Profile* • *Reporting*
	Job Title	*In Production*	• *Educator Profile* o *Reporting*
Transcript	*Student course grades*	*In Production*	• *Graduation Progress* • *College Applications*
	Student course data	*In Production*	• *Graduation Progress* • *College Applications*

			• Career Planning
Metadata	IP Address	In Production	• Product Development • Product Improvement • Security
	Device Type	In Production	• Product Development • Product Improvement
	Device OS	In Production	• Product Development • Product Improvement
	Browser Type	In Production	• Product Development • Product Improvement
	Browser Version	In Production	• Product Development • Product Improvement
	Page Clicks	In Production	• Product Development • Product Improvement
	Cookies	In Production	• Product Development • Product Improvement
Parent/Guardian Contact Information	Email	In Production	• Parent Profile • Parent Authentication
	Phone	In Production	• Parent Profile
Parent/Guardian Name	First and/or Last	In Production	• Parent Profile • Reporting
Parent Identifiers	Student Relationship	In Production	• Parent Profile • Reporting • Security
	Parent ID	In Production	• Parent Profile • Reporting • Security
	Parent Password	In Production	• Parent Authentication
Student Survey Responses	Student Survey Responses	In Production	• Submissions and activity data for su[...] to students.
Assessments	Test Scores (ACT, SAT etc)	In	• Student Profile

		Production	• *Reporting*
Credentials	*Credential Name* *Date Achieved* *Evidence Upload (pdf, image file or docx)*	*In Production*	• *Credential Tracking*
Messaging	*Messages*	*In Production*	• *Educator to student messaging* • *Educator to parent messaging* • *Student to educator messaging*
Work Based Learning Administrators/Partners	*Name* *Email*	*In Production*	• *WBL Profiles*

Subprocessors

Platform	URL	
Platform	**URL**	
Mailgun	https://www.mailgun.com/	SMTP service that handles Xello's PII such as emails, names and other communication information related to e and stored for 7
Uploadcare	https://uploadcare.com/	File and content delivery service to manage stu Files and assignments are not stored in Uploadcare and is only used as a
HeapAnalytics	https://heapanalytics.com/	Data Analysis software to drive produc
Azure	https://azure.microsoft.com/en-us/	Azure hosts the Xello app in localized datacenters across the world. Xello i
Google Cloud	https://developers.google.com/maps/	Xello leverages Google Maps API & Google Places API for direct Google Drive API is utilized to improve the ability to upload files d No PII is hosted in Google Drive API may process or host files that *may* contain PII, however discretion and choice of th
Elmah	https://elmah.io/	Error logging for the Xello application. Does not h
Rapid7	Rapid7 Cybersecurity - Command Your Attack Surface	Web site v
Atlassian	SOC 2	Atlassian	Xello's project management, incident management and issue tracki documentation regarding system mainte No client PII is hosted or pro

1

3. What is the purpose of collecting student data?

Student data is only collected to provide Xello services.

4. What third parties does the company partner with who may receive student data in any format?
   - *This includes storage and vendors receiving encrypted data.*

No third parties receive student data without explicit consent from the district. Some partners and integrations that Xello uses would be

Methodize, Parchment, National Student Clearinghouse.

Integrations require a district to opt in/turn on the feature – Xello does not provide or share any data with third parties without explicit consent or opt in from the district.

5. What is the purpose of the third-party partners?

To provide additional features in Xello and to ensure smooth integration with third party platforms.

6. Please provide:
   - Current quote (if available)

     https://is.xello.world/public/OppSFQuote/00141000019hhJi/006OL00000PEWGA

     For the 2025/26 School year, as well as locked in pricing for 2026/2027, at $77,307.60 per year.
   - Tiered pricing for future purchases

     Xello for Elementary: $2.75. Xello for Middle School: $2.40, Xello for High School: $3.45
   - Name and email for contract notices

     Julia Fernandes (Team Lead, Customer Success)
     juliaf@xello.world
   - Name and title of person who will sign the contract

     Tanya Alcaraz - Director of Career & Innovation
   - Does the system allow integration for rostering?

     ⊗ Yes ◯ No

     If the above answer is yes, how is it completed?

     Rostering is completed via an SFTP integration between Xello and the district.
     All files provided to SFTP are generated via the district's SIS Synergy. The
     rostering files are imported into Xello nightly between 1am-5am ET

The following pages contain an example that will serve as a guide for the company's IT team; these

items are known as data tables or data dictionaries.

PSD must have specific information from the company in a separate document, which will become an exhibit to the contract. Links to online privacy policies will not be accepted; these policies must be transparently identified in a static document.

Exhibit I

Insurance. Provider, at its expense, shall purchase and maintain in effect at all times throughout the duration of the Agreement, all insurance requirements and limits as set forth below. Policies providing such limits of coverage via a primary policy plus an umbrella or following form excess policy will be satisfactory. All insurance shall be written by a carrier legally authorized to write such insurance in the state of Colorado provided the carrier has a current A.M. Best rating of A-VII or higher. All policies shall be primary and non-contributory with any insurance maintained by additional insureds. Insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Provider. Provider shall provide at least thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 10 shall not reduce the indemnification liability that Provider has assumed in section 11.

Provider shall furnish the District with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Such certificates shall specifically state the inclusion, or the coverages and the provisions set forth herein and shall state whether the coverage is written on a "claims made" or "per occurrence" basis. For any policies written on a "claims made" basis, the necessary retroactive dates and extended reporting periods shall be procured to maintain such continuous coverage. Receipt, review, or acceptance by the District of any insurance policies or certificates of insurance required by this Agreement shall not be construed as a waiver or relieve the Provider from its obligation to meet the insurance requirements contained herein. Memorandums of Insurance will not be accepted. Certificates of insurance must be sent to: COI@psdschools.org.

Commercial General Liability

Minimum Limits

- Each Occurrence Bodily Injury & Property Damage $1,000,000
- General Aggregate $2,000,000
- Coverage must be written on an "occurrence" basis.
- Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured or covered as an additional insured by way of a blanket endorsement and shall be insured to the full limits of liability purchased by the Provider even if those limits of liability are in excess of those required by this Agreement.

Technology Errors & Omissions and Network Security & Privacy

Minimum Limits

- Per Loss $1,000,000
- Aggregate $3,000,000

- Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Provider shall maintain continuous coverage, as required by the Agreement, for this period.

If the services include collecting, receiving and/or storing Personal Identifiable Information (PII), the insurance must also provide coverage for:

- Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
- Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Provider's services including denial of service, unless caused by a mechanical or electrical failure.
- Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon.

Exhibit J

xello

To Whom It May Concern,

Please be advised that Anaca Technologies Ltd., has legally changed its name to Xello Inc., effective May 1, 2020.

If any support documentation is needed, or if I may answer any questions, please let me know. You can reach me at +1 (800) 965-8541 x 183 or at proposals@xello.world.

Thank you for your time and attention.

Warm regards,

Fatima Stepanian
Senior Proposals & Contracts Manager, Xello

FIFTH AMENDMENT TO SOFTWARE SERVICES AGREEMENT
BETWEEN ANCA TECHNOLOGIES DBA XELLO
AND POUDRE SCHOOL DISTRICT R-1

This Fifth Amendment ("Fifth Amendment") dated the 4th day of May 2022 ("Effective Date"), is attached to and forms part of the Agreement between Poudre School District R-1 (the "District") and Anca Technologies dba Xello (the "Contractor"), executed April 1, 2017, the First Amendment to the contract executed June 1, 2018, the Second Amendment to the contract executed May 15, 2019 and the Third Amendment to the contract executed May 286, 2020, and the Fourth Amendment to the contract executed May 10, 2021, each of which are attached and made part of this Fifth Amendment. To the extent that any of the terms or conditions contained in this Fifth Amendment may contradict with any of the terms or conditions of the attached Software Services Agreement, the First Amendment, the Second Amendment, the Third Amendment or the Fourth Amendment ("Agreement"), it is expressly understood and agreed that the terms of this Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Contract by adding the following language:

1. **Purpose of Amendment.** This amendment shall constitute the Fifth Amendment to the Agreement between the District and the Contractor. The purpose of this Fifth Amendment is to amend the terms and deliverables between the District and Contractor.

2. **Term of Agreement.** At the conclusion of the term dated June 30, 2022, as outlined in section 1.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2022 through June 30, 2025.

3. **Amended Responsibilities.**

    3.1.   Amend *Exhibit E* with Contractor's Quote #054929, hereby attached to this Fifth Amendment as Exhibit E-1 and made part of the Agreement.

    3.2.   The total cost for the Services on the attached Exhibit E is One Hundred Sixty-Nine Thousand, Three Hundred and Forty-Nine Dollars and Twenty-Five Cents ($169,349.25), due and payable by the District thirty (30) days after receipt of Contractor's invoice.

4. **Special Provisions.**

    4.1.   **Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Agreement between the District and Contractor shall remain unchanged and in full force and effect.

5. **General Provisions.**

    5.1.   **Entire Agreement.** The Agreement and this Fifth Amendment constitute the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

5.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

IN WITNESS WHEREOF, the District and the Contractor have signed this Fifth Amendment as of the Effective Date.

ANCA TECHNOLOGIES DBA XELLO   POUDRE SCHOOL DISTRICT R-1

By: _____   By: _R David Montoya_____

Jeff Harris   R. David Montoya
President   Executive Director of Finance

By: _Scott Elias_____
Scott Elias (May 11, 2022 08:52 MDT)

Scott Elias
Director of Career and Innovation

-2-

Exhibit E-1

Xello Quote

Proposal for **Poudre School District R 1**

Prepared By:

Idan Firestein

Key Account Manager

(800) 965-8541 Ext.227

idanf@xello.world

ORDER / QUOTE

xello

REF-054929

QUOTE FOR:	REQUESTED BY:	SUBSCRIPTION PERIOD:
ATTN: **Accounts Payable**	Tracy Stibitz	Start Date: **Jul 1, 2022**
Poudre School District R 1	Poudre School District R 1	End Date: **Jun 30, 2025**
2407 La Porte Ave	2407 La Porte Ave	Duration: **36 months ***
Fort Collins, CO 80521	Fort Collins, CO 80521	

PRODUCT	QTY	ANNUAL RATE	PRICE	SUBTOTAL
Xello for High School ⌄	8,842	**$3.25** Per Student Reg $4.95	$9.75 34% ($1.70) discount	$86,209.50
Xello for Middle School ⌄	6,557	**$2.25** Per Student Reg $4.25	$6.75 47% ($2.00) discount	$44,259.75
WBL Module Annual fee ⌄ NoCO: Annual subscription fee per site	10	**$450.00** Per School Reg $1,500.00	$1,350.00 70% ($1,050.00) discount	$13,500.00
Methodize - ACT & SAT ⌄ Centennial: 10 Seats	1	**$450.00** Per School	$1,350.00	$1,350.00
Methodize - ACT & SAT ⌄ Polaris: 20 Seats	1	**$525.00** Per School	$1,575.00	$1,575.00
Methodize - ACT & SAT ⌄ Poudre HS: 50 Seats	1	**$975.00** Per School	$2,925.00	$2,925.00
Methodize - ACT & SAT ⌄ Rocky Mountain: 50 Seats	1	**$975.00** Per School	$2,925.00	$2,925.00
Methodize - ACT & SAT ⌄ Global Academy: 130 Seats	1	**$1,635.00** Per School	$4,905.00	$4,905.00
Methodize - ACT & SAT ⌄ Fort Collins: 150 Seats	1	**$1,775.00** Per School	$5,325.00	$5,325.00
Methodize - ACT & SAT ⌄ Fossil Ridge: 200 Seats	1	**$2,125.00** Per School	$6,375.00	$6,375.00

* Prorated based on a 12-month subscription

NOTES:	ANNUAL TOTAL:	GRAND TOTAL:
	$56,450 * Price subject to change	**$169,349.²⁵** USD

Xello Terms of Use Agreement

W8 Form

Billing + Renewals FAQ's

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idanf@xello.world   Phone: (800) 965-8541 Ext.227   Fax: 416.463.0938

1867 Yonge Street • Suite 700 • Toronto, ON M4S 1Y5 • Canada

FOURTH AMENDMENT TO SOFTWARE SERVICES AGREEMENT
BETWEEN ANCA TECHNOLOGIES DBA XELLO
AND POUDRE SCHOOL DISTRICT R-1

This Fourth Amendment ("Fourth Amendment") dated the 10th day of May 2021 ("Effective Date"), is attached to and forms part of the Agreement between Poudre School District R-1 (the "District") and Anca Technologies dba Xello (the "Contractor"), executed April 1, 2017, the First Amendment to the contract executed June 1, 2018, the Second Amendment to the contract executed May 15, 2019 and the Third Amendment to the contract executed May 26, 2020, each of which are attached and made part of this Amendment. To the extent that any of the terms or conditions contained in this Amendment may contradict with any of the terms or conditions of the attached Software Services Agreement, the First Amendment, the Second Amendment or the Third Amendment ("Agreement"), it is expressly understood and agreed that the terms of this Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Contract by adding the following language:

1. **Purpose of Amendment.** This amendment shall constitute the Fourth Amendment to the Agreement between the District and the Contractor. The purpose of this Amendment is to amend the terms and deliverables between the District and Contractor.

2. **Term of Agreement.** At the conclusion of the term dated June 30, 2021, as outlined in section 1.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2021 through June 30, 2022.

3. **Amended Responsibilities.**

    3.1.   Amend Exhibit B to include the attached Exhibit B-1 to include the Contractor's Family Portal.

    3.2.   Delete Exhibit H in its entirety and replace Exhibit H with the attached Contractor's Xello Data Elements, hereby made part of this agreement.

    3.3.   Within section 10.5, delete the language which has a strikethrough and replace with the following language which is underlined:

    ~~Contractor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverage and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Risk Manager. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A-VII. Contractor shall furnish the District's Risk Manager with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Contractor. Contractor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation or change of coverage. The insurance requirements specified in this section 10.5 shall not reduce the indemnification~~

liability that Contractor has assumed in section 10.6 below.

Commercial General Liability
a. Each Occurrence Bodily Injury &
   Property Damage $1,000,000
b. Each Event Personal Injury $1,000,000
c. General Aggregate $2,000,000
d. Coverage must be written on an "occurrence" basis
e. Poudre School District and its elected officials and employees shall be named as additional
   insureds; copy of policy endorsement must be attached to the Certificate of Insurance.

Technology Errors & Omissions Liability including Network Security and Privacy
Liability
a.   Per Loss $3,000,000
b.   Aggregate Limit $3,000,000
c.   If policy is written on a claims-made basis, Contractor warrants that any retroactive
      date under the policy shall precede the effective date of this Agreement and that either
      continuous coverage will be maintained, or an extended discovery period will be
      exercised for a period of two (2) years beginning at the time work under this
      Agreement is complete. Contractor shall also maintain such insurance for an
      additional period of three (3) years following termination of the Agreement.
d.   If policy is written on an occurrence-form basis, Contractor shall maintain such
      insurance for an additional period of one (1) year following termination of the
      Agreement.

Contractor shall procure and maintain the required insurance specified below for
the duration of this Agreement, which insurance shall be written for not less than
the amounts specified or greater if required by law. The District's receipt of a
Certificate of Insurance from the Contractor with limits and or coverages that do
not meet the requirements does not waive the requirements and the Contractor
shall still be responsible for the limits and coverages stated in this Agreement.
Specified coverages and amounts may be provided by a combination of a primary
policy plus an umbrella or following form excess policy. All insurance shall be
with a carrier licensed in the state of Colorado and shall have a minimum A.M.
Best rating of A- VII. Contractor shall furnish the District's Director of Records
and Risk Management with certificates of the required insurance prior to the
District's approval and signing of this Agreement, and with renewal certificates
prior to the expiration of any required insurance that expires during the term of
this Agreement. Memorandums of Insurance will not be accepted. Certificates of
Insurance and all communication regarding insurance shall be addressed to:

Poudre School District
Attention: Risk Management
2407 Laporte Ave
Ft. Collins, CO 80521
Please Email Certificates to: risk@psdschools.org

Any insurance and/or self-insurance carried by the District is excess of the
coverage extended to the District by Contractor. Contractor shall provide at least

thirty (30) days' advance written notice to the District prior to cancellation, change of coverage, or non-renewal. The insurance requirements specified in this section 8, shall not reduce the indemnification liability that Contractor has assumed in section 11.5.

Commercial General Liability

Minimum Limits

a. Each Occurrence Bodily Injury & Property Damage $2,000,000
b. General Aggregate $3,000,000
c. Products/Completed Operations Aggregate $2,000,000
d. Personal/Advertising Injury $2,000,000
e. Coverage must be written on an "occurrence" basis.
f. Poudre School District R-1 and its elected officials, employees, agents, and volunteers shall be named as an additional insured or covered as an additional insured by way of a blanket endorsement and shall be insured to the full limits of liability purchased by the Provider even if those limits of liability are in excess of those required by this Agreement.

Technology Errors and Omissions Liability

Minimum Limits

a. Per Loss $1,000,000
b. Aggregate $3,000,000
c. Liability extends for a period of three (3) years beginning at the time work under this Agreement is completed. Supplier shall maintain continuous coverage, as required by the Agreement, for this period.

The insurance shall provide coverage for:

a. Liability arising from theft, dissemination and/or use of confidential information (defined term including but not limited to bank account, credit card account, personal information such as name, address, social security numbers, etc. information) stored or transmitted in electronic form.
b. Network Security Liability arising from the unauthorized access to, use of or tampering with computer systems including hacker attacks, inability of an authorized third party to gain access to Supplier's services including denial of service, unless caused by a mechanical or electrical failure.
c. Liability arising from the introduction of a computer virus into, or otherwise causing damage to, a District or third person's computer, computer system, network, or similar computer related property and the data, software, and programs thereon.

4. **Special Provisions.**

4.1. **Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Agreement between the District and Contractor shall remain unchanged and in full force and effect.
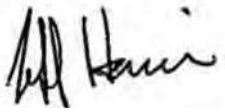
5. **General Provisions.**

5.1. **Entire Agreement.** The Agreement and this Fourth Amendment constitute the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

5.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

IN WITNESS WHEREOF, the District and the Contractor have signed this Fourth Amendment as of the Effective Date.

ANCA TECHNOLOGIES DBA XELLO   POUDRE SCHOOL DISTRICT R-1

By:_____   By:_____

Jeff Harris   R. David Montoya
President   Executive Director of Finance

By:_____
Scott Elias (May 18, 2021 15:53 MDT)

Scott Elias
Director of Career and Innovation

-4-

Exhibit B-1

Xello's Family Portal Overview

Xello's Family Portal is centered around an important belief – that while students can accomplish a great deal within Xello and make real progress towards creating a successful future for themselves, they are going to also need the help and support from the caring adults in their lives.

We also believe that the adults that can help students will not necessarily be their parents. It could be a counselor, a teacher, a mentor, even a close friend or sibling.

With the addition of the Xello Family Portal, parents and guardians gain full visibility into their students' future goals and plans so they can better support their learning and development. An intuitive design lets families easily navigate their students' work to view progress on lessons, course selection, and career and college exploration.

This gives educators an easy starting point to have future-ready conversations with guardians and makes sure all stakeholders are aligned to fully support a student's journey.

Exhibit H

Xello - Data Elements

Overview

The below tables provide insight into the data elements that are captured in Xello, as well as third-party services utilized to maintain Xello.

Data elements labeled as optional, are dependent on how the school board or school district decides to implement and utilize the application.

Data Elements

Category of Data	Elements	Used by Xello	Purpose of data collection	Optional/Required
Demographic	Date of Birth	In Production	• Graduation progress • Reporting	Optional
	Gender	In Production	• Reporting	Optional
Enrollment	Student School Enrollment	In Production	• Graduation Progress • Reporting	Required
	Student Grade Level	In Production	• Graduation Progress • Reporting	Required
Student Schedule	Student Scheduled Courses	In Production	• Graduation Progress • Career Planning	Optional - Course Planner
Student Contact Information	Email	In Production	• Notifications • Student Profile • Authentication	Optional
	Phone Number	In Production	• Student Profile	Optional
	Address	In Production	• Student Profile	Optional
Student Identifiers	Local (School district) ID Number	In Production	• Student Profile • Reporting • Data Integrations	Required
	State ID Number	In Production	• Student Profile • Reporting	Optional
	Provider/App assigned student ID Number	In Production	• Student Profile • Reporting	Required
	Student app username	In Production	• Student Profile • Student • Authentication	Required
	Student app passwords	In Production	• Student Authentication	Required
Student Name	First and/or Last	In Production	• Student Profile • Reporting	Required
Student Generated Content	Assignment submissions (PDF, .doc, .docx)	In Production	• Assignments • Graduation Progress	Optional
	Assessment Answers (lessons, matchmaker, personality styles, & skill labs)	In Production	• Assignments • Graduation Progress	Optional
	Careers of interest	In Production	• Assignments • Graduation Progress	Optional
	Schools of Interest	In Production	• Assignments • Graduation Progress	Optional
	Programs & Majors of Interest	In Production	• Assignments • Graduation Progress	Optional

	4-year course plan	In Production	• Assignments • Graduation Progress	Optional
	Resume (PDF)	In Production	• Assignments • Graduation Progress	Optional
	Work/Volunteer Experience	In Production	• Assignments • Graduation Progress	Optional
	Skills	In Production	• Assignments • Graduation Progress	Optional
	Interest	In Production	• Assignments • Graduation Progress	Optional
	Storyboard (videos, images, documents)	In Production	• Assignments • Graduation Progress	Optional
Transcript	Student course grades	In Production	• Graduation Progress • College Applications	Optional - course Planner
	Student course data	In Production	• Graduation Progress • College Applications • Career Planning	Optional - Course Planner
Metadata	IP Address	In Production	• Product Development • Product Improvement • Security	Required
	Device Type	In Production	• Product Development • Product Improvement	Required
	Device OS	In Production	• Product Development • Product Improvement	Required
	Browser Type	In Production	• Product Development • Product Improvement	Required
	Browser Version	In Production	• Product Development • Product Improvement	Required
	Page Clicks	In Production	• Product Development • Product Improvement	Required
	Cookies	In Production	• Product Development • Product Improvement	Required
Parent/Guardian Contact Information	Email	In Development	• Parent Profile • Parent Authentication	Required
	Phone	In Development	• Parent Profile	Optional
Parent/Guardian Name	First and/or Last	In Development	• Parent Profile • Reporting	Required
Parent Identifiers	Student Relationship	In Development	• Parent Profile • Reporting • Security	Required
	Parent ID	In Development	• Parent Profile • Reporting • Security	Required
	Parent Password	In Development	• Parent Authentication	Required

3rd Party Services

Platform	URL	Description

Mailgun	https://www.mailgun.com/	SMTP service that handles Xello's application based email delivery.
Atatus	https://www.atatus.com/	Monitoring service - allows Xello to track application metadata to ensure optimal performance.
Uploadcare	https://uploadcare.com/	File and content delivery service to manage student file and assignment uploads.
HeapAnalytics	https://heapanalytics.com/	Data Analysis software to drive product improvement and development.
Azure	https://azure.microsoft.com/en-us/	Azure hosts the Xello app in localized datacenters across the world. Xello is hosted in Azure Datacentres in: • USA • Canada • United Kingdom
Google Map API	https://developers.google.com/maps/	Location for colleges and universities. Does not host any student data or PII.
Elmah	https://elmah.io/	Error logging for the Xello application. Does not host or process any student or PII.

**THIRD AMENDMENT TO SOFTWARE SERVICES AGREEMENT
BETWEEN ANCA TECHNOLOGIES DBA XELLO
AND POUDRE SCHOOL DISTRICT R-1**

This Third Amendment ("Third Amendment") dated the 26th day of May 2020 ("Effective Date"), is attached to and forms part of the Software Services Agreement between Poudre School District R-1 (the "District") and Anca Technologies dba Xello (the "Contractor"), executed April 1, 2017, the First Amendment to the contract executed June 1, 2018 and the Second Amendment to the contract executed May 15, 2019, each of which are attached and made part of this Third Amendment. To the extent that any of the terms or conditions contained in this Third Amendment may contradict with any of the terms or conditions of the attached Software Services Agreement, the First Amendment or the Second Amendment ("Agreement"), it is expressly understood and agreed that the terms of this Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Contract by adding the following language:

1. **Purpose of Amendment.** This amendment shall constitute the Third Amendment to the Agreement between the District and the Contractor. The purpose of this Amendment is to amend the terms and deliverables between the District and Contractor.

2. **Term of Agreement.** At the conclusion of the term dated June 30, 2020, as outlined in section 1.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2020 through June 30, 2021.

3. **General Provisions.**

   3.1. **Entire Agreement.** The Agreement and this Third Amendment constitute the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

   3.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

   THE REMAINDER OF THIS AGREEMENT WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Contractor have signed this Third Amendment as of the Effective Date.

ANCA TECHNOLOGIES DBA XELLO   POUDRE SCHOOL DISTRICT R-1

By:_____   _R David Montoya_
Jeff Harris   By:_____
President   R. David Montoya
                                     Executive Director of Finance

                                     By:_____
                                     snielsen@psdschools.org snielsen@psdschools.org (Jun 16, 2020 11:29 MDT)
                                     Scott Nielsen
                                     Assistant Superintendent of
                                     Secondary Schools

SECOND AMENDMENT TO SOFTWARE SERVICES AGREEMENT
BETWEEN ANACA TECHNOLOGIES DBA XELLO
AND POUDRE SCHOOL DISTRICT R-1

This Second Amendment ("Second Amendment") dated the 15th day of May 2019, is attached to and forms part of the Software Services Agreement between Poudre School District R-1 (the "District") and Anaca Technologies dba Xello (the "Provider") executed April 1, 2017 and the First Amendment to the Agreement executed June 1, 2018 ("Agreement"), both of which are attached and made part of this Second Amendment. To the extent that any of the terms or conditions contained in this Second Amendment may contradict with any of the terms or conditions of the attached Agreement, it is expressly understood and agreed that the terms of this Second Amendment shall take precedence and supersede the attached Agreement. The parties agree to amend the Contract by adding the following language:
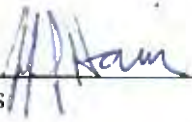
1. **Purpose of Amendment.** This Amendment shall constitute the Second Amendment to the Agreement between the District and the Provider. The purpose of this Second Amendment is to amend the terms and deliverables between the District and Provider.

2. **Term of Agreement.**

2.1. At the conclusion of the term dated June 30, 2019, as outlined in section 1.1 of the Agreement, the District and Provider elect to extend the term of the Agreement beginning on July 1, 2019 through June 30, 2020.

3. **Special Provisions.**

   3.1. **Terms and Conditions.** With the exception of items explicitly delineated in this Second Amendment, all terms and conditions of the original Agreement between the District and Provider shall remain unchanged and in full force and effect.

4. **General Provisions.**

   4.1. **Entire Agreement.** The original Agreement, the First Amendment and this Second Amendment, constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.

   4.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.
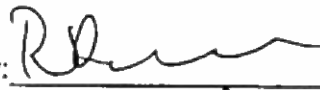
THE REMAINDER OF THIS PAGE WAS INTENTIONALLY LEFT BLANK.

IN WITNESS WHEREOF, the District and the Provider have signed this Agreement as of the date first set forth above.

ANACA TECHNOLOGIES DBA XELLO

POUDRE SCHOOL DISTRICT R-1

By: _____
Jeff Harris
President   June 20, 2019

By: _____ 6/24/19
R. Skyler Thimens Dave Montoye
Purchasing and Materials Manager
Exec. Dir Finance

By: _____
Scott Nielsen
Assistant Superintendent of
Secondary Schools

FIRST AMENDMENT TO AGREEMENT
BETWEEN ANACA TECHNOLOGIES DBA XELLO
AND POUDRE SCHOOL DISTRICT R-1

This First Amendment ("Amendment") dated the 1st day of June 2018, is attached to and forms part of the Agreement between Poudre School District R-1 (the "District") and Anaca Technologies dba Career Cruising (the "Contractor"), a Canadian Company executed April 1, 2017, which is attached and made part of this Amendment. To the extent that any of the terms or conditions contained in this Amendment may contradict with any of the terms or conditions of the attached Software Services Agreement ("Agreement"), it is expressly understood and agreed that the terms of this Amendment shall take precedence and supersede the attached Agreement.

1. **Purpose of Amendment.** This Amendment shall constitute the First Amendment to the Agreement between the District and the Contractor. The purpose of this Amendment is to amend the terms and deliverables between the District and Contractor.

2. **Entity Name Change.**

2.1. Effective September 19, 2017 Anaca Technologies dba Career Cruising, legally changed its entity name to Anaca Technologies dba Xello, as identified in the attached Exhibit A, a copy of which is attached and hereby made part of this Amendment.

3. Effective as of June 1, 2018, Anaca Technologies dba Xello shall be further responsible for all terms and conditions of this First Amendment and the original Agreement.

4. **Term of Agreement.**

4.1. At the conclusion of the term dated June 30, 2018, as outlined in section 1.1 of the Agreement, the District and Contractor elect to extend the term of the Agreement beginning on July 1, 2018 through June 30, 2019.

5. **Amended Responsibilities.**

5.1. Within section 10.5, add the following language which is underlined:

Technology Errors & Omissions Liability including Network Security and Privacy Liability

a.	Per Loss	$3,000,000
b.	Aggregate Limit	$3,000,000
c.	If policy is written on a claims-made basis, Contractor warrants that any retroactive date under the policy shall precede the effective date of this Agreement and that either continuous coverage will be maintained, or an extended discovery period will be exercised for a period of two (2) years beginning at the time work under this Agreement is complete. Contractor shall also maintain such insurance for an additional period of three (3) years following termination of the Agreement.	

<u>If policy is written on an occurrence form basis, Contractor shall maintain such insurance for an additional period of one (1) year following termination of the Agreement.</u>

6. **Special Provisions.**

   6.1. **Terms and Conditions.** With the exception of items explicitly delineated in this Amendment, all terms and conditions of the original Agreement between the District and Contractor shall remain unchanged and in full force and effect.

7. **General Provisions.**
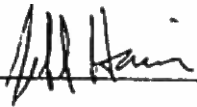
   7.1. **Entire Agreement.** The original Agreement and Amendment, constitutes the entire Agreement of the parties regarding the subject matter addressed herein and supersedes all prior Agreements, whether oral or written, pertaining to said subject matter.
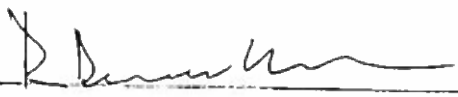
   7.2. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.
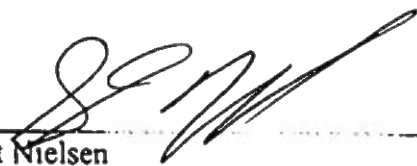
   IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

ANACA TECHNOLOGIES DBA
CAREER CRUISING

POUDRE SCHOOL DISTRICT R-1

By: _____

Jeff Harris
President

By: _____

Dave Montoya
Executive Director of Finance

By: _____

Sheila Pottorff
Director of Post-Secondary and
Workforce Readiness

SOFTWARE SERVICES AGREEMENT

This Software Services Agreement ("Agreement") is entered into this 1 day of April, 2017, by and between Poudre School District R-1 ("District") and Anaca Technologies dba Career Cruising ("Contractor"), a Canadian Company. The District and the Contractor are collectively referenced herein as the "parties."

1. **Term of Agreement.**

    1.1.   This Agreement shall commence on the date first set forth above and continue through and including June 30, 2018 unless earlier terminated as provided herein. The Agreement, at the option of the District, may be extended for up to four (4) additional one-year year terms.

    1.2.   Notwithstanding any other term or provision of this Agreement, the District's obligations hereunder are expressly subject to its budgeting and appropriation of sufficient funds for each fiscal year (July 1 - June 30) an Agreement is in effect. In no event, shall the District's obligations in an Agreement constitute a multiple-fiscal year direct or indirect debt or other financial obligation under Article X, Section 20(4)(b) of the Colorado Constitution.

2. **Deliverables and Purchase Price.**

    2.1.   The Contractor's responsibility under this Agreement is to provide its online, bilingual Career and College readiness tool, Career Cruising for K-12. Except as provided below, the parties agree to the following, as specified in:

    a.   Career Cruising Product Specifications, which is part of this agreement and attached hereto as Exhibit A.
    b.   RFP 17-630-008, which is part of this agreement and attached hereto as Exhibit B.
    c.   Career Cruising's Response to RFP 17-630-008, which is part of this agreement and attached hereto as Exhibit C.
    d.   Opportunity for Best and Final Offer (BAFO) to RFP 17-630-008, which is part of this agreement and attached hereto as Exhibit D.
    e.   Career Cruising's Response to BAFO to RFP 17-630-008, which is part of this agreement and attached hereto as Exhibit E.

All documents which are made a part of this Agreement (hereinafter the "Services"), and incorporated herein by reference.

    2.2.   In Section 1.1.1.6 of the Response, create Section 1.1.1.6.a to include specifications as outlined in attached Exhibit F.

    2.3.   In Section 2.2.1.2.c of the Response, create Section 2.2.1.2.c.1 and add the following language: "Contractor will develop a separate tab which allows students to maintain Body of Evidence."

    2.4.   In Section 2.2.3.2 of the Response, delete the following language that has a strikethrough and add the following language that is underlined.

~~Should Poudre School District be interested in Inspire, we can offer this additional product once Career Cruising K-12 is activated. Pricing for Inspire can be determined once Career Cruising is up and running within the District and understanding the needs of your district are more established.~~

<u>Contractor will implement this additional product with the launch of Career Cruising K-12. Pricing is included in attached Exhibit G.</u>

     2.5.   In Section 2.2.15 of the Response, delete the following language that has a strikethrough and add the following language that is underlined.

~~Should Poudre School District be interested in Inspire, we can offer this additional product once Career Cruising K-12 is activated. Pricing for Inspire can be determined once Career Cruising is up and running within the District and understanding the needs of your district are more established.~~

<u>Contractor will implement this additional product with the launch of Career Cruising K-12. Pricing is included in attached Exhibit G.</u>

     2.6.   In Exhibit A at Page 3, add the following underlined language: <u>"Implementation will occur at a mutually agreed upon timeline."</u>

     2.7.   The total cost for the Services as set forth on the attached Exhibit G is Sixty-Two Thousand and Two Dollars ($62,002.00), due and payable by the District thirty (30) days after the date of this Agreement first set forth above.

     2.8.   If the District selects to extend the Agreement, the total cost as set forth on attached Exhibit G, shall be Fifty-Two Thousand and Two Dollars ($52,002.00) per fiscal year.

     2.9.   The District may add, at their discretion, the optional Service of National Student Clearing House for Four Hundred and Twenty Five Dollars ($425.00) on a per site basis.

     2.10.   The District understands and agrees that its students' access to and use of the Contractor's web-based system under this Agreement requires that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

3.   **Definitions.**

     3.1.   As used in this Agreement, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal

identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

3.2.   As used in this Agreement, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

3.3.   As used in this Agreement, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 3.5 below.

3.4.   As used in this Agreement, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

3.5.   As used in this Agreement, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6.   As used in this Agreement, "securely destroy" is defined as removing confidential student records and information from the Contractor's systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in the Contractor's normal course of business.

3.7.   As used in this Agreement, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

4.   **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under this Agreement.

5.   **Security of Confidential Student Records and Information.**

5.1.   The Contractor shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used,

stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, the Contractor warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

5.2. The Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. The Contractor shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under this Agreement.

6. **Use of Confidential Student Records and Information.**

6.1. Under the Agreement, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 6.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Agreement; and (d) at the conclusion of the term of the Agreement the Contractor shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2. Contractor may to the extent necessary to perform its obligations under the Agreement disclose confidential student records and information to (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions pursuant to written subcontract(s) specifying the purpose of the disclosure and providing that: (a) (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions shall not disclose confidential student records and information, in whole or in part, to any other party; (b) (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Agreement; and (d) at the conclusion of its/their work under its/their subcontract(s) (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in its/their possession, custody or control, or return such confidential student records and information to the District.

6.3. Contractor and (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions may use de-identified confidential student records and information for purposes of research, the improvement of their products and services, and/or the development of new products and

services. In no event, shall the Contractor or (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions re-identify or attempt to re-identify any de-identified confidential student records and information.

6.4.   Contractor and (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 to -206 ("CORA"). The District, not the Contractor or (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions, shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7.   **School Service Contract Provider.** If Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the Agreement is amended to add the language in this section 7. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

7.1.   As a school service contract provider under the Act, the Contractor has provided the following information the attached Exhibit H: (a) the data elements of confidential student records and information that Contractor collects under the Agreement, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

7.2.   Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

8.   **Remedies.** If Contractor or (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions fail to comply with any of the foregoing requirements at any time during or after the term of the Agreement the District may, as applicable, terminate the Agreement and/or disqualify Contractor and any one or more of (a) Method Test Prep; (b) National Student Clearinghouse; and (c) Credentials Solutions from future contracts and subcontracts with the District.

9.   **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested

and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1
Attn: Tracy Stibitz
2407 LaPorte Avenue
Fort Collins, CO 80521
E-mail: tstibitz@psdschools.org

Anaca Technologies
dba Career Cruising
Attn: Jeff Harris
1867 Yonge Street, Suite 1002
Toronto, ON M4S 1Y5
jeffh@careercruising.com

10.   **General Provisions.**

10.1.   **No Assignment.** The Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

10.2.   **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

10.3.   **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor in the same manner and with the same formality as was done for this Agreement.

10.4.   **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

10.5.   **Insurance.** Contractor shall procure and maintain the required insurance specified below for the duration of this Agreement, which insurance shall be written for not less than the amounts specified or greater if required by law. Specified coverage and amounts may be provided by a combination of a primary policy plus an umbrella or following form excess policy. If not otherwise required by law, lower amounts may be acceptable upon review and written approval by the District's Risk Manager. All insurance shall be with a carrier licensed in the state of Colorado and shall have a minimum A.M. Best rating of A- VII. Contractor shall furnish the District's Risk Manager with certificates of the required insurance prior to the District's approval and signing of this Agreement, and with renewal certificates prior to the expiration of any required insurance that expires during the term of this Agreement. Any insurance and/or self-insurance carried by the District is excess of the coverage extended to the District by Contractor. Contractor shall provide at least thirty (30) days' advance written notice to the District prior to cancellation or change of coverage. The insurance requirements specified in this section 10.5 shall not reduce the indemnification liability that Contractor has assumed in section 10.6 below.

Commercial General Liability

a.   Each Occurrence Bodily Injury &
      Property Damage $1,000,000

-6-

b.	Each Event Personal Injury	$1,000,000
c.	General Aggregate	$2,000,000
d.	Coverage must be written on an "occurrence" basis	
e.	Poudre School District and its elected officials and employees shall be named as additional insureds; copy of policy endorsement must be attached to the Certificate of Insurance.	

Worker's Compensation

Per Workplace Safety & Insurance Board of Canada, as a Software Developer, Contractor is exempt from worker's compensation and will provide letter of exemption.

10.6. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all attorney fees, costs and expenses incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 10.6 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act.

10.7. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

10.8. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation or mutually agreed-upon arbitration proceedings to enforce any provision of this Agreement, the substantially prevailing party in such litigation or arbitration shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

10.9. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

10.10. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

10.11. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

10.11. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

10.12. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.
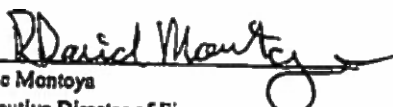
10.13. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

ANACA TECHNOLOGIES DBA
CAREER CRUISING

POUDRE SCHOOL DISTRICT R-1

By: _____
Jeff Harris
President

By: _____
Dave Montoya
Executive Director of Finance

By: _____
Sheila Pottorff
Director of Post-Secondary and
Workforce Readiness

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Exhibit A

CAREER CRUISING AND POUDRE SD:

1) DETAILED SPECIFIC DESCRIPTION OF THE PRODUCT

Career Cruising for K-12 is an online, bilingual Career and College readiness tool. Career Cruising is used by students to develop their digital ICAPs and ensure that they are future ready upon graduation from high school. The framework of the program includes 4 steps: Self-awareness, exploring options, creating a plan and Making it Real. Career Cruising's key functions are:

- SIS Integrated Digital portfolios, which can be accessed anywhere there is internet connection
- Four student assessments to determine skills, interest, abilities and learning style
- 700+ in depth career profiles
- Thousands of college profiles. Includes students chances of admission based on GPA/Test Scores
- SIS Integrated Course Planner used for both 4 year planning and final course selections
- College application and tracking tools: application tracker, e-transcript service, scattergrams, personal college profiles, scholarship and financial aid databases and tracking.
- Portfolio completion standards, set by districts to set expectations for students and track outcomes
- Subscription to Survey Monkey for customized digital surveys
- Student tracking of short term and long term goals, work experience, volunteer hours, extracurricular activities and journaling
- Resume builder and job search
- Integration with learning management systems for student Single Sign On
- Calendar to share dates and events
- Messaging function to communication with students
- Parent portal
- Educator Portal – access to student account information, reporting functionality and program management
- Financial literacy curriculum via 'The Real Game' for high school and 'The Be Real Game' for middle school: 30 hours of curriculum in each version
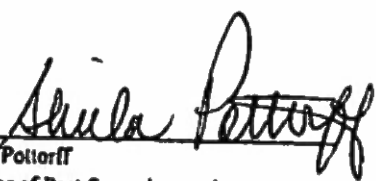- Career Education curriculum: 17 lesson plans and worksheets plus 9 activities
- Unlimited hours of support from Career Cruising team: Success Manager, Implementation Manager and Client Support Team

2) WHAT EXACTLY IS BEING RECEIVED FOR THE COST

For the cost shared, PSD will receive the following services on an annual basis:

- *Career Cruising for K-12*, implemented for all students in PSD grades 6 to 12: detailed description listed above

- Inspire for Career Cruising: The ability to create a network of local business and industry for students to access career discussion boards, mentors and work based learning opportunities such as company tours, job shadows and internships. Inspire functions are embedded within the existing Career Cruising platform and students can identify, manage and track these opportunities within their ICAP
- National Student Clearinghouse data: Access to reporting for seven high school buildings, which provides insight into student post-secondary outcomes and alumni data. National Student Clearinghouse subscription is an optional service provided by Career Cruising, purchased on a per site basis of $425/year. It can be added to the Poudre School District service agreement at any time.
- Method Test Prep: Access to ACT and SAT preparation material for all 11th grade students in PSD and administrators working with those students. The number of Method Test Prep accounts can be adjusted by PSD in future years, if desired
- Unlimited support from Career Cruising Success Manager, Implementation Manager and Client Support Team
- Unlimited access to Career Cruising's online training resources. Includes weekly live webinars, pre-recorded webinars and articles
- Two in-person training days, to cover *Career Cruising K-12* material***

***Offered in first year only. Additional training available for purchase

3) WHAT STUDENT PERSONALLY IDENTIFIABLE DATA IS COLLECTED THROUGH THE USE OF THE SYSTEM?
4) WHAT IS THE STUDENT PERSONALLY IDENTIFIABLE DATA USED FOR AFTER IT IS COLLECTE?
5) WHAT THIRD PARTY VENDORS DO WE CONTRACT WITH THAT MAY HAVE ACCCESS TO PERSONALLY IDENTIFIABLE DATA?
6) WHAT IS THE PRUPOSE OF THESE THIRD PARTY VENDORS?

NEXT STEPS

A smooth implementation and ongoing support of your career development program is as important—if not more important—than the selection of the solution itself. From implementation, to training, ongoing program support, to best practice sharing, and more, the relationship and the student outcomes are a top priority to Career Cruising. The following provides an overview of the implementation process.

Activity	Responsibility	Timeline
Order approval	School / District	Week 1
Technical and data set-up call	Career Cruising Implementation Manager School / District IT Staff	Week 1
Create student accounts	Career Cruising Implementation Manager	Week 2
Activate and test Career Cruising for K-12	Career Cruising Implementation Manager	Week 2
Staff participate in training	Career Cruising Trainers	Week 2-3
Career Cruising for K-12 launch	School / District Staff	Week 3
Ongoing support	Career Cruising Client Support Team	Week 3+

CAREER CRUISING FOR K-12

Career Cruising for K-12 is a web-based self-exploration and planning program that drives students to recognize their full potential in school, career, and life Students start by building awareness of career options and pathways. Through exploration, they identify personal interests and preferences. The concepts of self-advocacy and career readiness are introduced early and reinforced throughout the process, along with the importance of achievement, purpose and participation in developmentally-appropriate experiences. This in turn keeps students engaged in academics by continually making the connection between their goals and current school work.
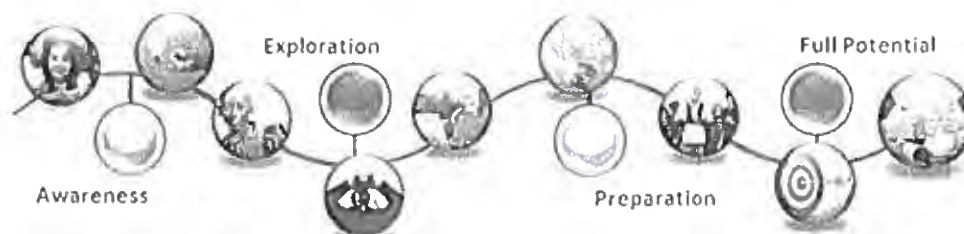
Career Cruising for K-12 helps students reach their full potential in school, career and life by:

- first emphasizing self-awareness;
- then guiding them through the process of understanding opportunities;
- then building an actionable plan to reach their full potential.

Students are provided with career learning resources appropriate for their age, knowledge, skills and abilities. While there are many career exploration and college planning tools available, only Career Cruising for K-12 is a comprehensive career development program based on a continuum of relevant activities throughout their schooling. Students are able to evolve their plans and choose the pathway best aligned to their interests, skills and ability. In addition, students are able to execute on elements of their plan within the program. Critical activities like course selection, college applications and preparation for college entrance exams, can all be completed in Career Cruising for K-12.

A web-based program, Career Cruising for K-12 is available to students, parents and educators 24/7. Critical activities like course selection, college applications and preparation for college entrance exams, can all be completed using the program.

An Early Start to Career Development

For young students, career learning is about acquiring essential age-appropriate life skills and understanding how important it is to plan ahead

At the elementary level, Career Cruising for K-12 combines an online, digital game that engages students with classroom activities that connect with core curriculum subjects like literacy and art. Lesson plan suggestions and topics help teachers lead students in guided discussions. Students acquire early career development concepts, foster critical thinking skills, and begin to build a personal profile that transitions with them from grade to grade.
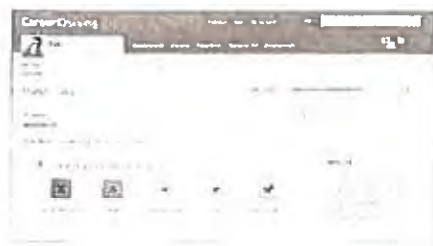
Building a Solid Foundation

As students became more self-aware, the focus shifts to exploration and planning. Students match their interests and abilities with career paths and possibilities, explore those careers in more detail, review education options that fit their criteria, and identify resources they can leverage to pursue their goals.

A Living Portfolio

Over time, each student develops an individual learning plan and portfolio that helps translate education, career and life planning into concrete action steps. Students use Career Cruising for K-12 to document and reflect on their career and related experiences, share with teachers, parents and advisors, and to prepare for the future. The portfolio also provides a unique lens through which to view a student's progress, strengths, interests, skills, abilities, as well as their hopes and dreams.

Differentiated Experience to Inform Dreams

Every student, school and community is different so our program includes customizable completion standards to communicate expectations and direction for each student, at each grade level. Students see every step needed in each school year to stay on track toward achieving their goals. A progress bar at the top of the screen alerts and guides them every step of the way.

At the same time, students are free to explore various pathways, including occupational profiles that make careers real. More than 1,300 professional interviews are accessible.

Experiential Learning and Real-life Decisions

Self-aware students build their Living Portfolio and continue to explore options and evolve their plans. Part of that experience is helping students to connect the pieces. Career Cruising for K-12 incorporates an experiential career and financial literacy curriculum that provides students an opportunity to 'test drive' different careers and see first-hand how career choices impact their future. As part of the experience, students manage budgets and make real-life decisions based on earnings and outcomes. Students discover the importance of teamwork, problem-solving, initiative, and persistence while applying important skills like numeracy, critical thinking and computer literacy.

An Academic Plan to Prepare for the Future

The Career Cruising for K-12 program illustrates the impact of course selection and performance on achieving student's future goals. Students are guided through a simple process to set-up a complete 4-year program of courses in perfect alignment with their graduation requirements and career aspirations. Students, teachers, counselors and parents have real-time visibility into successful course completion along with what is required to stay on track for both high school graduation and post-secondary plans. Problems are flagged instantly and successful pathways to graduation are highlighted.

Aligning course selection with career exploration and education planning ensures students are able to make decisions about the courses they should take in high school, a vitally important task for producing college and career ready students. Course planning integrates with your Student Information System (SIS) to enable the ability for your students to build, select and modify a four-year high school plan that can be converted into course requests in your SIS, automating a cumbersome scheduling and reporting process and freeing counselor and advisor time to work directly with students.

Smooth Transition to Post-Secondary Options

As students' plans progress and evolve, most will require some post-secondary education to realize their goals. Career Cruising for K-12 provides a natural transition from secondary to post-secondary planning.

Utilizing the same program that has given them the ability to become self-aware, explore future options, select secondary school courses and prepare for their post-secondary education and experiences, students now explore and apply for the post-secondary schools that meet their requirements. Using a variety of resources, students are able to make informed choices that align with their interests and abilities. Career Cruising for K-12 – My Chances of Admission uses a scatter gram to visually present the results of students with similar scores, grades and experiences for specific post-secondary institutions.

Stay Ahead of Post-Secondary Plans

Students are more confident—and more likely to succeed—when they are efficiently organized and able to keep track of everything in one place. Career Cruising for K-12 integrates the post-secondary exploration, planning and admission process to help students, parents and educators stay on top of deadlines, manage critical details, capture campus visit details and take advantage of relevant scholarship or financial assistance opportunities. At this critical transition, students have an abundance of task-appropriate tools at their fingertips. Calendars and application trackers keep students ahead of deadlines and move students from planning to doing.

Students are able to request transcripts and teacher recommendations that can then be transmitted via SCRIP-SAFE®, which is capable of delivering secure education credentials from any Student Information System (SIS) to any destination worldwide. It is trusted by over 2,000 colleges and universities, and hundreds of thousands of individuals to deliver millions of transcripts and other education credentials each year.

Higher Test Scores Increase Options

We selected Method Test Prep as our test prep partner because it was designed with students—and scores—in mind. The team at Method Test Prep has spent time with students and they know what it takes to tackle the tests. The SAT and ACT web-based prep programs were designed for use as independent study or as part of an in-class program. Our web-based online SAT and ACT prep lessons are designed to help students prepare for either test and maximize their test taking abilities. The short five-to-fifteen minute sessions make it simple for students to complete prep work in the classroom. Both our SAT and ACT programs track individual student performance so students can focus on key areas where they need to make improvements.

Through regular practice with the ACT Method or SAT Method online programs, students can experience an improvement of 120 points on the SAT and 3 points on the ACT.

Configured and Integrated for Success

Career Cruising for K-12 is integrated with your Student Information System in a way that organizes critical data according to your school's requirements. Our exclusive Career Advisor Management System (CAMS) is your convenient, easy-to-use window into the program. From one simple dashboard, you can implement, track, manage, customize and more.

Career Cruising for K-12 was designed to be customized to align perfectly with your requirements. Using your portfolio completion standards by grade, you can track progress and encourage students. School and district administrators can securely and confidentially generate detailed reports to track and measure class or individual student status against predetermined benchmarks. CAMS is much more than a reporting tool. Teachers and advisors can create and assign activities, communicate to individuals, groups or all students. With Career Cruising for K-12, meetings with students are more productive and there is new insight to help students explore, learn, build and grow.

Supported for Success
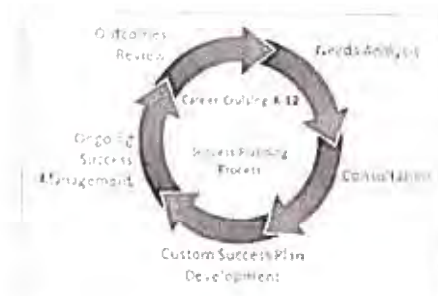
Career Cruising was founded to engage and inspire individuals to achieve their full potential in school, career and life. We accomplish this goal by providing innovative programs and services. After implementing more than 20,000 schools that have over 5 million users annually, we have developed a proven success planning process that starts with your goals, requirements, systems and unique characteristics. Based on your priorities, challenges and successes, we apply our closed loop success management process to create a roadmap for ongoing improvements.

Recognizing that each school is unique, we give you the option to implement the capabilities within Career Cruising for K-12 according to your priorities and timeline. We also provide services with the same level of flexibility. We establish the right foundation for your career development program with our Getting Started services. Getting Started includes integration between your Student Information System and Career Cruising for K-12, custom configuration and technology reviews. For high schools, we provide additional services like student course and credit history integration with your SIS, custom online course book and configuration for online transcript delivery.

Additional services build on the implementation to accelerate school-wide adoption and student success planning. With Success Planning, A Career Cruising Success Manager collects input, combines best practices and collaborates with you to develop and execute a school Career Development Success Plan.

Training and Development is an essential component to bring the Career Cruising for K-12 Career Development Program into every classroom. Our Training and Development services include unlimited access to online training tutorials and unlimited participation in online training and professional development sessions for all staff.

Every Career Cruising customer has access to our Support resources. A dedicated Implementation Manager who is a Career Cruising for K-12 configuration specialist will support you throughout your implementation and your entire staff has access to our support staff via phone or email.

Career Cruising Terms of Use Agreement
Billing + Renewals FAQ's

GinnyW@careercruising.com   Phone: 800.965.8541x167   Fax: 416.463.0939

1867 Yonge Street • Suite 1002 • Toronto, ON M4S 1Y5 • Canada

Exhibit B

POUDRE
SCHOOL
DISTRICT

POUDRE SCHOOL DISTRICT R-1

REQUEST FOR PROPOSALS
REGARDING

POSTSECONDARY AND WORKFORCE READINESS,
CAREER AND ACADEMIC PLANNING SYSTEM

RFP # 17-630-008

RFP SCHEDULE OVERVIEW

Deadline for Submission of RFP Responses	**January 31, 2017**
Proposal Consideration Period	**January 31, 2017 - February 24, 2017**
Vendor Selection and Contract Signing	**After February 24, 2017**
Delivery Deadline for Contracted Career and Academic Planning System	**March 15, 2017**

1.0 REQUESTED POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING SYSTEM

Individual Career and Academic Planning (ICAP) is a foundational tool that gives our students ownership in exploring their unique talents and aspirations, participation in career and postsecondary options, and a way to create pathways to financial success after high school. The ICAP is an online portfolio for students to document academic and postsecondary and workforce readiness Awareness, Exploration, Training, and Experience. Students get to explore the world beyond high school and connect their school based learning opportunities with work based learning opportunities. Students reflect on each learning opportunity and can document the growth through the learning process. This ICAP tool will allow students to reflect and document the Postsecondary and Workforce Readiness (PWR) starting as early as middle school, supporting the students in the transition to high school and transitioning into postsecondary career and learning experiences. Parents and staff have an opportunity to input notes and reflections regarding the students' growth in this online system. There is a career and college focus in the system we are looking to implement in the ICAP process.

Since the release of ICAP legislation in winter 2009, students have been building ICAPs with the support and guidance of educators, industry partners and pre-collegiate groups. Our goal is for students to discover their personal and career interests, plan intentionally and build pathways through academics and make connections to work based learning opportunities. We believe this will lead our students to success for life after high school.

1.1 Detailed Platform Performance: Successful implementation of the Postsecondary and Workforce Readiness, Career and Academic Planning System sought by PSD will depend upon the overall functional capabilities of the platform that is comprised of all components detailed in Section 2.1.

    1.1.1 Overall Functionality

        1.1.1.1 Establish and document student progress towards personalized academic and career goals with the assistance of staff and parents.

        1.1.1.2 Provide tools to monitors academic, postsecondary and workforce readiness progress of students over time.

        1.1.1.3 Explore postsecondary, career, and educational opportunities through a variety of experiences.

        1.1.1.4 Align PSD coursework and curriculum to support students' academic growth.

1.1.1.5 Provide a tool for students to explore and apply for financial aid for postsecondary experience.

1.1.1.6 Monitor graduation requirements.

1.1.1.7 Provide easy and user friendly reports for students, staff, and parents to meet and review student progress.

1.1.1.8 Report ICAP requirements and measurements, including but not limited to:

    a. 4-year high school plan and progress in attaining graduation from the academic and career readiness

    b. Documentation and reflections of ongoing PWR Goals

    c. Opportunity for students to construct and edit ongoing resume to reflect PWR goals

    d. Ongoing tracking of student Career Interest and student, parent and educators notes and reflection

    e. Journaling for work based learning experience for students, educators, mentors, and parents.

1.1.1.9 Provide report for staff in monitoring students' progress as they move through PSD in achieving the ICAP Quality Indicators.

1.1.1.10 Provide Resources for staff, students, and parents to review, select and monitor Course Recommendation.

1.1.1.11 Document Postsecondary, Scholarship and NCAA application submission, with online access to submit documentations.

1.1.1.12 Import test scores, GPA and other items required for submissions.

1.1.1.13 Provide reports for postsecondary information (national and international) including admissions information, comparisons, scatter grams, college/postsecondary searches.

1.1.1.14 List national and international scholarship opportunities.

1.1.1.15 Send transcripts to multiple institutions with trackability.

1.1.1.16 Create and maintain list of institutions where students plan to apply.

1.1.1.17 Create list of enrichment programs/opportunities including college and career focused visit dates.

1.1.1.18 Support students and staff in the following resources:

    a. Career interest analysis/assessment

    b. Learning style inventory

    c. Temperament personality test

    d. Interactive reports

    e. Access about and for alumni

1.1.1.19 Provide a messaging component that allows email, threaded discussion and online survey capabilities for students, staff, and parents.

2.0 REQUIRED INFORMATION AND FORM OF RESPONSE

2.1 Glossary

2.1.1 **Colorado Department of Education (CDE)** The mission of the Colorado Department of Education is to ensure that all students are prepared for success in society, work, and life by providing excellent leadership, service, and support to schools, districts, and communities across the state.

2.1.2 **Career & College Ready** means that a high school graduate has the knowledge and skills in English and mathematics necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation.

2.1.3 **Individual Career & Academic Plan (ICAP)** is a multi-year process that intentionally guides students as they explore career, academic and postsecondary opportunities. With the support of adults, students develop the awareness, knowledge, attitudes and skills to create their own meaningful pathways to be career and college ready.

2.1.4 **Personally Identifiable Information (PII),** as used in information security and privacy laws, is information that can be used on its

own or with other information to identify, contact, or locate a single person, or to identify an individual in context.

2.1.5 **Postsecondary & Workforce Readiness (PWR)** "Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens."

2.1.6 **ICAP Quality Indicators** The ICAP Quality Indicators and elements are designed to ensure that students attain the necessary skills to be college and career ready.

2.2 Proposal shall include detailed examples of how the software system will meet and exceed the State of Colorado and PSD ICAP Quality Indicators, and CDE Standards for ICAP - C.R.S. 22-2-136 (Exhibit C). It shall include the outcomes for students, parents, and school personnel in supporting the student in documenting and monitoring PWR progress towards high school graduation and success in career and postsecondary opportunities. All ICAP indicators must include, but are not limited to the following eight quality indicators:

2.2.1 **Self-Awareness**
Understand how unique interests, talents and aspirations play a role in decision-making and interpersonal relationships and how individual thoughts and feelings get students excited about life and learning.

2.2.1.1 Envisioning of possible self: clarifying vision of future self, working toward future self

a. Interest and Personality surveys

b. Identify internal strengths and external supports

c. How to be resilient when faced with adversity

2.2.1.2 Academic support services utilized by the student and setting, applying, and reflection on progress towards academic and postsecondary goals

a. A written postsecondary and workforce goal for the student
b. The student's scores on basic skills and the student's level of postsecondary and workforce readiness (PWR)

c. Other data reflecting student progress toward postsecondary and workforce readiness, including the

student's understanding of the financial impact of postsecondary education

d. The student's advanced and intervention plans

e. Documenting of concurrent enrollment and College credit acquisition

2.2.2 Career Awareness
Know the difference between jobs, occupations, and careers. Articulate a wide range local regional, national, and global career pathways and opportunities. Consider economic and cultural influences and the impact of stereotypes on career choice.

2.2.2.1 Virtual career field trips to develop awareness

2.2.2.2 Career and Technical Education experiences

2.2.2.3 Opportunity to build and refine resume

2.2.3 Postsecondary Aspirations
Participate in career exploration activities centered on students' passions, interests, dreams and visions of their future self and perceived options.

2.2.3.1 Other data reflecting student progress toward postsecondary and workforce readiness, including the student's understanding of the financial impact of postsecondary education

2.2.3.2 Work Based learning exploration and experience

2.2.4 Postsecondary Options
Be aware of and participate in a variety of postsecondary and career opportunities. Use tools such as career clusters, personality assessments and learning style inventories to highlight individual strengths and capabilities.

2.2.4.1 A written postsecondary and workforce goal for the student

2.2.4.2 Annual benchmarks for reaching that (postsecondary) goal

2.2.4.3 A record of the student's college application or alternative applications as they are prepared and submitted

2.2.5 Environmental Expectations

Consider how school, family, community, culture and world view might influence the students' career development and postsecondary plans.

2.2.5.1 The student's plans for and experiences in work and project-based learning (i.e., CTE, capstone, etc.) and service learning, if applicable

2.2.5.2 Activities performed by the student that establish connections between school-based instruction and the world of work, careers and learning that occurs beyond the school itself

2.2.6 **Academic Planning**
Apply the skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals.

2.2.6.1 A written postsecondary and workforce goal for the student

2.2.6.2 Annual benchmarks for reaching that (postsecondary and workforce) goal

2.2.6.3 An intentional sequence of courses reflecting progress toward the student's goals

2.2.6.4 Academic progress including the courses taken, any remediation or credit recovery and any concurrent enrollment courses and credits earned

2.2.6.5 The student's postsecondary studies as the student progresses through high school

2.2.7 **Employability Skills**
Define, develop and hone skills that increase the likelihood of becoming and remaining successfully employed and civically responsible citizens.

2.2.7.1 A record of the student's college application and resume or alternative applications as they are prepared and submitted

2.2.7.2 Work Based Learning opportunities

2.2.8 **Financial Literacy**
Recognize personal financial literacy and financial aid topics and vocabulary and know what options are available to pay for postsecondary. Understand and articulate personal financial

literacy concepts, the cost of postsecondary options and apply this awareness to the postsecondary career and academic planning process.

  2.2.8.1 Student's understanding of the financial impact of postsecondary education and life beyond high school

  2.2.8.2 The student's progress toward securing scholarships, work study, student loans and grants

  2.2.8.3 Articulation and understanding of personal financial literacy as outlined by Colorado Academic Standards I contain CDE standards of ICAP Quality Indicators

2.2.9 User Account Management Proposals must include a detailed description of the process utilized to update student information. This description must include all the key factors noted below, without exception.

  2.2.9.1 Description of how the platform integrates with or imports student demographic information, class rosters and relevant educator information from the systems used by PSD:

  a. Edupoint: Synergy Student Information System (SIS)

  b. Microsoft: Active Directory Federation Services (ADFS)

  c. Excent: Enrich IEP, EPM, and RTI Module Services

  2.2.9.2 System must be able to export required data points

  a. Description and illustration of how the system enables educators to add and delete students

  b. Description and illustration of how the system enables educators to create groups of students, both standard and ad-hoc in nature

  2.2.9.3 PSD requires that the system utilize real-time educators' and students' user name and password credentials that have originated from either PSD Microsoft Active Directory Federated Services (ADFS) or Microsoft Lightweight Directory Access Protocol (LDAP) service infrastructure. Proposals should include a description and illustrations of the process for password recovery.

2.2.10 System Implementation, Maintenance and Ongoing Support
Proposals should describe the overall approach to implementation,
maintenance and ongoing support provided for the Postsecondary
and Workforce Readiness, Career and Academic Planning System.

2.2.10.1 Describe the entire process, including timeline, for
providing project management throughout the initial
planning, installation and implementation, testing, pilot,
deployment and certification phases.

2.2.10.2 Provide a detailed organizational chart of all positions that
will play a role on both the contract implementation and
ongoing team. Provide a detailed description of the
background and experience of those expected to be part of
the implementation project team.

2.2.11 Customer Support and Technical Support

2.2.11.1 Specify the method and availability of support materials
and documentation that will be available to all PSD staff. At
a minimum, the materials must include:

a. A user's manual that is available online and printable

b. Online help within the application

c. Tutorial video vignettes

d. Quick-start user guides

2.2.11.2 Describe the telephone support to be provided. At a
minimum, customer support for users should be available
via the phone from 6:00 a.m. to 10:00 p.m. Mountain Time,
Monday through Friday. Email support should be available
and respond to inquiries within 12 hours, Monday through
Friday. Describe any known and/or planned breaks in this
coverage on an annual basis as part of the proposal
statement.

2.2.11.3 Describe in detail any standard and/or optional Service
Level Agreement plans that would lead to maximum
service availability/uptime, priority escalation of issues, and
assignment of highest qualified resources as needed, and
automatic escalation when calling into the normal service
queue.

2.2.11.4 Describe the availability of and levels of technical support that would be provided and any additional help that may be provided during implementation and peak usage.

2.2.11.5 Describe the availability and level of normal utilization of online collaboration and planning tools, such as Microsoft Skype for Business, Go-To-Meeting, Adobe Air, etc. in dealing with triage-style events that require quick, agile, and accurate information sharing to ensure fast turnaround on complex technical troubleshooting and resolution events.

2.2.12 Postsecondary and Workforce Readiness, Career and Academic Planning System Training

2.2.12.1 Training and Professional Development Coordination

a. Describe a recommended method that is both cost and instructionally effective for providing systems training and professional development to instructional leaders and teachers in PSD.

b. Describe any time proposed to utilize district technology staff to help set-up the systems training or professional development.

c. Describe any equipment or facilities beyond a classroom that are needed for the training.

d. The District reserves the right to approve and revise all training curricula and materials to meet the needs of district schools, before and during implementation.

2.2.12.2 Professional Development

a. Describe professional development for educators on how to use the platform.

b. Describe how system training will be hands-on.

c. Topics to cover include:
- Developing curriculum scope and sequence at the district level
- Identifying student learning needs through looking at data
- Responding to student learning needs with personalized instruction and intervention

- Aligning resources from different publishers with student learning needs
- Transitioning from traditional classroom grading to standards based grading
- Using technology-enhanced question types to prepare students for online summative assessments

2.2.12.3 Systems Training

   a. Describe training on all incorporated technologies used and the coordination of using the system.

   b. Describe districtwide onsite training and ongoing support.

2.2.12.4 Describe the technology used in delivering the application on a computer or other devices. This description should, at a minimum include:

   a. A complete listing of the browsers (including versions) that are supported. List must include Internet Explorer, Firefox, Chrome, and Safari with no required add-ons or plug-ins.

   b. A complete listing of devices and operating systems supported. This must include Win7/Win8/Win8.1/Win10 and Mac OSX-based computers, laptops, and tablets as well as the full breadth of iOS and Android-based tablets and smartphones in addition to ChromeBooks and any other devices not mentioned.

   c. Given that the Postsecondary and Workforce Readiness, Career and Academic Planning System must be web-based with no plugin dependencies for deployment, there should not be any server or networking infrastructure requirements beyond simple Internet access. However, indicate in detail if there is an option to house the system on premise, or if the system is available in a SaaS-only functional manner.

   d. Platform must not require extensive training for maintenance and upkeep.

   e. Describe in detail the functional requirements and examples of how data related to staff, students, class rosters, demographics, program enrollment(s), etc. will be integrated into the Postsecondary and Workforce

Readiness, Career and Academic Planning System in a reliable, secure and real-time manner. Provide both block diagram and detailed functional diagrams at the software integration and database table integration levels as part of this description.

2.2.13 Security

2.2.13.1 Describe security protocols, policy, processes and how the Postsecondary and Workforce Readiness, Career and Academic Planning System will provide:

a. Appropriate security and privacy measures by role

b. Secure socket layers and other transport-layer protection measures

c. What personally identifiable information (PII) is collected, how it is used, and cannot be shared, sold, or used for purposes other than the system is intended.

d. A process whereby information, particularly that which is defined by PSD as personally identifiable information (PII), is transferred securely while in transport to and from educational entities over the internet or within the network infrastructure

2.2.13.2 Proposers may offer equivalent or more robust alternate security architectures and standards that provide protection against unauthorized disclosures, data transfers, modifications, or destruction whether accidental or intentional.

2.2.13.3 Proposers may offer robust architectures that contribute directly to the PSD disaster recovery and business continuance planning process. Utilize industry standard backup, DR, BC and planning processes for the purpose of this response.

2.2.14 System Application and Database Preservation (Backup)

2.2.14.1 Describe the process and configuration for providing backup to the application and databases. Include a description of the following.

a. Describe the virus protection used; PSD currently utilizes Sophos Endpoint Security and Control v10.6.

b. Describe how student response data is stored at all times such that it is not lost if there is a power outage or other disruption.

c. Describe how maintenance, security patching and any other upgrades to the system are coordinated with PSD; what testing, Change Control and communication processes are used.

d. Describe frequency of data backups, the storage location of application and data backups, and the timing for retrieving the backup of the data and the application when requested by PSD.

e. Describe process to be utilized to notify the District of problems with the application, anticipated timeline to resolution, and actual resolution Ongoing Development Proposals should include a timeline for development of any components on which proposers are bidding that do not exist currently.

2.2.15 Added Value

2.2.15.1 Proposers are encouraged to consider, develop and propose value added concepts, programs, components and the like that would further enhance the proposed acquisition represented in this RFP.

a. Specify any unique awards, programs or grants that will benefit PSD as a result of this partnership. What area(s) of PSD will they impact, and to what extent? Are they Academic or Operations-oriented? How can they be leveraged to the maximum extent in the classroom?

b. Explain how your company will support PSD's technology training efforts. For example, how can you assist in the PSD transition to utilizing the real-time access to rich, relevant student-based data at the classroom, school and district level? To what depth can you provide resources to ensure the success of this program for students and staff?

c. Specify instructional areas of support that will help PSD accomplish the goals and objectives of the District strategic plan, i.e., teacher training, curriculum enhancements, conference sponsorships, etc. How can

teachers, school administrators and specialists gain greater exposure to best practices, collaborative efforts and classroom extension efforts worldwide?

d. Explain how your company can assist PSD to improve on total cost of ownership beyond current systems already in place. For example, can you provide ongoing training for school-based technology staff, or analyze systems/infrastructure within PSD for improvements that benefit students and staff?

e. Explain how PSD can serve as a beta test site for research and development of new products. What programs exist to allow PSD to successfully simplify, integrate and widen services for all students and staff on a 24/7 basis?

f. Explain how PSD can be alerted to new products. Beyond simple product and service roadmaps, where could PSD optimize/maximize efforts for the benefit of both academic and operation needs.

3.0 RFP RULES, PROCEDURES AND DEADLINES

The procedures and deadlines associated with this RFP are as follows:

3.1 The District shall provide copies of this RFP to select vendors, and shall post this RFP on the Rocky Mountain E-Purchasing website: http://www.RockyMountainBidSystem.com. In addition, copies of this RFP may be requested from the District's Purchasing and Materials Management Department: 1502 South Timberline Road, Fort Collins, CO 80524; kwailly@psdschools.org.

3.2 Questions regarding this RFP must be in writing and may be submitted to the District via e-mail any time after the issuance of this RFP through and including 2:00 p.m. MST on January 5, 2017, addressed as follows:

Karen Wailly, Senior Buyer
E-mail: kwailly@psdschools.org

The questions submitted and the District's responses thereto will be compiled and posted as an addendum to the RFP on the Rocky Mountain E-Purchasing website by January 10, 2017.
Contact with PSD personnel regarding this RFP, other than inquiries to the specific Buyer identified in this document, may be grounds for elimination from the selection process.

3.3   Prior to submitting their proposals, vendors are encouraged to check the Rocky Mountain E-Purchasing website and e-mails received from the District to ensure that all additional requirements and information issued after the RFP are incorporated into the vendors' proposals.

3.4   Vendor proposals must be received by the District on or before 2:00 p.m. MST (District clock) on January 31, 2017.

        3.4.1   Vendor proposals must include two (2) complete paper copies and two (2) complete electronic copies on separate USB drives, and shall be sealed in a single package labeled "17-630-008" and mailed or otherwise delivered to:

                Poudre School District R-1
                Attn: Karen Wailly, Senior Buyer
                1502 South Timberline Road
                Fort Collins, CO 80524

        3.4.2   Both paper copies of each vendor's proposal shall contain the manual signature of an authorized representative of the vendor in the space provided on the Signature Page. Failure to properly sign both paper copies of the proposal may disqualify a vendor from selection by the District for contracting in response to the RFP.

        3.4.3   It is the sole responsibility of each vendor to ensure that its proposal is received by the District at the above address on or before the submission deadline. Vendors shall bear all risks associated with delays in the U.S. mail and other delivery services.

3.5   Vendor proposals will be opened at 2:00 p.m. MST on January 31, 2017 in the conference room at the offices of the District's Purchasing and Materials Management Department, 1502 Timberline Road, Fort Collins, Colorado.

        3.5.1   District staff shall review vendor proposals submitted in response to this RFP during the proposal consideration period commencing on January 31, 2017 and continuing through and including February 24, 2017 using pre-determined objective rating criteria.

        3.5.2   During the proposal consideration period, the District may make such inquiries and conduct such investigations as it deems necessary to determine the qualifications and ability of the vendor to provide the services called for under the RFP and/or represented in the vendor's response. Vendors shall timely provide such

information to the District as it may request in connection with such inquiries and investigations.

3.5.3 During the proposal consideration period, questions may be asked of and additional information may be requested from individual vendors by authorized officials in the District's Purchasing and Materials Management Department, and select vendors may be asked to give presentations to District staff regarding their proposals.

3.6 After February 24, 2017, the District may select the vendor with which it wishes to contract for the Postsecondary and Workforce Readiness, Career and Academic Planning System (the "System"). The selected vendor's provision of such System is subject to and conditioned on: (a) agreement by the District and vendor regarding the terms of a written contract between the parties, including but not limited to the terms specified in section 4.0 of this RFP; and (b) execution of the written contract by authorized representatives of the District and vendor. Only the names of the vendors who have submitted proposals will be disclosed prior to execution of the contract.

3.7 This RFP does not commit the District to select or contract with any vendor that submits a proposal, or to pay any costs incurred by vendors in responding to the RFP or negotiating a contract. The District reserves the right to reject any and all proposals submitted in response to this RFP at any point in the process; to waive any irregularities and/or informalities with respect to the RFP rules, procedures and deadlines; and to select the vendor whose proposal it deems in its sole discretion to be in the best interest of the District.

3.8 Proposals submitted in response to this RFP may be considered public records subject to disclosure under the Colorado Open Records Act ("CORA"), C.R.S. §§ 24-72-200.1 to -206. Proposal information that a vendor believes is confidential and not subject to disclosure under CORA must be submitted separately with a citation to the section of CORA and any other relevant law under which vendor believes it is confidential. The District, not vendor, shall determine whether information so identified will be withheld as confidential in response to a CORA request, but will inform vendor in advance of disclosure to give it an opportunity to take legal action to protect its interests vis-à-vis the party making the CORA request.

3.9 No District employee or member of the District's Board of Education shall have a financial interest in a vendor's sale to the District of any real or personal property, equipment, material, supplies or services where such employee or Board member directly or indirectly: (a) exercises any decision-making authority on behalf of the District concerning such sale; or

(b) has any supervisory authority over any vendor services to be rendered to the District. These rules also apply with respect to vendor subcontracts concerning such sales.

3.10 No District employee or member of the District's Board of Education shall solicit or accept any gift, gratuity favor, entertainment, kickback or any item of monetary value from any person or entity that is seeking to do business with the District or is doing business with the District.

3.11 Any proposal deemed by the District to be collusive or a sham proposal will be rejected and reported to authorities as such. The signature of vendor's authorized representative on the Signature Page shall be vendor's representation and assurance that the proposal is genuine and is not a collusive or sham proposal.

4.0 CONTRACT TERMS

4.1 Any contract entered into between the District and a vendor selected by the District must cover vendor's provision of the System for a term commencing on or about March 15, 2017 and continuing through and including June 30, 2018, and shall include provisions in substantially the form as those set forth below:

4.1.1 The District is a public school district exempt from the payment of sales and use taxes under Colorado Tax Exempt No. 98-03335. A copy of the District's Certificate of Exemption issued by the Colorado Department of Revenue is available upon request.

4.1.2 All issues regarding the formation, performance and/or enforcement of the contract shall be governed by and construed in accordance with the laws of the State of Colorado. Any action arising out of or related to the contract shall be brought in the state district court of Larimer County, Colorado, or in the federal district court for the District of Colorado.

4.1.3 [VENDOR] represents and warrants that the postsecondary and workforce readiness, career and academic planning system it provides under the contract will not infringe on any valid patent, trademark, trade name or copyright, and that [VENDOR] will indemnify, defend and hold harmless the District, members of the District's Board of Education, and/or the District's employees and agents from and against any and all claims, losses, liabilities or causes of action, including attorney fees and costs, involving allegations of such infringement on the part of the District, members of its Board of Education, and/or its employees or agents.

4.1.4 [VENDOR] shall not assign the contract or any of its rights, interests or obligations under the contract without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

4.1.5 The contract constitutes the entire agreement of the parties regarding the subject matter addressed therein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

4.1.6 No amendment or modification of the contract shall be valid unless set forth in writing and executed by the parties in the same manner and with the same formality as was done for the contract.

4.1.7 In the event it becomes necessary for either party to institute litigation or mutually agreed-upon arbitration proceedings to enforce any provision of the contract, the substantially prevailing party in such litigation or arbitration shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

4.2 If the vendor selected by the District will access, view, collect, generate or use "confidential student records and information" as defined in Exhibit A and Exhibit B attached to this RFP, it must sign a Confidentiality Addendum in substantially the form attached to this RFP as Exhibit A or Exhibit B, as follows:

4.2.1 If the vendor does not need to redisclose confidential student records and information to a subcontractor or other third party in order to provide the materials and services included in its response to this RFP, it must sign a Confidentiality Addendum prohibiting redisclosure of confidential student records and information in substantially the form attached hereto as Exhibit A.

4.2.2 If the vendor needs to redisclose confidential student records and information concerning any District students to one or more subcontractors or other third parties in order to provide the materials and services included in its response to this RFP, it must sign a Confidentiality Addendum authorizing redisclosure of confidential student records and information in substantially the form attached hereto as Exhibit B.

5.0 SIGNATURE PAGE
This page must be filled out and be included with the respondent's proposal.

POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING
RFP #17-630-008

_____

Company Name

_____

Company Street Address

_____

Company City, State, Zip Code

_____

Company Phone Number

_____

Company Fax Number

_____

Printed Name of Authorized Agent

_____

Signature of Authorized Agent

_____

Email Address of Contact

_____

Date

6.0   MODEL FORMAT OF PROPOSAL

To simplify the review process and obtain the maximum degree of comparability, proposals should be organized in a manner specified as follows.

6.1   Title Page

6.1.1   Show the RFP subject, the name of the proposing firm, local address, telephone number, name of the contact person and the date.

6.2   Table of Contents

6.2.1   Include a clear identification of the material by section and page number.

6.3   Letter of Transmittal – Limit to three pages

6.3.1   Briefly state the proposer's understanding of the work to be done. Make a positive statement that deadlines specified in the RFP will be met.

6.3.2   Briefly provide your company's background and financial information.

6.3.3   State the names of the persons who will be authorized to make representations for the proposer, their titles, addresses and telephone numbers.

6.4   Proposer's Approach

6.4.1   Submit a work plan to accomplish the scope defined in Sections 1.0 and 2.0.

6.4.2   Submit an added value plan as defined in Section 2.15.

6.5   References

6.5.1   Provide references (organization names, contact names, addresses and phone numbers).

6.6   Cost Proposal

6.6.1   Submit a cost proposal.

6.7   Signature Page

6.7.1   Complete and submit the completed Signature Page.

EXHIBIT A
Prohibiting Redisclosure of Confidential Student Records & Information

CONFIDENTIALITY ADDENDUM
(Prohibiting Redisclosure of Confidential Student Records and Information)

This Confidentiality Addendum ("Addendum") is made and entered into by and between [VENDOR] and Poudre School District R-1 (the "District"). [VENDOR] and the District are collectively referenced herein as the "parties." This Addendum supersedes the [CONTRACT] dated _____, 20__ between [VENDOR] and the District (the "Contract") by adding to, deleting from and modifying the Contract as set forth herein. To the extent any addition to, deletion from or modification of the Contract results in any conflict or inconsistency between the Contract and this Addendum, this Addendum shall govern and the terms of the Contract that conflict with this Addendum or are inconsistent with this Addendum shall be of no force or effect. In consideration of the mutual covenants, promises, understandings, releases and payments described in the Contract and this Addendum, the parties agree to amend the Contract by adding the following language:

1. **Definitions.**

      1.1   As used in this Addendum, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

      1.2   As used in this Addendum, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as [VENDOR].

      1.3   As used in this Addendum, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by [VENDOR]. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 1.5 below.

      1.4   As used in this Addendum, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

      1.5   As used in this Addendum, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

      1.6   As used in this Addendum, "securely destroy" is defined as removing confidential student records and information from [VENDOR'S] systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in [VENDOR'S] normal course of business.

      1.7   As used in this Addendum, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

2. **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to [VENDOR] a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under the Contract.

3. **Security of Confidential Student Records and Information.**

    3.1 [VENDOR] shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. [VENDOR] shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to the Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, [VENDOR] warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

    3.2 [VENDOR] shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. [VENDOR] shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under the Contract or this Addendum.

4. **Use of Confidential Student Records and Information.**

    4.1 Under the Contract, [VENDOR] may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) [VENDOR] shall not disclose confidential student records and information, in whole or in part, to any other party; (b) [VENDOR] shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) [VENDOR] shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Contract; and (d) at the conclusion of the term of the Contract [VENDOR] shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

    4.2 [VENDOR] may use de-identified confidential student records and information for purposes of research, the improvement of its products and services, and/or the development of new products and services. In no event shall [VENDOR] re-identify or attempt to re-identify any de-identified confidential student records and information.

    4.3 [VENDOR] shall promptly furnish to the District upon request all confidential student records and information collected and/or generated by [VENDOR] and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under

the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 to -206 ("CORA"). The District, not [VENDOR], shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

5. **School Service Contract Provider.** If [VENDOR] is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the Contract is amended to add the language in this section 5. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

5.1 [VENDOR] shall provide to the District, in a format acceptable to the District that is easily accessible through a website: (a) the data elements of confidential student records and information that [VENDOR] collects under the Contract, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which [VENDOR] collects the confidential student records and information; and (c) how [VENDOR] uses and shares the confidential student records and information. [VENDOR] shall update this information as necessary to maintain accuracy.

5.2 [VENDOR] shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

6. **Remedies.** If [VENDOR] fails to comply with any of the foregoing requirements at any time during or after the term of the Contract the District may, as applicable, terminate the Contract and/or disqualify [VENDOR] from future contracts with the District.

IN WITNESS WHEREOF, [VENDOR] and the District have signed this Addendum as of the dates set forth below.

[VENDOR]

By:_____   Date:_____
 [Name and Title]

POUDRE SCHOOL DISTRICT R-1

By:_____   Date:_____
 [Name and Title]

EXHIBIT B
Authorizing Redisclosure of Confidential Student Records & Information

CONFIDENTIALITY ADDENDUM
(Authorizing Redisclosure of Confidential Student Records and Information)

This Confidentiality Addendum ("Addendum") is made and entered into by and between [VENDOR] and Poudre School District R-1 (the "District"). [VENDOR] and the District are collectively referenced herein as the "parties." This Addendum supersedes the [CONTRACT] dated _____, 20__ between [VENDOR] and the District (the "Contract") by adding to, deleting from and modifying the Contract as set forth herein. To the extent any addition to, deletion from or modification of the Contract results in any conflict or inconsistency between the Contract and this Addendum, this Addendum shall govern and the terms of the Contract that conflict with this Addendum or are inconsistent with this Addendum shall be of no force or effect. In consideration of the mutual covenants, promises, understandings, releases and payments described in the Contract and this Addendum, the parties agree to amend the Contract by adding the following language:

1. **Definitions.**

    1.1   As used in this Addendum, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

    1.2   As used in this Addendum, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as [VENDOR].

    1.3   As used in this Addendum, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by [VENDOR]. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 1.5 below.

    1.4   As used in this Addendum, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

    1.5   As used in this Addendum, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

    1.6   As used in this Addendum, "securely destroy" is defined as removing confidential student records and information from [VENDOR'S] systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in [VENDOR'S] normal course of business.

1.7 As used in this Addendum, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

2. **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to [VENDOR] a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under the Contract.

3. **Security of Confidential Student Records and Information.**

3.1 [VENDOR] shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. [VENDOR] shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to the Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, [VENDOR] warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

3.2 [VENDOR] shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. [VENDOR] shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under the Contract or this Addendum.

4. **Use of Confidential Student Records and Information.**

4.1 Under the Contract, [VENDOR] may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 4.2 below, [VENDOR] shall not disclose confidential student records and information, in whole or in part, to any other party; (b) [VENDOR] shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) [VENDOR] shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Contract; and (d) at the conclusion of the term of the Contract [VENDOR] shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

4.2 [VENDOR] may to the extent necessary to perform its obligations under the Contract disclose confidential student records and information to [SUBCONTRACTOR(S)] pursuant to written subcontract(s) specifying the purpose of the disclosure and providing that: (a) [SUBCONTRACTOR(S)] shall not disclose confidential student records and information, in whole or in part, to any other party; (b) [SUBCONTRACTOR(S)] shall not use any confidential student records or

information to advertise or market to students or their parents/guardians; (c) [SUBCONTRACTOR(S)] shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist [VENDOR] in performing its obligations under the Contract; and (d) at the conclusion of its/their work under its/their subcontract(s) [SUBCONTRACTOR(S)] shall, as directed by the District through [VENDOR], either securely destroy all confidential student records and information in its/their possession, custody or control, or return such confidential student records and information to the District.

4.3 [VENDOR] and [SUBCONTRACTOR(S)] may use de-identified confidential student records and information for purposes of research, the improvement of their products and services, and/or the development of new products and services. In no event shall [VENDOR] or [SUBCONTRACTOR(S)] re-identify or attempt to re-identify any de-identified confidential student records and information.

4.4 [VENDOR] and [SUBCONTRACTOR(S)] shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 to -206 ("CORA"). The District, not [VENDOR] or [SUBCONTRACTOR(S)], shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

5. **School Service Contract Provider.** If [VENDOR] is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the Contract is amended to add the language in this section 5. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

5.1 [VENDOR] shall provide to the District, in a format acceptable to the District that is easily accessible through a website: (a) the data elements of confidential student records and information that [VENDOR] collects under the Contract, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which [VENDOR] collects the confidential student records and information; and (c) how [VENDOR] uses and shares the confidential student records and information. [VENDOR] shall update this information as necessary to maintain accuracy.

5.2 [VENDOR] shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

6. **Remedies.** If [VENDOR] or [SUBCONTRACTOR(S)] fail to comply with any of the foregoing requirements at any time during or after the term of the Contract the District may, as applicable, terminate the Contract and/or disqualify [VENDOR] and any one or more of [SUBCONTRACTOR(S)] from future contracts and subcontracts with the District.

IN WITNESS WHEREOF, [VENDOR] and the District have signed this Addendum as of the dates set forth below.

[VENDOR]

By:_____   Date:_____
    [Name and Title]

POUDRE SCHOOL DISTRICT R-1

By:_____   Date:_____
    [Name and Title]

EXHIBIT C
C.R.S. 22-2-136

COLORADO REVISED STATUTES

*** This document reflects changes current through all laws passed at the Second Regular Session of the Seventieth General Assembly of the State of Colorado (2016) ***

TITLE 22. EDUCATION
GENERAL AND ADMINISTRATIVE
ARTICLE 2. DEPARTMENT - COMMISSIONER
PART 1. DEPARTMENT OF EDUCATION - COMMISSIONER

C.R.S. 22-2-136 (2016)

22-2-136. Additional duty - state board - individual career and academic plans - standards - rules

(1) On or before February 1, 2010, the state board shall promulgate rules pursuant to the "State Administrative Procedure Act", article 4 of title 24, C.R.S., to establish standards for individual career and academic plans for students enrolled in the public schools in the state. An individual career and academic plan shall be designed to assist a student and his or her parent or legal guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid, and ultimately entering the workforce.

(2) In establishing the standards for individual career and academic plans, the state board shall ensure, at a minimum, that:

(a) Each individual career and academic plan includes a career planning and guidance component and a portfolio that reflects, at a minimum:

(I) The student's efforts in exploring careers, including interest surveys that the student completes;

(II) The student's academic progress, including the courses taken, any remediation or credit recovery, and any concurrent enrollment credits earned;

(III) For school districts and charter schools that choose to administer the basic skills placement or assessment tests, the student's scores on the basic skills placement or assessment tests administered pursuant to section 22-30.5-117, 22-30.5-526, or 22-32-109.5 (4), any intervention plan created for the student pursuant to said sections, and the student's progress in meeting the intervention plan;

(IV) The student's progress in visual arts and performing arts courses;

(V) The student's experiences in contextual and service learning;

(VI) The student's college applications and resume, as they are prepared and submitted; and

(VII) The student's postsecondary studies as the student progresses;

(b) Each individual career and academic plan is accessible to educators, students, and parents; and

(c) Each public school, in assisting students and parents in creating and maintaining the individual career and academic plans, is in compliance with the requirements of the federal "Family Educational Rights and Privacy Act of 1974", 20 U.S.C. sec. 1232g.

HISTORY: Source: L. 2009: Entire section added, (SB 09-256), ch. 294, p. 1557, § 17, effective May 21.L. 2010: (2)(a)(II.5) added, (HB 10-1273), ch. 233, p. 1021, § 4, effective May 18.L. 2012: (2)(a) amended, (HB 12-1345), ch. 188, p. 728, § 17, effective May 19.

Cross references: For the legislative declaration in the 2010 act adding subsection (2)(a)(II.5), see section 1 of chapter 233, Session Laws of Colorado 2010. For the legislative declaration in the 2012 act amending subsection (2)(a), see section 11 of chapter 188, Session Laws of Colorado 2012.

--- **END** ---

Exhibit C

Career

POSTSECONDARY AND WORKFORCE READINESS
CAREER AND ACADEMIC PLANNING SYSTEM

POUDRE
SCHOOL
DISTRICT

Presented to: **Poudre School District**
RFP #17-630-008

Proposal Submission Deadline: **January 31, 2017, 2:00PM MST**

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LETTER OF TRANSMITTAL

We are excited to submit our response to your RFP Postsecondary and Workforce Readiness, Career and Academic Planning System at Poudre School District.

Over the years we have had a long and fruitful partnership with school districts throughout Colorado – ones that have given students an excellent resource with which to explore their career and education options, while also building plans aligned with their goals and aspirations.

Already used in Districts like Lamar School District, Haxtun School District and Denver Public Schools, we can deliver a proven solution to the students, parents and educators of Poudre School District.

With today's globally competitive marketplace, it has become more important than ever for students to be well prepared for their transition from school to the world of work. In our view, career development is one of the most powerful tools in education's arsenal to make this transition happen as smoothly as possible.

While our response details how and why we meet and exceed the State of Colorado and Poudre School District ICAP Quality Indicators, and CDE Standards for ICAP – C.R.S. 22-2-136 requirements, we also want to provide a quick summary of the reasons why we believe Career Cruising is ideally suited to be Poudre School District's college and career planning tool of choice:

- A Holistic Approach for ALL Students
  While Career Cruising considers college planning to be critical, it sets this process within the context of a continuum of career development activities from kindergarten to post-secondary.

  In our view, focusing solely on college planning has contributed to the youth unemployment, underemployment, and mal-employment crisis the United States faces today. Despite doing all that has been asked of them, the majority of students now graduate from university and college with onerous student loan debt and little idea of how to begin building fulfilling careers and lives. Combined with the fact that employers can't find the talent they need despite high unemployment, this is tremendously wasteful for the individual student and for society. We must help students not just to choose a college, but to choose courses with rigor that move them toward the career pathway they envision and are determined to create for themselves.

  At Career Cruising, we are committed to a holistic, research-based career development-focused approach that emphasizes self-assessment, exploration and planning first, fully

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integrated with the education planning process, and finally linked to real-world employment opportunities in the community and beyond.

At the end of the day, our goal is to engage and inspire ALL students— whether they are college bound, tech prep students, or students with special needs—to achieve their full potential in school and develop a hopeful, informed vision of the life they want to create.

- A flexible and powerful industry-leading career planning system
  In use statewide in Wisconsin, Kentucky, Delaware and South Dakota, our Individual Learning Plan development system offers all of the features needed to ensure your students are guided through the process of preparing for their transition to post-secondary education and the working world. Based on a modular software architecture, our portfolio development system offers everything you need today, with the ability to modify based on your future requirements, making it the most flexible and easy to use system in the industry.
- Commitment to Our Clients
  Along with our experience and our comprehensive career development system, we bring passion, energy and enthusiasm to the client service we provide to your schools, students, parents, and administrators. Where our clients are concerned, everything matters and no detail is ever too small. We will happily take that extra mile to ensure every student reaches their full potential.

Our corporate (independent and privately owned) company experience includes 20 years of business, more than 20,000 licensed sites, and over 110 full-time staff with headquarters in Toronto, Ontario, Canada. We are a global leader in career development software for people of all ages. No other program offers the fun, intuitive, engaging experience that brings potential to life. Career Cruising has solutions for K-12 schools, libraries, employment centers, and post-secondary institutions. The program includes skill and career assessments, planning tools, college profiles, career profiles, job market information, exploration activities, employment guides, and more.

As the U.S. Department of Education's Blueprint for Reform demonstrates, it is imperative for students to be college and career ready when they graduate high school. This is the cornerstone for developing a workforce and a society that will thrive in the 21st century. Within this context, it's important to understand how Career Cruising contributes toward the goal of college and career readiness. At Career Cruising, our mission is to help students become future ready. This is a mission to which we have dedicated ourselves since our founding, and as a result, positions us to deliver a developmentally appropriate, engaging, web-based career and post-secondary software system which meets and exceeds the State of Colorado and Poudre

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School District ICAP Quality Indicators, and CDE Standards for ICAP – C.R.S. 22-2-136 requirements for K-12, and allow Poudre School District to customize it at the district and school level.

We believe it does so in a number of important ways:

- Delivering Powerful Tools for Exploration and Planning

Career Cruising provides an amazing array of tools and content that students need to plan for their future. Students match their interests and abilities with career paths and possibilities, investigate the specifics of different occupations, review college profiles that match their criteria, and find potential sources of financial assistance they might not have known existed. Using our Living Portfolio, students record their progress through the system, document each stage of their career exploration and education planning efforts, create an education plan, and produce a resume. This process is critical for helping students understand the relationship between their activities, both inside and outside of the classroom, and the opportunities along their future career paths. At the same time, career advisors, teachers, and administrators have access to real-time data to track student progress and achievement.

- Simplifying College and Career Readiness-Related Workflows

Career Cruising also contributes to college and career readiness by developing innovative software tools that simplify processes and activities that are both time consuming and mission-critical for schools.

In the end, we believe strongly in the value of career development and the ability for tools like ours to make a difference in people's lives. The opportunity to build on our successes by working closely with Poudre School District is something that both excites and motivates us to do better.

Moving forward, the following individuals will be authorized to make representations for this proposal:

- Ginny Weitner (GinnyW@careercruising.com) – 1(800)965-8541 x167
- Kyle Phillips (KyleP@careercruising.com) – 1(800)965-8541 x126

Thank you for taking the time to consider our response to your RFP 17-630-008. We hope to have the opportunity to demonstrate and work with you to deliver this important resource to your schools!

Sincerely,

Kyle Phillips
Career Cruising Sales Director

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CAREER CRUISING PROPOSAL
POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING SYSTEM – POUDRE SCHOOL DISTRICT

SECTION 1.0

1.1.1 Overall Functionality

1.1.1.1 Poudre School District can establish grade specific benchmarks for students related to academic and career goals in *My Plan*. Portfolio completion standards allow students to easily identify what is required for completion each year and track their progress. Parents have insight into progress through the Parent Portal and Staff are able to run customized reports on individual student completion as well as school/district wide metrics.

1.1.1.2 Career Cruising will work with Poudre School District to identify district specific postsecondary and workforce readiness measures. Once established within the program, these are then monitored through district-wide Portfolio Completion Standards as well as over 100 customized reports. Students track personal progress via 'My Progress Bar' for continual insight into their achievements over time.

1.1.1.3 Students can explore postsecondary, career and educational opportunities through a number of resources, including career matchmaker assessments, skills assessments, Career Selector search, Career Profiles, School Selector search, Scattergrams, College profiles, Career Clusters, Industry pages and postsecondary options connected to high school subjects.

1.1.1.4 Career Cruising supports in depth integration with Synergy. This allows students to complete four year plans and annual course selections in alignment with postsecondary and career plans outlined in *My Plan*. Student also have insight into multiple pathways to graduation offered at PSD (CTE, Dual credit, NCAA etc) and are able to track coursework and credit completion based on these specific pathway requirements.

1.1.1.5 Students have access to two scholarship databases; local and national. 'Financial Aid Selector' allows students to identify funding opportunities which they qualify for based on a number of criteria. Scholarships of choice can be saved to *My Plan* and applications can be tracked. Resources to support federal financial aid are also available.

1.1.1.6 Synergy Integration allows for district graduation requirements to be uploaded directly into *My Plan*. Specialized pathways/Programs of Study (I.e CTE pathways, Honors, NCAA

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etc) can be listed with customized requirements. Students have up to date insight into where they are on track to graduation and what still needs to be completed.

1.1.1.7 Students and parents can reference the PSD' 'Portfolio Completion Standards' (displayed as 'My Progress' to student and parents) to track student progress. During review meetings, such as parent teacher interviews or counseling meetings, notes/next steps/action items can be tracked in a students' Advisement Log. Staff have access to over 100 customized reports to review individual student progress as well as trends/metrics among groups of students, entire grades or across a school/district.

1.1.1.8

  a. Four year plans are completed in *My Plan* with graduation requirements, course offerings (including course descriptions) and pathways/programs of study customized through Synergy integration.
  b. Identified goals can be logged in 'My Journal' and/or 'My Short Term and Long Term Goals'. This is done either proactively by a student or through guided reflection activities provided in Career Cruising's curriculum support material. Completion of goal tracking and reflection is possible through CAMS for administrative review and on a students' Progress Bar.
  c. Students can build, store, edit and format a resume to reflect personalized PWR goals. Also available is a 'Personal College Profile' which is intended to support students in getting letters of reference for college applications.
  d. Students save careers of interest in the 'My Careers' section of *My Plan*. This is re-visited regularly to ensure information is up to date and in line with students' developing interests and skills. Parents and educators have continual access to *My Plan*. Administrative reports can track Career interests/trends throughout groups of students.
  e. 'My Journal' can be used to reflect on career and educational goals, experiences and achievements. Students can add entries directly into the Journal or upload documents as attachments. Students can also document short term and long term goals, career planning activities, post-secondary plans, extracurricular activities, awards/certificates, volunteer and work experience. Parents and educators can follow along and plans can be shared with mentors.

1.1.1.9 Through CAMS (Administrator Management Portal), staff are able to monitor individual student progress as well as report on district metrics and trends among larger groups of students.

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1.1.1.10   Students can review course availability and credit requirements as well as select courses. Parents can review and sign off on 4 year plans and final course requests. Staff are able to use CAMS reporting to view student progress, selections and to upload final course requests back into Synergy.

1.1.1.11   Students are able to document postsecondary and scholarship applications within their Application Tracker section of *My Plan*.

1.1.1.12   GPA, ACT/SAT can be imported from Synergy and stored as part of *My Plan*. Results of any external assessments, letters of reference, additional documents etc can be attached and saved as well.

1.1.1.13   Students can view full college profiles for schools of choice along with personalized chances of admission (based on GPA and test scores uploaded from Synergy). Profiles include admission and academic information, financial information, details on programs offered, athletics etc. Scattergrams are visible and students can classify saved colleges. Schools can be compared side by side based on number of criteria.

1.1.1.14   Career Cruising offers students, parents and staff a database of local, regional and national scholarship opportunities which can be identified, saved and tracked.

1.1.1.15   Career Cruising partners with Credentials-Scrip Safe to provide electronic management of transcripts. Students are able to request a transcript to be sent, and can track its progress. Administrators receive transcript requests through CAMS and use this platform to send transcripts directly to multiple colleges.

1.1.1.16   Students save all schools of interest in the 'My Saved Schools' part of their Plan. Once college applications begin, students decide which schools they will apply to and begin to track those applications in 'Application Tracker'.

1.1.1.17   Staff can use the calendar function within Career Cruising to post and share important dates for college visits, career events etc. Messaging can be sent directly students to inform them of events and remind of upcoming events/opportunities. Students can track visits to colleges in 'Campus Visit Reports'.

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1.1.1.18

    a. Career matchmaker assessment; 116 questions interest based assessments. Provides students with top 40 career matches.

    b. Learning Styles Inventory; 25 questions. Allows students to discover how they learn and retain information as well as find tips on how to improve study habits to suit learning style.

    c. A temperament personality test will be available in the future release of our new generation program.

    d. Over 100 customized reports available to provide insight on individual student progress as well as site or district wide metrics.

    e. Alumni of Poudre School District will continue to have access to their Career Cruising account after graduation, as long as the district maintains an active license. National Student Clearinghouse data is also available through Career Cruising reporting for administrators to track Poudre School District alumni.

1.1.1.19   Messaging to students can be sent through Career Cruising's messaging functions. If PSD opts in for SSO (Single Sign On), messages can be sent directly to a student email account. Career Cruising's partnership with Survey Monkey allows to survey capabilities.

2.2.1 SELF-AWARENESS

Through Career Cruising, students are able to build awareness around self-understanding and answer questions such as, who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? These answers are explored and developed through one, or all of our four inventories and assessments. Career Cruising is able to provide every student quality workforce guidance opportunities through meaningful career and academic planning. One important aspect that Career Cruising can offer is its accessible approach to unique learning modalities. Whether it's visual or tactile, we have the solution fit for each student.

- Thousands of career options exist in today's job market, many of which students don't know about, all of which require a different educational pathway. Choosing a direction for the future begins with students better understanding their individual strengths and interests. Career Cruising helps them do that with: Career Matchmaker Interest assessment
- My skills assessment
- Learning styles inventory
- Ability Profiler
- Individual portfolio

2.2.1.1

a. Students begin their exploration through self-awareness with Career Matchmaker, where they answer questions about their likes and dislikes. Once answers are complete, students are shown a list of ranked 21st century workforce suggestions to help inform the direction they'll be successful pursuing. They can also view recommended career clusters and filter suggestions by level of education needed.

Career Matchmaker is based on an internationally acclaimed matching program originally developed by CASCAiD Ltd., which is part of Loughborough University in England. For over 35 years, this career matching system has been the most widely used interest assessment in the United Kingdom. The reputation of this system has led to its adoption in countries around the world, including the United States, Canada, Denmark, Sweden, Italy, among others.

The true power of Career Matchmaker lies in its transparency: Students can investigate why a career shows up on their suggestions list as well as why a career does not show up on their list. Without this ability, students can quickly lose faith in the whole process. For example, if they cannot understand why "Funeral Director" shows up on their list,

they are liable to tune out altogether. With Career Matchmaker, this will never be the case.

Aligned with the National Career Clusters® Framework, students receive their top two Career Cluster recommendations. This helps students understand how their interests match up with workforce clusters/industry sectors, and also makes the connection to high school courses that are aligned with each cluster/sector.

The workforce suggestions results can also be sorted by education level, so that students who are planning on pursuing a particular post-secondary path, such as 4-year College, can further customize the list to best match their post-secondary plans.

b. The *Ability Profiler* helps students identify their 21st century soft skills, strengths and skills that may need improvement, as well as how their abilities match those of individuals in careers that are of interest to them. This assessment is an electronic adaptation of the widely-used O*Net Ability Profiler developed by the National Center for O*NET Development and the US Department of Labor/Employment and Training Administration. The Ability Profiler directly gauges students' abilities in six key areas: arithmetic reasoning, verbal ability, spatial ability, computation, clerical perception, and form perception.

After completing the assessment, students are provided with their Ability Profile. They can then explore the relationship between their abilities and the abilities of individuals in the careers that are of interest to them. These results provide students with methods, suggestions and guides to understanding their external supports and how to use them. This information is saved in students' portfolios, and is available to them as they develop their post-secondary and career plans.

c. i) *My Skills Assessment (GRADE LEVEL SPANS 9-12)*
ii) *Learning Styles Inventory (GRADE LEVEL SPANS 4-12)*

As Wehlage et al. (1989)[i] summarize in research findings, building resiliency in students should not need to take substantial time from teachers' other instructional pursuits. Through Career Cruising, we believe students understand their competency, belonging, usefulness, potency, and optimism from authentic experiences. These 21st century soft skills not only act as a vehicle to get through adversity, but they encourage students to set goals, effectively reflect on their strengths, and project how make goals happen. Career Cruising wants to be that daily authentic experience for students.

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The My Skills Assessment helps students define competency, belonging, usefulness, potency, and optimism.Students identify whether they have the skills necessary for careers that match their interests. As they answer a set of 45 questions, students rate their skills in 45 skill set areas (e.g. doing small and detailed tasks, explaining, presenting). Based on their responses, the career suggestions list is updated to indicate their Skills Score for that career. When students click on a career from their list, a "Suitable for You?" chart provides specific feedback on how their skills match up, or don't match up, with the skills required for that career. This forces the student to positively reflect on their chart and understand why that particular career requires such skills.

We also offer two *Learning Styles Inventories* within Career Cruising. The first is presented to students within the grade 4 curriculum at the elementary level. There are 10 questions in total. Based on input from career development and elementary counseling experts, students in the 4th grade can begin to grasp learning styles concepts and can take actionable measures with the information and accompanying study tips that they garner. The outcome of this assessment is revisited in a subsequent unit of the program where the student reflects on their homework habits and overall school performance.

Using our various assessment tools, students can:

- Discover how they best learn and retain information
- Identify careers that suit their interests
- Understand how their skills and abilities are related to those careers
- Begin mapping out a post-secondary pathway that is directly related to their career interests

2.2.1.2

a. After the students have progressed through their assessments and inventories, a review of results will appear in *My Plan*. With Career Cruising's *My Plan* tool, students can create their own online portfolios to keep track of their workforce development activities and develop a workforce plan.

Educators can then assign reflection activities within the Individualized Learning Plan to get students excited about the future and make learning relevant. For example, after completing the My Skills assessment, groups of students can choose three careers from

My Plan menu
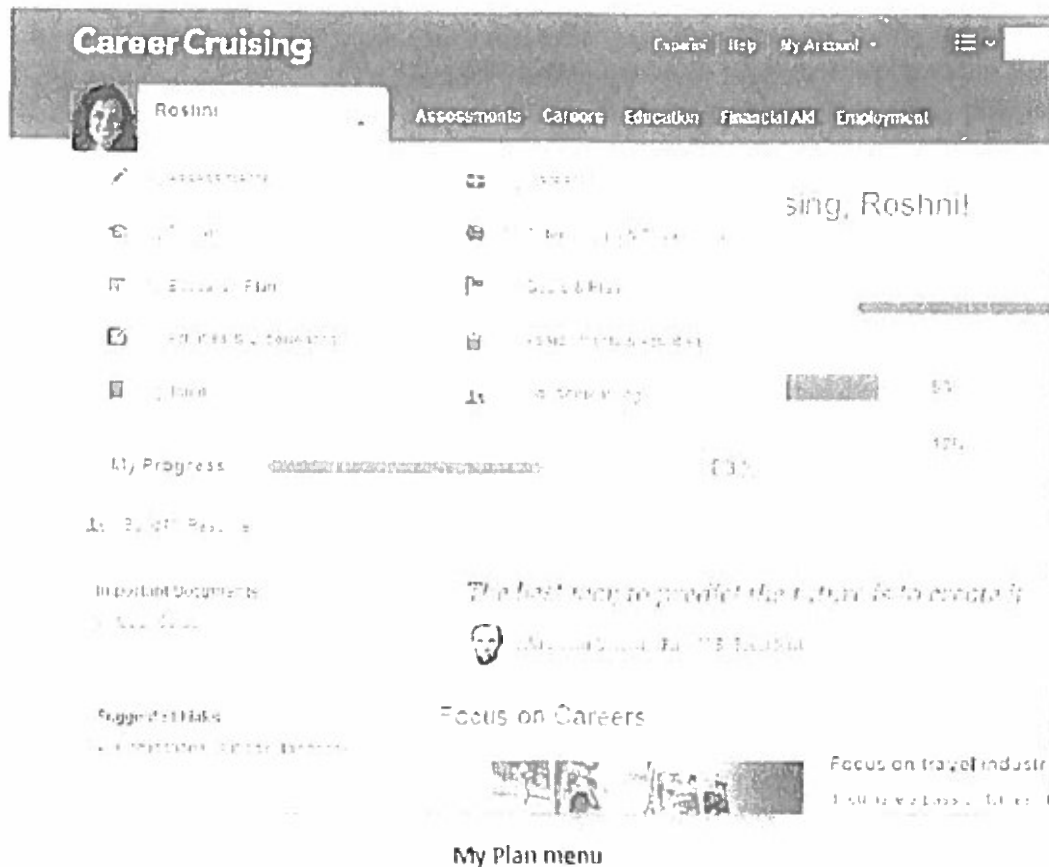
their results and place them into groups based on career clusters of interest. Each group creates a career display board and a presentation of their cluster based on their various career choices, including salary range and responsibilities. Students also can write a research paper on their top career choice, which helps them understand how education and skills training relate to income.

b. The Matchmaker & My Skills subsection is the place where students' scores on basic skills and the student's level of postsecondary and workforce readiness are saved. From this, students reflect on the results and become aware of their level of postsecondary and workforce readiness. Reflection on students' scores help bring awareness of the level of postsecondary and workforce readiness, and what sort of improvements students can work on.

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Many educators rely on the Learning Styles inventory assessment reports to help differentiate instruction depending on student needs. Teachers at each school get a copy of assessment data, and students can complete an activity about their learning style and how to address a teacher who teaches in a style different to theirs. Example, from a UX Career Cruising case study research with a District in Kentucky, we found out 73% of students are tactical, and most teachers are doing 'stand and deliver'. This data not only helps the student understand their learning style, but it can also provide efficient data at the District level.

c. With our *Portfolio Completion Standards*, students can track, log and reflect on academic courses, postsecondary education, and workforce related research. Portfolio Completion Standards allow the District to set the criteria students are required to meet to complete their *My Plan* portfolios. Different completion standards can be set for each grade level, allowing the use of this feature for a single course, for graduation requirements, or to implement a progressive system where students complete more sections of their plans as they advance through school.

Students will understand the impact of postsecondary education and workforce (including finances), through requirements set by the District to explore postsecondary school and career profiles. Each profile includes an in-depth description of the school or career and outlines the required pre-requisite courses needed, financial obligations and overall soft skills. The content within these profiles are uniquely written in-house at Career Cruising and set at a reading level between grade 6 to 9. Students can save and cluster profiles to their *My Plan* which will allow them to reflect and complete required Portfolio Completion Standard activities.

d. Reporting features in *My Plan* allow students to track career development and exploration progress and identify occupations, educational choices, activities, and courses that interest them. Within our Career Advisory Management System (used by your educators), there are many Portfolio Reports from the menu on the left side of the Advisor Homepage.

Should a student demonstrate that they are below or above grade level abilities, My Course Plan can help produce reports and helpful logging to appropriately have the student and/or educator reflect, or manage the academic goals. The reports available to help students' intervention plans include:

- *My Plan* Statistics and Usage Reports
- Assessment Results Reports
- Career & Education Exploration Reports
- Goals & Plans Reports

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- Activities, Experiences & Awards Reports
- Course Planning, Forecasting and Grade level ability Reports

e. Within My Courses, in *My Plan*, students can view, record, track and modify concurrent enrollment and College credit acquisitions. When each student accesses their time table, they will be able to hover their cursor over the dual credit enrollment and view any necessary information pertaining to that concurrent enrollment and College credit acquisition. This helps students become aware of their dual credits and manage appropriately. Educators can also access this information via their students' course list that is found within their Career Advisory Management System (CAMS).

2.2.2 CAREER AWARENESS

We want to make sure Poudre School District students demonstrate exemplary knowledge and skills for all levels of career awareness. Too many young people flounder around the margins of their chosen field, bouncing from unpaid internships to short term contract to coffee shop jobs. Youth unemployment continues to hover stubbornly at a low percentage, only 2 per cent lower than its peak during the recession and double the national average. Career Cruising feels the unemployment rate doesn't tell the whole story. According to a recent report published by the American Federation of Labor and Congress of Industrial Organizations (AFL–CIO), the rate of those underemployed – people stuck in part-time or low income jobs, unable to secure full-time work related to their field – is double the unemployment rate.

Many blame the situation partly on "people's choices", meaning that students are at fault for choosing to study subjects that are not in demand. Through Career Cruising, we want to guide our students to understand the economic and cultural influences around the impact of stereotypes on career choices.

2.2.2.1

As students become more self-aware, the focus shifts to exploration and planning. Our virtual career field trips lie within our career occupational profiles. Students match their interests and abilities with career paths and possibilities, explore those careers in more detail, review education options that fit their criteria, and identify resources they can leverage

A progress bar alerts and guides students

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to pursue their goals.

Over time, each student develops an individual learning plan and portfolio that helps translate education, career and life planning into concrete action steps.

Students use Career Cruising to document and reflect on their career and related experiences, share with teachers, parents and advisors, and to prepare for the future. The portfolio also provides a unique lens through which to view a student's progress, strengths, interests, skills, abilities, as well as their hopes and dreams. Every student, school and community is different so our program includes customizable completion standards to communicate expectations and direction for each student, at each grade level. Students see every step needed in each school year to stay on track toward achieving their goals, including all the academic requirements in high school, and expectations for college entrance. A progress bar at the top of the screen alerts and guides them every step of the way.

At the same time, students are free to explore various pathways, including occupational profiles that make careers real. More than 1,300 professional interviews are accessible.

Students also begin to see those career profiles in the context of the types of lifestyles they want to live. With up to 30 hours of curriculum at the intermediate level, students can test drive different

Occupational profiles make careers real

careers, and begin making the connection between academics, career choices, and the life they want to live. In a series of role-playing activities, students make real-life decisions based on earnings and outcomes. One of the lessons plans in this series is a 'Reality Check', where students learn:

- The relationships between income and lifestyle
- The difference between gross and net pay
- How to understand a pay stub
- The importance of financial planning and what it involves

2.2.2.2 Career Cruising strongly encourages the integration of our program with a Career and Technical Education curriculum. By implementing Career Cruising, more of your students will have the education, skills, and training needed for a multilayered economy. Some of the steps

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to achieve this goal in our program include helping teachers teach more rigorous, engaging, and relevant; ensuring that more students are college and career ready; increasing high school graduation rates, especially for lower performing students; providing opportunities for youth to learn about and experience careers; and smoothing the transition to postsecondary success.

As Career Cruising is aligned with the National Career Clusters© Framework, students receive top two Career Cluster or Industry Sector recommendations (schools can choose the cluster/sector system they want to show students) as well as specific, ranked careers within those clusters/sectors. This helps students understand how their interests

My Plan

My Progress ▬▬▬▬▬▬ 64%

My Saved Clusters

Choose the Career Clusters that interest you

Career Cluster Recommendations

Marketing

Business Management & Administration

Clusters	Thoughts/Comments
Agriculture, Food & Natural Resources	
Architecture & Construction	
Arts, A/V Technology & Communications	
Business Management &	

Career Clusters help students in Career and Technical Education

match up with career clusters/industry sectors, and also makes the connection to high school courses that are aligned with Career and Technical Education.

The career suggestions results can also be sorted by education level, so that students who are planning on pursuing a particular post-secondary path, such as 4-year College, can further customize the list to best match their post-secondary plans.

With today's economy demanding a better educated workforce than ever before, jobs in this new economy require more complex knowledge and skills than the jobs of the past. Students can filter out career assessment results and specifically see CTE focused pathways that are not necessarily four year programs. This provides exposure and awareness to a more broad vision of postsecondary exploration.

Career Cruising's *Inspire* platform connects education and industry to promote career growth, community development, and successful student transitions. Integrated with Career Cruising K-12, the cloud-based platform gives students and job seekers powerful tools to find employment and build skills. It also helps local employers, educators, and system administrators address workforce pipeline and learning needs.

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2.2.2.3 Students can use the Build My Resume tool within *My Plan*. This section allows the students to become aware of proper 21st century resume building techniques and how to

Build My Resume

My Progress ▬▬▬▬▬▬ 64%

Getting Started

To help create your resume, any information stored in your Plan that may be useful for resume creation is automatically shared with the Resume Builder.

Edit Your Resume

Use the arrows to reveal content for the section headings to the right. If you choose to edit the content, the changes will occur, and be saved, in My Plan section and updated in your resume.

Select Sections to Include

Format & Print

- Open All

Section	Options	
• Career Objectives	✓ Add to Resume	
• Education History	✓ Add to Resume	
• Work Experience	✓ Add to Resume	
• Volunteer Experience	✓ Add to Resume	
• Awards & Certificates	✓ Add to Resume	
• Extracurricular Activities	✓ Add to Resume	Include Comments
• Hobbies & Interests	✓ Add to Resume	Include Comments
• Skills & Abilities	✓ Add to Resume	Include Comments
• Additional Information	✓ Add to Resume	

References

+ Add a reference

*Build My Resume allows students to develop, edit, print and send their resumes*

articulate their experiences, soft skills and hard skills. Once complete, the student can log back in anytime to edit, print, format or share their resume with their parents and/or educators.

2.2.3 POSTSECONDARY ASPIRATIONS

People are most successful when their passions, interests, and skills are utilized in their professional roles. Through the Career Cruising program, students begin to understand these passions, interests and skills and how to apply them to activities centered around postsecondary exploration. As a separate add-on product, Career Cruising can also work together with the district to link students to local employers, community mentors, and assigned activities providing them with real world experience. This not only enriches the students' aspirations, but it helps stimulate community growth. The sooner the students understand their passions, and the sooner employers can identify talent coming through the education system, the more effectively communities can retain and grow local talent, and the more prepared students can be for their futures.

2.2.3.1 As students' plans progress and evolve, most will require some post-secondary education to realize their goals. Career Cruising provides a natural transition from secondary to post-secondary planning.
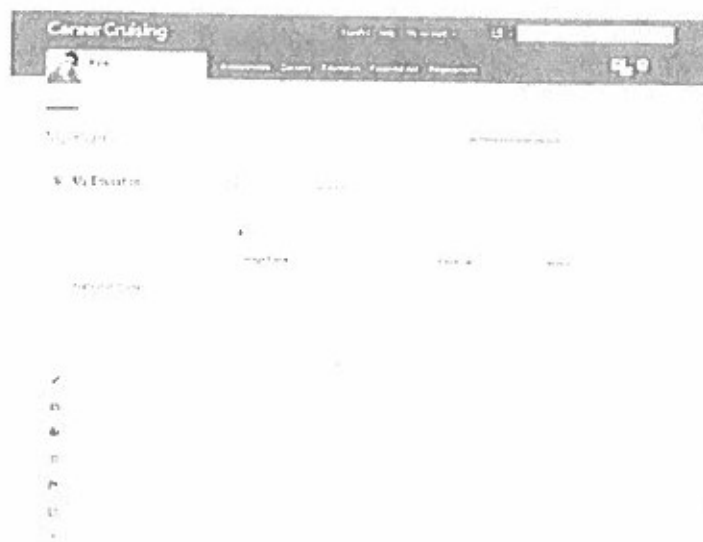
Utilizing the same program that has given them the ability to become self-aware, explore future options, select secondary school courses and prepare for their post-secondary education and experiences, students now explore and apply for the post-secondary schools that meet their requirements. Using a variety of resources, students are able to make informed choices that align with their interests and abilities.
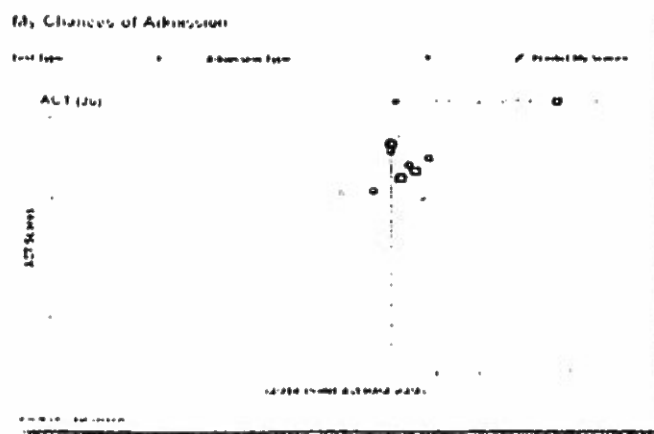

Career Cruising includes a *My Chances of Admission* function, which uses a scatter gram to visually present the results of students with similar scores, grades and experiences for specific post-secondary institutions.

Students are more confident—and more likely to succeed—when they are efficiently organized and able to keep track of everything in one place. Career Cruising integrates the post-secondary exploration, planning and admission process to help students, parents and educators stay on top of deadlines, manage critical details, capture campus visit details and take advantage of relevant scholarship or financial assistance opportunities. At this critical transition, students have an abundance of task-appropriate tools at their fingertips. Calendars and application trackers keep students ahead of deadlines and move students from planning to doing.

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Students are able to request transcripts and teacher recommendations that can then be transmitted via SCRIP-SAFE®, which is capable of delivering secure education credentials from any Student Information System (SIS) to any destination worldwide. It is trusted by over 2,000 colleges and universities, and hundreds of thousands of individuals to deliver millions of transcripts and other education credentials each year.

Students can view and access a list of saved schools, rank them in order of preference, and add comments. They can also view and access their saved majors and add a comment. Students will have access to a list of schools populated by their input into the School Selector.
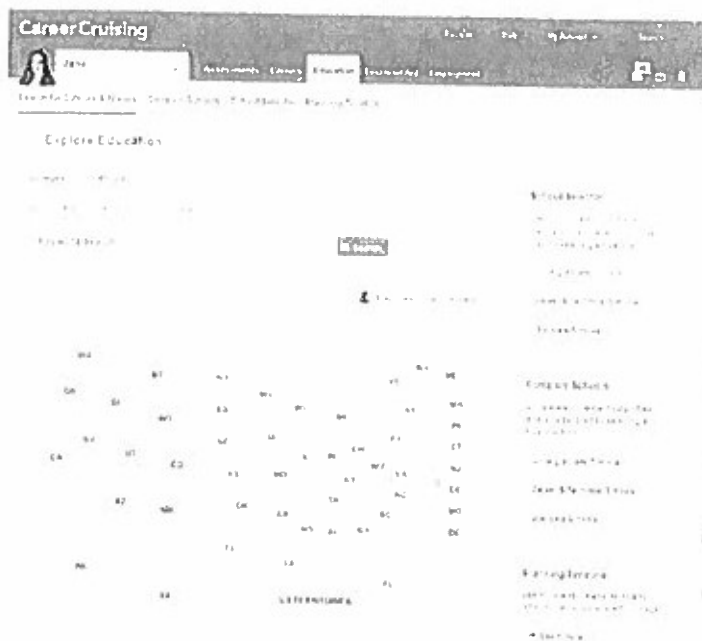
Students can explore educational options across the country

2.2.3.2 Under common circumstances, it's difficult for employers to know which local high school students may be interested in entering their field, while it's equally difficult for students to connect with local experts in their field of interest. Our work based learning exploration and experience can be found on many different levels, like *Inspire* by Career Cruising. Should Poudre School District be interested in *Inspire*, we can offer this additional product once Career Cruising K-12 is activated. Pricing for *Inspire* can be determined once Career Cruising is up and running within the District and understanding the needs of your district are more established.

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Key Features:

- **Company Profiles** give local employers a way to share detailed information about the work they do, the skills they're looking for, and work-based learning activities like internships and job shadows. Students and job seekers can link directly to Company Profiles from career profiles in Career Cruising or search a company database based on their interests.
- **Discussion Boards** level the playing field for students and job seekers by connecting them with volunteer Career Coaches for advice. Students can also browse past discussions or contact employers to learn more about opportunities they're interested in.
- **Messaging Tools** enable employers, educators, and system administrators to send targeted messages to students and job seekers on a secure platform.
- **Reporting Tools** provide education and workforce administrators with a clear picture of the future workforce's career aspirations and plan for potential gaps and opportunities.

Students can learn, apply and reflect:

- Learn about local career exploration opportunities and events to build skills and connections.
- Submit questions to employers in different industries for targeted advice.
- Send messages to companies to learn more about employment and learning opportunities.
- Access local labor market information and see how their interests and strengths connect with businesses.

Educators can:

- Identify work-based learning activities that link to school activities and better understand the skills employers need.
- Connect with employers to coordinate field trips, job shadows, guest speakers, and more.
- Tell students about career exploration opportunities in the community.
- Track students' and job seekers' use of Inspire features.

Employers can:

- Raise the profile of their company as students and job seekers explore their career options.
- Send messages to individuals who are interested in internships, site visits, co-ops and more.
- Inform the future workforce about the skills and attributes they look for when hiring.
- Promote and nurture community connections.

Counselors can:

- Provide career guidance in their areas of expertise and share experience, insight, and ideas.

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- Contribute to community workforce development and successful student transitions.

Note: Students are still able to utilize Career Cruising *My Plan* as a way to track all of their work based learning experiences. Although our in-house *Inspire* is an excellent add-on product that can help your students excel their work based learning needs, Career Cruising K-12 still has the same functionality for tracking and reporting.

2.2.4 Postsecondary Options

Students are able to participate in a variety of postsecondary and career opportunities with our aligned National Career Clusters® Framework based off of our personality assessments and learning style inventories. Through this, students receive top Career Cluster recommendations and help them understand how their interests match up with workforce clusters/industry sectors, and make the connection to high school courses that are aligned with each cluster/sector. This is an excellent tool to highlight individual strengths and capabilities.

2.2.4.1 Within *My Plan*, there exists My Goals & Plans for students to write and reflect about their postsecondary and workforce goals. Career & Life Goals provides students with two large text fields: one for maintaining a list of their short-term goals and one for maintaining a list of their long-term goals.

Post-Secondary Plan helps students organize their career and education plans. This page includes three subsections: Career Goals, Educational Goals, and Financial Plans. The Career Goals section includes space for students to indicate their top two preferred clusters and top three careers of interest. The Educational Goals section includes a place for students to record the type of post-secondary education and training they plan to complete and the three schools they're most interested in attending. In the Financial Plans section, students can check off the sources of funding they intend to use to pay for their education.

2.2.4.2 To record and track annual benchmarks towards student's postsecondary goals, we suggest the use of Career Planning Activities and Course Planner.

Career Planning Activities allow students to document their career planning activities (field trips, career fairs, job shadowing, etc.). For each activity, students can record a description, the dates the activity took place, and the name of the event or organization. Students can also attach any files related to the activity. As the student grows throughout their high school career, they will be able to reflect on these benchmarks that will reach their ultimate goal(s) determined within their *My Plan*.

Course Planning allows the student to select and explore courses that will map out their goal(s). Each year the student can re-visit their course planning page and refine their plan depending on

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where they are in progress. Students will be able to make selections from their school's course calendar and view prerequisite information and graduation requirements to create a 4-year high school plan related to their goals and interests. As students complete courses, they can view their final grades. Students may view their entire course plan and print it at any time.

2.2.4.3 A record of the student's college application or alternative application process is accessible within *My Plan*. Students can track their outcomes from college applications, which will be used to populate scattergrams available to other students at the school. These scattergrams visually present the results of students with similar scores, grades, and experiences for specific post-secondary institutions. Additional functionality allows students to track applications to colleges, rate their campus visits, and document those experiences along with their education history. Students can also prepare a Personal College Profile (Brag Sheet) responding to questions created by advisors through the administrative tool. This profile can then be shared internally through the system, or externally via email. Students will also be able to track the process for NCAA participation as well.

Postsecondary education visits can be recorded in the Campus Visit Reports section under My Education within *My Plan*. Students can record a wide array of information including campus name, date visited, questions related to overall impressions, a record of what they did on campus (e.g. take a tour, meet with admissions staff, meet with a student, attend a class), and the option to record who their contacts were. Students can also rate their experiences in up to 14 key areas such as atmosphere, housing, and safety.

Students can track college visits

2.2.5 ENVIRONMENTAL EXPECTATIONS

As Career Cruising has a solution for all grade levels K-12, we believe that future readiness should begin as early as possible. One aspect that we strive to help students demonstrate is knowledge of their own culture and environment. Our effective reflection assessments and activities help hone in on getting students to understand answers to who am I? What are my

opportunities? Who do I want to become? What obstacles are there? What is my plan for achieving my goals? This process helps students evaluate and make meaningful adjustments to goals and exploration within *My Plan* of Career Cruising. As the student completes their Portfolio Completion Standards and assessments, they will be able to demonstrate ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges.

Career Cruising is designed to allow each student to make their own decisions. In our 21st century society, the conventional path is generally postsecondary education. However, when students use our program, they will determine which postsecondary pathway offers them the route to a successful future, and whether that includes 4-year college, 2-year college, or another post-secondary training or education option. We do not have content that places environmental or cultural influence on students. Instead, we allow students to become aware

of
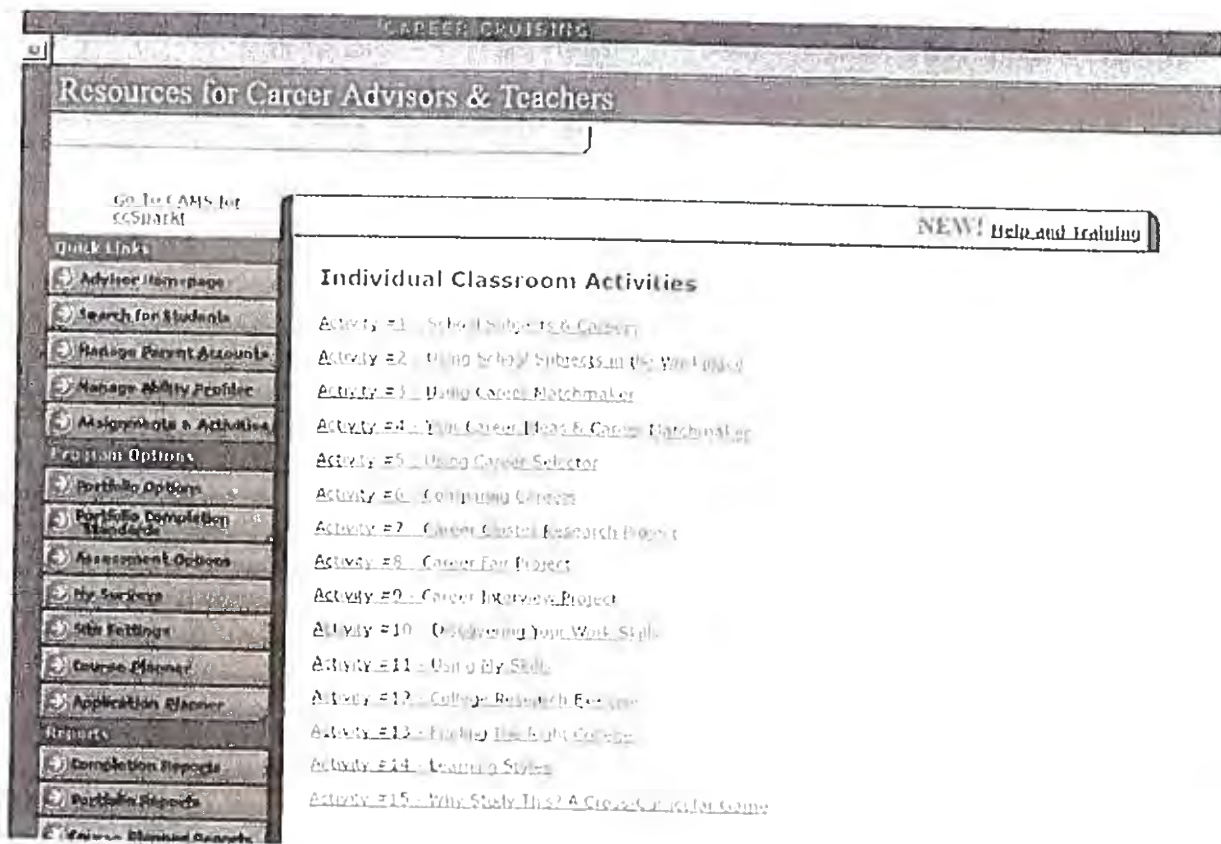
Various reflection activities educators can choose from in their CAMS to help students demonstrate ability to appreciate their unique aptitudes, abilities, strengths, barriers and challenges

these influences so they can make their own decisions.

2.2.5.1 Within *Inspire* by Career Cruising, students get to chance to experience real-life project based learning. As students prepare to face environmental expectations, they also face many transitions during their academic career. The most important and often most challenging transition is entering the workforce after they've completed all the soft work in preparing for their goals. Career Cruising can prepare your students with project-based and service learning that connects them to real people and real employers in the community.

2.2.5.2 To further elaborate on *Inspire* by Career Cruising, students are required to perform activities that enhance student engagement and achievement. We are able to directly connect school-based instruction to career possibilities. This is done by a platform that finds and requests local real-world experiences offered by local employers and community organizations. Real-world experiences like job-shadowing and internships are an important step to take in understanding where the student would like to go – and what steps they need to take with education.

2.2.6 ACADEMIC PLANNING

In 2007, Career Cruising introduced an integrated course planning platform that combines career and education planning with high school course selection. This allows each student to apply their skills and knowledge necessary to map out and pass the academic courses required to achieve postsecondary goals. Working with over 45 student information systems and used by over 1.2 million students nationwide, course planning is key to helping students stay on track to graduate with the credits they need to be successful in the future. By integrating course selection with career exploration and education planning, students are in the best position possible to make decisions about what courses they should take in high school, a

vitally important task for producing college and career ready students.

2.2.6.1 Local pathway customization is at the heart of the course plan that students build within Career Cruising. Students can access their school's specific Programs of Study (POS) from the My Course Plan section of their portfolio. The course lists are built based on the school's course guide and all of the relevant details (prerequisites, grade thresholds, fees, etc.) are included in the course descriptions.

Specific Programs of Study and Pathways are completely configured by our Implementation Team, at the direction of district and/or school staff. The written postsecondary and workforce goals in *My Plan* can help translate the path of courses each student needs to take for achievement.

2.2.6.2 As the student grows throughout their high school career, their Portfolio Completion Standards can act as their annual benchmark for reaching their postsecondary and workforce goal.

2.2.6.3 The district can associate their courses with career clusters and organize course offerings by specific career pathways. This enables students to see if and how their course selections match their career interests, as well as view and select courses based on the scope and sequence of specific career pathways.

2.2.6.4 Students can easily view the requirements of any Program of Study that has been configured for their school. Students can then build their high school course plan around a particular Program of Study. Warnings and alerts help guide students and ensure the plans they create meet their requirements. At any time, a student can personalize their course plan by adding or removing courses from their high school plan. Students and educators are able to see if any adjustments a student has made will result in a Program of Study's requirements no longer being met, so that corrective action can be taken.

With data exchange made possible through integration with your Student Information System (SIS), Synergy/Edupoint, we take into account not just the courses that students want to study, but also their course and credit histories, which determine the courses they can select. The data from each student's plan is 100% pre-validated and sent directly into Synergy without further keyboarding to initiate scheduling. The incorporation of your course guide descriptions from Synergy into Career Cruising by our staff further solidifies the connection for students and relieves staff of redundant work.

This results in a huge time savings for counselors and administrative staff, freeing up time to assist students in other matters while simultaneously ensuring that student plans reflect their course schedule, and vice-versa.

2.2.6.5 As the student grows throughout their high school career, they are able to track their postsecondary goal progress in many ways. We recommend the use of *My Plan* as the vehicle to deliver this progress. Through My Courses, Scattergrams, Portfolio Completion Standards, Application Tracker and College/University Profiles, detailed progress results and effective reflection is provided for students. In each educators' CAMS account, they will be able to view and download a report that outlines this postsecondary progress and can act as reliable information for any potential intervention with the student.

2.2.7 EMPLOYABILITY SKILLS

Career Cruising is not just about career assessments. Our portfolio system is designed to help your students explore careers, write postsecondary and workforce goals, track and log yearly benchmarks, complete ongoing assessments and activities, experience real-workforce-life, and most importantly, reflect on accomplishing goals. This holistic program will be able to increase the likelihood of becoming and remaining successfully employed and civically responsibly citizens.

2.2.7.1 Career Cruising integrates the post-secondary exploration, planning and admission process to help students, parents and educators stay on top of deadlines, manage critical details, capture campus visit details and take advantage of relevant scholarship or financial assistance opportunities. At this critical transition, students have an abundance of task-appropriate tools at their fingertips. Within *My* Plan, students are able to utilize their calendars and application trackers to help keep them ahead of deadlines and move students from planning to doing.

2.2.7.2 Within *My Plan*, students have many features available to help assist work based learning opportunities. As students explore careers and complete assessments, they are able to utilize their Portfolio Completion Standards to reflect effectively on their results. The resume builder will help them understand proper resume building techniques, create one, and share it. Using the Find Jobs tab will allow students to search local, regional and/or national employment, internships or volunteering experience. Through the use of Inspire by Career Cruising, students are able to connect directly with their local community for employment and direct experiential learning to make their work based learning a reality. In The Real

What do you want to do?

- Explore My Interests
- Learn About Careers
- Explore Education Options
- Choose My Courses
- Find Jobs
- Build My Resume

Important Documents
- Field trip permiss...
- Animal Science POS

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Suggested Links
- The Real Game

Game, students are able to understand personal, educational and economical financial literacy and are required to role play and sustain a living with a given salary. Whatever learning modality your students use, Career Cruising is accessible to make sure all of your students effectively experience work based learning opportunities.

2.2.8 FINANCIAL LITERACY

Throughout Career Cruising, students can grasp onto Financial Literacy from different sections of the program. Education sections in *My Plan* and The Real Game help provide awareness to the postsecondary career and academic planning process. The Real Game is a part of the Career Cruising K-12 program and is an award-winning financial literacy program that helps students build 21st-century skills like budgeting, working with others, and managing change. There are two versions: a middle school version (The Real Game) and a high school version (The Be Real Game). Both programs are designed to allow students to role-play young adult characters and learn how to plan their lives given a particular career choice and setbacks. Careers are assigned to middle school students (only one per student) and chosen in the high school version (more than one student per role).

For both versions, classes are set up by a teacher/counselor at the school and the same URL is used for both facilitator and student login (called "zones"). Student usernames and passwords are automatically generated when facilitators add students, and the logins must then be distributed in class.

2.2.8.1 Within the Post-Secondary Plan, students organize their career and education plans. This page includes three subsections: Career Goals, Educational Goals, and Financial Plans. The Career Goals section includes space for students to indicate their top two preferred clusters and top three careers of interest. The Educational Goals section includes a place for students to record the type of post-secondary education and training they plan to complete and the three schools they're most interested in attending. In the Financial Plans section, students can check off the sources of funding they intend to use to pay for their education.

2.2.8.2 Career Cruising's financial aid database holds federal financial funds available across the country and has the ability for districts to customize a local scholarship list. The database is

fueled by Peterson, which provides college and scholarship data to thousands of publishers and institutions annually. With the help of resume builder, reference builder (in CAMS) and application tracker, students are able to track their progress toward securing scholarships, work study, student loans and grants.

2.2.8.3 The Real Game within Career Cruising is able to fulfill the standards outlined by Colorado Academic Standards I. This experiential learning feature is an interactive game where students learn through simulation and role play and make real-life decisions based on

The Real Game - Students are given a salary and need to budget their lifestyles accordingly

earnings and budget. Throughout the game, educators can follow an already established lesson plan, or establish their own. Either way, students will be able to make realistic decisions as if they were an adult.

Educators will have access to measurable milestones throughout the process of their students playing the game. Educators are able to track their students' progress as they journey through the program, while students practice a wide range of soft skills and learn the importance of good character, positive attitude, teamwork, communication, problem-solving, decision-making, and more.

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2.2.9 STUDENT INFORMATION

2.2.9.1 a. Edupoint: Synergy Student Information System (SIS)

Career Cruising supports data import from Synergy via nightly or weekly SFTP transfers of 3 files:

- Student.txt – contains only the required elements for student account provisioning.
- CourseMaster.txt – only required for districts implementing our Course Planner offering and allows Career Cruising to provision our Course Planner program with available courses at each school.
- StudentCourses.txt – only required for districts implementing our Course Planner offering and contains student transcript and current course information relevant for Course Planner to operate effectively.

b. Microsoft: Active Directory Federation Services (ADFS)

Career Cruising does not import any data from within a district's ADFS, however we do have the capability to offer single sign-on via ADFS in which case the studentID or email (stored in active directory) will be used as a user claim during the single sign-on process.

c. Excent: Enrich IEP, EPM, and RTI Module Services

Career Cruising does not have any existing integrations with Excent, although we are sometimes able to build new integrations, prioritized by district demand and importance.

2.2.9.2

a. Career Cruising recommends that student accounts be provisioned through nightly SFTP extracts provided by the SIS, however educators do have the capability in our administrative module (CAMS) to manually add and delete students:

b.

Students are naturally grouped by grade level in Career Cruising, however ad-hoc groups are also supported via our group management functionality:
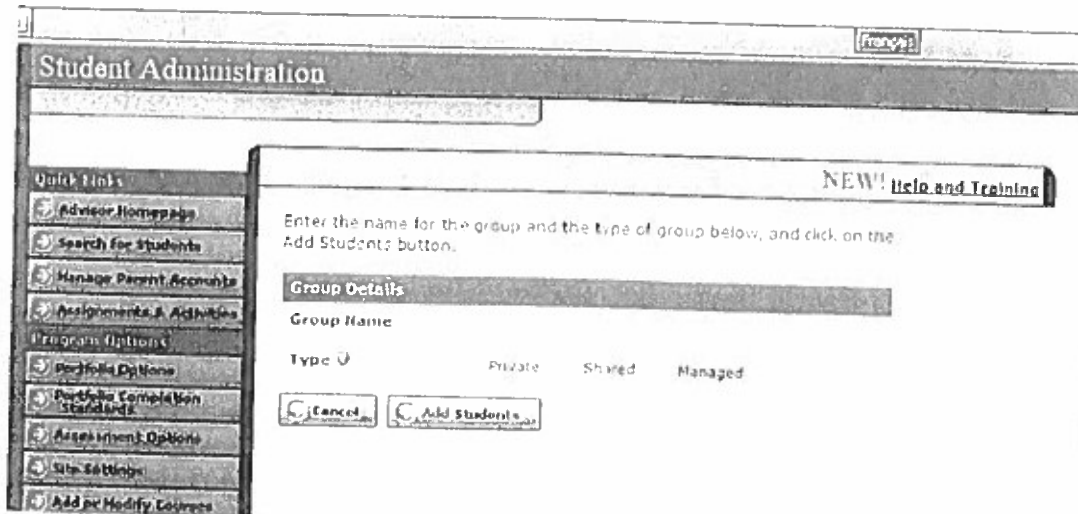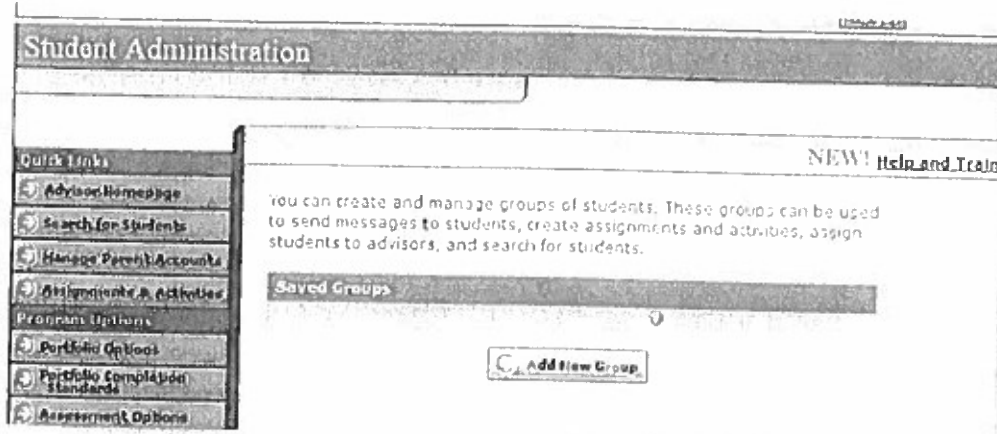
The 3 types of supported groups are:

- Private = Specific to an educator account. Other educators cannot see or interact with this group.
- Shared = Can be viewed, edited and deleted by all CAMS users.
- Managed = Can be viewed and used by any CAMS user, but can only be edited or deleted by CAMS administrators.
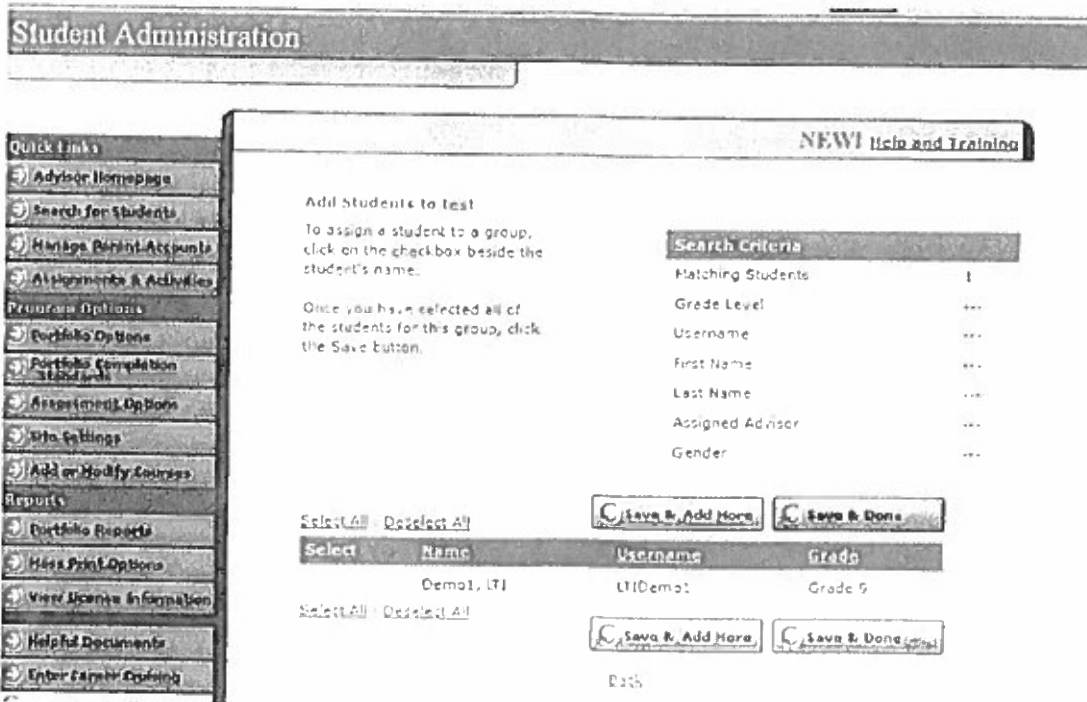
2.2.9.3 If a district is using an ADFS environment, Career Cruising recommends that single sign-on be implemented in order to avoid the need for students to login via username or password. When using ADFS, Career Cruising exchanges claims that are encrypted via certificates (a Career Cruising cert will be installed in your ADFS, and your cert will be installed on our end). The user claim that is passed is the studentID or email from Active Directory, so no username or password is ever exchanged in the process.

NOTE: Career Cruising does not currently support single sign-on through ADFS for educators, however we are currently working to add that functionality into a future release that is coming soon.

The password reset functionality works in 3 possible ways:

1) For educators, there is a link that can be clicked. Educators enter their email address and an email is sent to them with a link that allows them to reset their password.
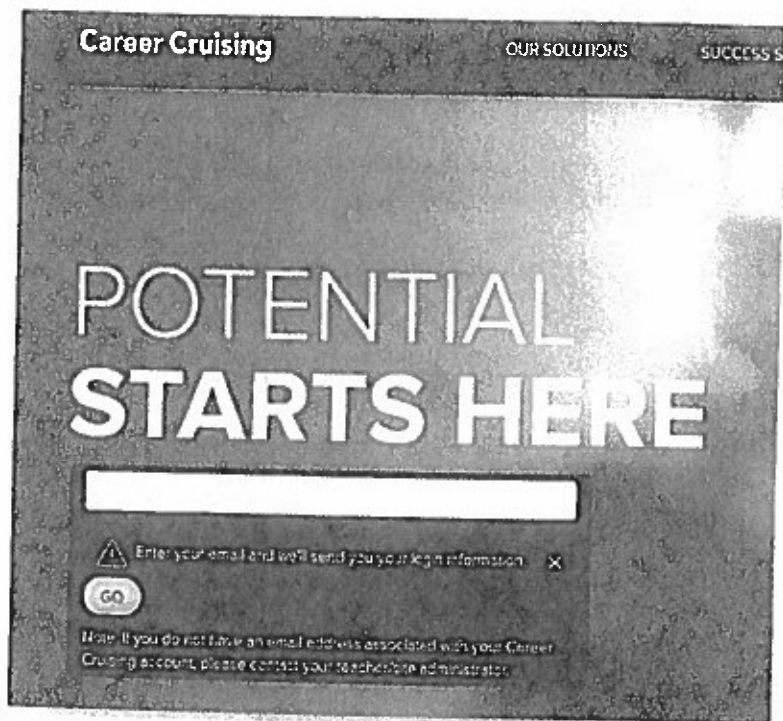
2. Students that have an email associated with their account can also work through the password reset workflow via the CAMS login page, and click "Forgot your login?". However, student emails are not required in Career Cruising and some districts do not wish to provide, or cannot provide student emails. In that situation, #3 applies.

3. In the case where students are unable to reset their passwords because

no

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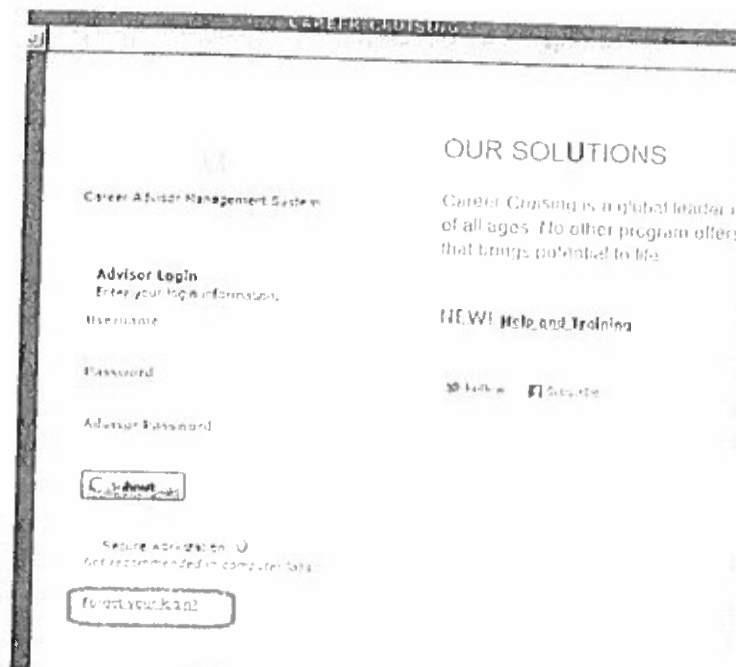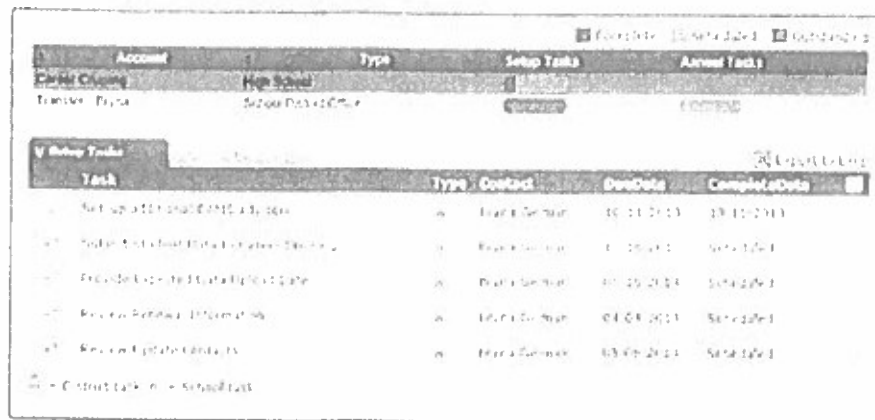
email is associated to their Career Cruising account, educators can reset the student's password via the administrative program (CAMS).

2.2.10 SYSTEM IMPLEMENTATION, MAINTENANCE AND ONGOING SUPPORT

After implementing at more than 22,000 schools, we have developed a proven success planning process to meet the objectives of your project that starts with your goals, requirements, systems and unique characteristics. We don't charge consultation hours, or annual customer services fees. Our program is unique in that we charge a one-time Success Fee that includes a life-time commitment to Poudre School District of data-integration, implementation and success support!

2.2.10.1 Your dedicated **Success Manager** will guide the entire implementation process from planning to custom configuration to SIS (Synergy) integration to deployment. The Success Manager will manage tasks, activities and the timeline required for a successful implementation while providing complete transparency via a school-wide coordinated implementation plan.

Recognizing that each school is unique, we give you the option to implement the capabilities within Career Cruising according to your priorities and timeline. Options like setting up 4-year course plans that include student course and credit history integration with your SIS, custom online course book and configuration for online transcript delivery.

Additional services build on the implementation to accelerate school-wide adoption and student success planning. With **Success Planning**, A Career Cruising Success Manager collects input, combines best practices and collaborates with you to develop and execute a school Career Development Success Plan.

Career Cruising has extensive experience in providing training and professional development support for state clients. Drawing from that experience and success, we propose the following plan for training and professional development of Poudre School District staff. Please note that the timelines may vary depending on the personal timelines of the district and availability of staff and resources required at the district.

Activity	Responsibility	Timeline
RFP Approval	Poudre School District	Late February 2017
Technical and data set-up call	Career Cruising Implementation Manager District IT Staff	Beginning March 2017
Needs analysis	Career Cruising Success Manager School/District Staff	Beginning March 2017
Create student accounts	Career Cruising Implementation Manager	Early-Mid April 2017
At this point, students and staff can begin using all non-course planning features within Career Cruising right away. We recommend providing this access so that staff and students become familiar with the program and get some value out of the program immediately, such as identify college options and researching careers.		
Implementation consultation	Career Cruising Success Manager School/District Lead(s)	Late March 2017
Activate and test Career Cruising	Career Cruising Implementation Manager	April 2017
Provide custom success plan and resources	Career Cruising Success Manager	April 2017
Staff participate in training	Career Cruising Trainers	Mid-Late April 2017
Career Cruising	School/District Staff	Late April – Early

		May 2017
Ongoing support	Career Cruising Success Manager	May 2017 Onwards
	Career Cruising Client Support Team	

From the first kick off call and until the products are launched to students, the typical timeframe to complete all tasks from beginning to end is an estimated 4 to 6 weeks – depending on components deployed and timing preferences of the district.

This timeframe includes time for the following:

- Kick off Call with District Lead
- Technical and Data Call with District Lead/District IT
- Export the necessary files by District IT staff
- Import all student files and course data files into the system
- Set up and configuration of products
- Training for School Leads staff for their staff, students and parent communities

A dedicated Implementation Manager will work with district and school leads to ensure a successful implementation. As part of our Success Services, each district will also have access to support from our Client Support Team.

The Implementation Manager will take district leads through a thorough data and technical call to determine district approved login and communication protocols.

An implementation proposal detailing staff responsibilities and timelines is developed collaboratively with each district and shared with the designated staff.

2.2.10.2

Contract Manager

Kyle Phillips, *Director of Sales*

Project Managers

Meredith Beyer-Alldridge, *Project Director / PMO Co-Director*

Angelina Earley, *Success Manager*

Technical Managers

Cory Thomas, *Technical Director*

Ben Pierce, *Director of Data Services*

Trainers

TBA, based on availability

Kyle Phillips, Director of Sales, joined Career Cruising in 2001. He has spent the past 15+ years helping educators and administrators implement effective career development programs across North America. He holds a Bachelor's Degree in Psychology from the University of Toronto and a Post-Graduate Diploma in Applied Information Technology from the Canadian College of Business & Computers.

Angelina Earley, Success Manager, joined Career Cruising in 2016 and has been supporting districts in Colorado and neighboring states since that time. She works closely with districts on developing implementation plans, defining goals, coordinating training, and being a main point person for questions relating to district success.

Meredith Beyer-Alldridge, Project Director and PMO Co-Director, joined Career Cruising in 2001. She has spent the past 15+ years guiding the development of our applications utilizing her expert project management skills and in-depth knowledge of the application and clients' needs. She holds a Bachelor in Humanities, Political Science, Philosophy, and history from Carleton University and a Masters of Arts, Political Science from University of Toronto. She holds further certifications as both a Project Management Professional (PMP) and agile project management (Scrum Master).

Cory Thomas, Technical Director, joined Career Cruising in 2011. He has spent the past 5 years redesigning our infrastructure and the expansion of our development team. Prior to his time

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with Career Cruising he spent over 12 years in Senior Development, Solutions Architect, and Business Analyst roles (SpaMedica, Open Text, and Epiculture). He holds a Bachelor in Mathematics from University of Waterloo and further certification as a Scrum Master.

Ben Pierce, Director of Data Services, joined Career Cruising in 2014. In his first year, he has applied his expertise to optimize and performance-tune our database as well as automate a wide range of functions across our data systems. Prior to his time with Career Cruising he spent 15 years in Business Information Architect and Database Architect roles (GMP Securities, Open Text, Tsavo Media, LiveHive Systems). He holds a diploma in Computer Programming from Niagara College. He has further certifications in SQL Server Database Development (most recent for SQL 2012), Microsoft Certified Solutions Developer (MCSD) and Sun Java Programmer.

2.2.11 CUSTOMER SUPPORT AND TECHNICAL SUPPORT

2.2.11.1 a. Once Career Cruising is approved, we immediately give you access to our effective, reliable and easy to follow users guide. There is a guide accessible for students, educators and IT staff. All guides are available via physical booklet, and/or online digitally.

b. At any time should a student, educator, or IT staff want to access our self-help online system, we recently released the Help Scout. This is available via www.help.careercruising.com and it

includes hundreds of different solutions, articles and helpful tips to solve the question you need and answer to.

c. Tutorial video vignettes are available within help.careercruising.com. Depending on the situation in question, users are able to access a library full of tutorial videos.
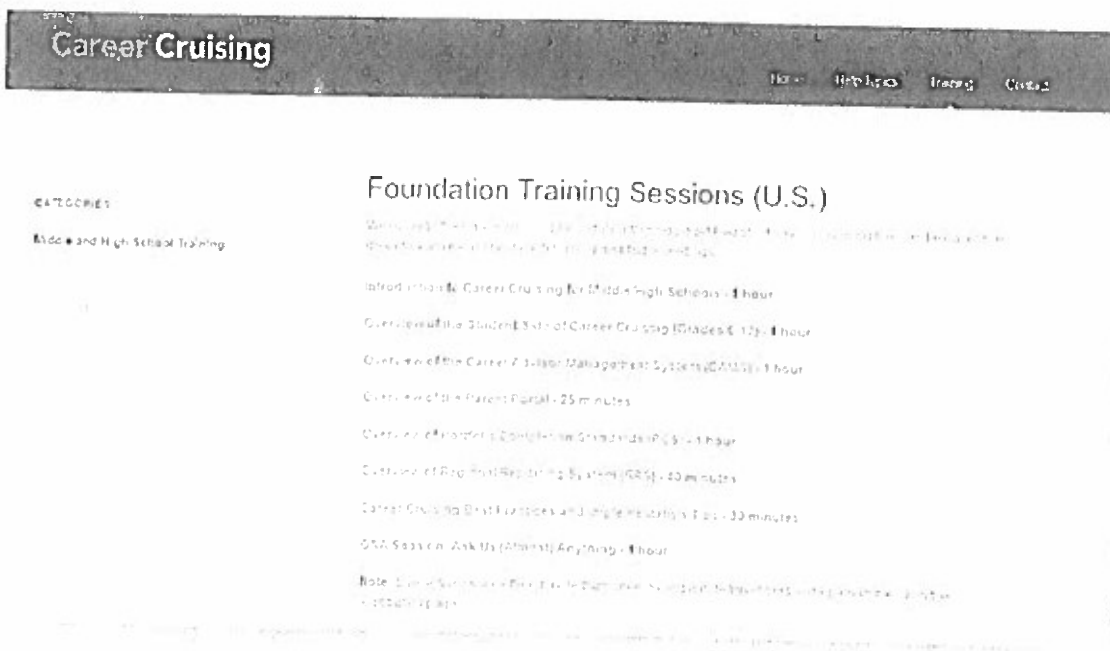
Many Video tutorial vignette categories available via help.careercruising.com

d. Career Cruising's quick-start user guide is immediately sent to our users once the product has been activated. The guide is divided into sections outlining the initial steps to set up the program, and how to successfully use the program. Your dedicated Success Manager and/or trainer will walk through the educators on how to use this guide during the set-up call.

2.2.11.2 Throughout your day to day Career Cruising experience, telephone support is available between 8am to 6pm EST. (6am – 4pm MT). Should any Career Cruising user have questions and need direct telephone assistance, our Client Support team is available via 1-800-965-8541. Our company is closed internally on weekends and the following 2017 Canadian Holidays:

CAREER CRUISING PROPOSAL
POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING SYSTEM – POUDRE SCHOOL DISTRICT

January-01-17	New Year's Day
February-20-17	Family Day
April-14-17	Good Friday
May-22-17	Victoria Day
July-01-17	Canada Day
August-07-17	Simcoe Day
September-04-17	Labour Day
October-09-17	Thanksgiving Day
December-25-17	Christmas Day
December-26-17	Boxing Day

2.2.11.3

At Career Cruising, we're fully committed to supporting the important work you do in helping people achieve their potential in school, career and life. In short, we're committed to your success. That's why we've developed our Success Services program to get you started quickly on the right path to quickly achieving results from your Career Cruising implementation.

Your career development program is in capable, friendly hands with Career Cruising. We get you started with an initial support call to coordinate any necessary data integration. Then we walk you through implementation, work with you to define your goals, develop and document a success plan to ensure you meet them, provide comprehensive, on-demand support resources and support you every step of the way with unlimited access to technical and instructional support via a toll-free number: 1-800-965-8541, option 2.

Our resources for training and development are designed to get you started quickly and to ensure ongoing success. They include on-demand product training, hundreds of regularly-scheduled webinars throughout the year that feature career and academic best practices and

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newsletters full of rich, engaging content and activities to strengthen your program. And if needed, we'll customize a training program for all the stakeholders in your district.

2.2.11.4 Rest assured you will benefit from the valuable knowledge and best practices we have learned from working with tens of thousands of clients and millions of users. And when you need it, get access to expert resources for your how-to questions, technical support, or strategic initiatives. While the product often takes center stage, our commitment to prompt, friendly and helpful technical assistance remains a key component of our service. During implementation and peak usage, the first step of connecting with technical support is your Success Manager and/or Client Support team. They will act as your liaison to make sure everything is answered and all problems are resolved efficiently.

2.2.11.5 Throughout your implementation and success experience, we recommend you first connect with your Implementation Manager and Success Manager via telephone and/or email. From there, there is a quick turnaround in responding to your inquiry via email, telephone and/or Go-To-Meeting. We are committed to making sure we always meet the needs of our clients that require quick, agile, and accurate information sharing.

2.2.12 TRAINING

2.2.12.1 a. The recommended method for systems and professional development training is through the use of in-person training, and/or customized webinar training. Depending on the preferred learning modality of your staff, we will work with Poudre School District to decide the best possible solution. Your Success Manager will go over all the necessary steps to plan training accordingly. For the price proposal in this RFP, we will include a complimentary customized web-training for Poudre School District. The Success Manager will work with Poudre School District to design an excellent, accessible and interactive customized web-training. Additional customized training can be available.

b. Depending on the topic in question, Career Cruising has training ready to help your needs. There will always be training videos available via our Help Scout, and your Implementation Manager is available everyday Monday to Friday to help assist any technical training for your staff.

c. Career Cruising will be flexible and work with any facility and equipment that Poudre School District has.

d. Career Cruising will comply with these rights for customized training situations. Once an agenda and training curricula has been established, Poudre School District will be able to review and revise. Our national training available via Help Scout is pre-recorded and therefore, cannot be revised.

2.2.12.2 a. Within our training sessions, we like to combine professional development with our systems training. This allows educators to understand the platform itself, and how to use it in the classroom within one training session. Our highly educated and interactive trainers come from all over North America and know hands on how to effectively use Career Cruising in the classroom. Each training session covers everything from set up to best practices.

b. Our training sessions are hands-on by getting educators to log into the program during their session. We do not present training sessions, we facilitate training sessions and make sure educators are using the program to best suit their needs.

c. Career Cruising can commit to all topics listed in training session(s) for Poudre School District. During the initial meetings with Poudre School District, the Success Manager will take the time to compile these topics (and any others that might arise) and work with our Training Coordinator to create a curriculum for the training session. After, the agenda and curricula will be sent back to Poudre School District for review.

2.2.12.3 a. Training on all incorporated technologies used in Career Cruising is user-friendly and accessible. We offer a wide array of different learning ways for this type of training.

1. All year round, Career Cruising offers technologies training via our training site provided once subscription has commenced. These training videos can be accessed by any educator and/or student throughout the use of the program. It incorporates audio/visual videos ranging from 5 minutes to 20 minutes long covering topics relating to the use of the program, to the technologies incorporated in the program.

2. Customized training is available face to face, and virtually. A Career Cruising technology expert can be provided to walk your educators through the system effectively outlining all the necessary components to the technologies used.

3. Via our help.careercruising.com, the Help Scout is available 24 hours a day, 7 days a week to answer any questions relating to the technologies used. This method is the most used method and our clients have positively rated this Help Scout system as user friendly, accessible and very helpful.

4. Your dedicated Implementation Manager is available during business hours to help facilitate any discussion relating to the technologies used. They are knowledgable experts who can work with your staff and IT representatives to effectively answer technology based questions.

b. Districtwide onsite training is available anytime throughout your Career Cruising experience.

2.2.12.4 a. Career Cruising is a completely web-based program, available 24/7 for all students, educators, administrators and parents across the district. The following browsers are supported:

Windows Browsers

- Chrome 18 and higher
- FireFox 9 and higher
- Internet Explorer 8 and higher

Macintosh Browsers

- Chrome 18 and higher
- FireFox 9 and higher
- Safari 5 and higher

Tablet Browsers

- Safari on iPad
- Chrome on Android

Mobile Phone

- App available in March 2017, which will coincide with a rollout for Poudre School District

b. Career Cruising is supported by:

- Windows 7/8/8.1/10
- Macintosh
- Tablets
- Mobile Smart Phones

c. Career Cruising is available via a hosted site that is web based and can be accessed by the listed browsers above. There unfortunately is no option to house the system on premise.

d. Our training for upkeep and maintenance is minimal, if there is any. Your dedicated Implementation Manager will frequently check in with your IT staff, and District Lead to ensure that maintenance is up to date and any issues are reported and effectively resolved.

e. Our functional requirements are much more easier than you think. With the help of your dedicated Implementation Manager, they will walk your District Lead, and IT lead through making sure everything integrates smooth. The process is unique to each District, however, the overall format is:

- Kick off Call with District Lead
- Technical and Data Call with District Lead/District IT
- Export the necessary files by District IT staff
- Import all student files and course data files into the system
- Set up and configuration of products
- Training for School Leads staff for their staff, students and parent communities

2.2.13 SECURITY

2.2.13.1 a. Please see our attached Data Security Policy for detailed information regarding privacy, ownership of data, and breach controls.

b. Secure socket layers are required by Career Cruising (HTTP will not work). We also use DDOS software to prevent excessive requests of a malicious nature. Additionally Career Cruising runs a comprehensive suite of penetration and vulnerability tests twice a year. We have an always-on intrusion detection system that examines all data coming into our servers.

c. Career Cruising collects the following PII for the purposes of account provision:

- Student ID
- First Name
- Last Name
- Grade Level
- School
- Gender
- BirthDate
- Email (optional)

Additionally, if a district chooses to use our Course Planner offering we require the following fields for the student's transcript and current course schedule:

- Student ID
- Course Code
- Final Mark
- Grade Level

Career Cruising has strict data access controls and will never share or share data which belongs to the district.

d. All data from Synergy is transferred via flat file to a Career Cruising SFTP, where it is then picked up and imported into our database for the purposes of account provisioning and account updating.

2.2.13.2

- Career Cruising's software is extremely scalable, and has been designed to scale horizontally with a simple plug-and-play architecture of web servers. Our infrastructure makes it easy to add or remove web servers without taking the application down, and our load balancer intelligently balances traffic based on server load. In addition to our

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highly scalable web farm, Career Cruising uses state of the art database servers and caching technology that ensures Career Cruising can keep up with even the highest traffic spikes.

- Should the database server fail, there is a mirrored instance of the database for redundancy.

- Our data center, Peer 1 holds numerous certifications including:
    - SSAE 16 Type II compliant*
    - ISAE 3402 Type II compliant*
    - CSAE 3416 Type II compliant*
    - PCI Data Security Standard (PCI DSS)*
    - Safeharbor® certified
    - Microsoft® Gold Certified Partner
    - Magento® Platinum Partner
    - Red Hat® Advanced Hosting Partner

- Our Intrusion Detection System (IDS module) in Cisco ASA generates security-related events . Then the ASA itself generates event logs and sends it to a syslog server for storage and future analysis. Also, we use PRTG that has over 600 sensors that monitor the whole infrastructure and constantly report the state.

- We use network flow sensors that report network activity on all interfaces connected to the primary security appliance. They send statistics to our monitoring server which in turn analyses and compares the ongoing traffic with the previous activities. In an event of successful intrusion, We will be able identify where the traffic came from and what the 3rd party targeted.

- We run Symantec Endpoint Protection on all of servers for anti-virus and anti-malware and update the virus definitions as soon as new ones are available.

2.2.13.3

- Full database backups are performed on a nightly basis, while transaction log backups are performed every 15 minutes.

- Career Cruising has two types of database backups: Onsite and Offsite.

- The onsite backups are created on a storage unit that Career Cruising owns. This storage unit is behind the firewall and can only be accessed by employees with Active Directory access to its fileshares. Onsite backups include a nightly full backup, as well as

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transaction log backups every 15 minutes.

- Offsite backups are full nightly backups and are stored in a secure, encrypted, Career Cruising account in the UK with a company called EVault (owned by Seagate Systems). These offsite backups are encrypted with a secure password known only by the Career Cruising CEO, the Career Cruising DBA, and the Director of Data Services., The encryption ensures the offsite backups are useless without knowing the encryption key.

2.2.14 SYSTEM APPLICATION AND DATABASE PRESERVATION (BACKUP)

Career Cruising has multiple disaster recovery options that depend on the particular situation.

Database Mirroring

As a first line of defence, Career Cruising mirrors the production database to a warm standby server. In the case of a primary database server failure, Career Cruising would be able to redirect all of our software to the standby database server within 15 minutes. In addition to database mirroring, Career Cruising uses a load-balanced web architecture. If one web server goes down, other web servers in our web farm will pick up the slack. This disaster recovery infrastructure will cover the vast majority of hardware or infrastructure failures.

Full Onsite Backups

As a second line of defence, Career Cruising has nightly onsite backups that could be used in the case of both our primary and secondary database failure. This full onsite database backup would take roughly 2 hours to restore to a brand new database server, and would contain data from the previous night (2:00AM).

Full Offsite Backups

Finally, Career Cruising also maintains a nightly offsite backup that would be used in the case of a complete data center failure. These backups would typically be used if we needed to restore the database to a brand new data center and therefore the timing to get this online would be longer than the previous two options (and thankfully it's also the least likely option).

Additionally, disaster recovery is practiced every quarter and disaster recovery plans are updated at that time to reflect any new advancements in disaster recovery, or improved processes.

2.2.14.1 a. We run Symantec Endpoint Protection on all of servers for anti-virus and anti-malware and update the virus definitions as soon as new ones are available.

b.

- Student data is stored in SQL Server, which is an ACID compliant database that ensures data corruption is not possible during a disruption (uncompleted transactions are rolled back).

- The database is mirrored to another server which can be failed-over to in the case of a primary database failure.

- Transaction log backups are taken every 15 minutes and disaster recovery is practiced twice annually to ensure a quick response time during a disaster that results in the loss of student data.

c.

- As Career Cruising is a SaaS utilizing a highly redundant environment, maintenance and upgrades to the system are handled without the need for a maintenance outage.

- For unexpected outages or slowdowns to the system, Career Cruising will post a notice on all its social media sites (Twitter, Facebook, etc..) and may additionally post a notice on the main corporate site.
    - In the near future, Career Cruising is working to consolidate all of this information onto a status page that clients can check at any time.

d.

- Full backups are taken on a nightly basis (both onsite and offsite) and transaction log backups are taken every 15 minutes.

- Career Cruising uses Peer 1 as a server colocation that provides the benefits of security, political stability, and strict privacy laws that provide a safe haven from malicious

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attacks. The Infrastructure includes environmental control (constant temperature and humidity maintenance, particulates filtration), fire suppression systems, redundant power sources and UPS backup, large capacity of multi-homed quality bandwidth, round the clock physical security (card entry, video monitoring of the facilities), and available monitoring and technical services such as central data storage, backups, firewall and more.

- Onsite backups are securely stored in the Peer 1 colocation and are kept up to one month.

- Offsite backups are taken nightly and are stored in a secure, encrypted, Career Cruising account with a company called EVault (owned by Seagate Systems). These offsite backups are encrypted with a secure password known only by 3 people in Career Cruising. The encrypted nature of these backups makes it physically impossible for any of the backup data to be read without a copy of the encryption key.

- Career Cruising performs disaster recovery tests twice annually. The times for data retrieval (in the case of data loss or corruption) would depend on the backup source used, and are listed here:
  - Mirrored Server – If the corruption or data loss were noticed within 15 minutes of occurrence, Career Cruising would break the database server mirror and restore the corrupted or lost data directly from the mirror.

  - Onsite Backup – Due to the large size of Career Cruising's database, an onsite restore (with transaction log backups also applied) would take approximately 4 hours. Restoration of the lost or corrupt data would depend on the amount of lost or corrupt data and the complexity of DBA scripts required to restore the data. Our bi-annual tests show that a less complex issue (restoring data to one database table) would take approximately 15 minutes, while a more complex issue (restoring data to multiple related tables) could take up to 3 hours.

  - Offsite Backup – Offsite backups are the last resort and are meant to be used only in the case of an unmitigated disaster at the serer co-location. Our most recent test of an offsite restore was approximately 8 hours, due to the decryption overhead in reassemble the database.

e. Due to the redundant nature of our infrastructure, there are no instances where we take maintenance windows that cause the application to be entirely offline. Servers are removed from the load balancer one at a time, updated, and placed back on the load balancer. Application deployments are fully automated and typically happen within minutes and without downtime.

For unexpected outages (IE: major bugs, multiple redundancy failures, etc...) Career Cruising would post all relevant information to our social media accounts (Twitter, Facebook) and may also email district leads directly if the outage is expected to be longer in duration or is district specific. Additionally, Career Cruising is also working on a full-featured status page that will be publicly accessible, and this should be released in the near future.

2.2.15 ADDED VALUE

2.2.15.1 a. Career Cruising also offers *Inspire*, a platform that enables collaboration among all community partners in preparing youth to transition from school success. *Inspire* connects education and industry with employer profiles, career coaches, work-based learning experiences, communication tools, local events, and social networking connection.

This platform is typically purchased by workforce and business-education alliances, and is provided to feeder districts and schools at no additional cost to those districts. If interested, upon award of the contract, Career Cruising would work to establish this same type of connection for Poudre School District by making an outreach to community partners in your geographic area to bring this platform to your district.

Areas where they provide the most impact are on helping connect student academics to real work opportunities in their community, which help any work-based learning educators and CTE staff at each school.

b. Career Cruising's training staff includes former educators and administrators who will provide Poudre School District staff with a thorough overview of the tools and reports that will allow them to measure and track student success. The administrative tools Poudre School District staff will be trained on and have access to 24/7 provide real-time visibility into student plans, both at the aggregate level and the student level. This data can be used to:

- Understand student interest and intent
- Determine staff and resource planning for next school year
- Support advisory programs and one-on-one counselor meetings with student
- Update parents and community stakeholders on

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c. A dedicated Success Manager is assigned to Poudre School District staff, who can connect the team to best practices that the rest of our 20,000+ clients across North America use in the classroom every day.

d. We have a strong commitment to provide ongoing training to district staff, with free web-based training sessions available almost every single day. Additionally, school-based technology staff will have access to our Director of Data Services and his team to help figure out ways to streamline data services to save time and increase access to online resources for staff and students.

e. Career Cruising is set to roll out new branded products and services in March 2017. As a new client, Poudre School District will be extended a beta test access to these new tools and have the option of implementing them at no additional cost.

f. Your dedicated Success Manager will make sure Poudre School District is up to date with new product and upgrade details. Career Cruising is continuously on a forward thinking mindset and with our internal team and many academic and operational agency relationships in the U.S., we are in the loop with new research, the job market, 21st century pedagogical development methods, and technology. We aim to make this transparent with Poudre School District in order to give your district the top of the line product.

REFERENCES

Client: **Department of Public Instruction, Wisconsin**

Overview: Wisconsin Department of Public Instruction recently awarded a statewide contract to Career Cruising to provide a college and career planning platform to every school and district in Wisconsin.

DPI underwent an exhaustive review process to determine which college and career planning platform would best meet the needs of its students statewide. They would be a good reference to understand their rationale for selecting Career Cruising.

Grades: 6 - 12

Task Areas: College and career readiness, career exploration and education planning, Academic Career Plan (ACP) development, assessments, reporting, accountability statistics.

Contact: Robin.Kroyer-Kubicek@dpi.wi.gov

Career Facilitator

125 S. Webster St

Madison, WI 53707-7840

608-266-2022

Robin.Kroyer-Kubicek@dpi.wi.gov

Client: **Phoenix Union High School District**

Overview: Phoenix Union High School District began implementing Career Cruising in all of its schools in Spring of 2016. Students begin using the program in the 9th grade to complete assessments, identify careers of interest, explore career and college options, and develop 4-year high school and post-secondary plans in their portfolios. Counselors and transitions coordinators are the main drivers of the program with some schools involving classroom teachers to infuse the program into the curriculum.

No. of Users: 27,000 students, ~2000 educators

Schools: 17 schools (11 high schools, 2 small comprehensive, 4 alternative schools)

Grades: 9 - 12

Task Areas: College and career readiness, career exploration and education planning, portfolio development, assessment, reporting, accountability statistics.

Contact: Amanda Nolasco

Counselor Facilitator – CTE
Phoenix Union High School District

4502 N Central Ave

Phoenix, AZ 85012

602-764-1312

nolasco@phoenixunion.org

Client: **Stockton Unified School District**

Overview: Stockton USD began implementing Career Cruising in all of its elementary, middle, and high schools in 2015. It is a recently added district with a larger student and school population profile than Tempe Union High School District. However, they are using Synergy/Edupoint, and recently launched their Single Sign-On (SSO) into Career Cruising, a feature requested by your district.

No. of Users: 20,000 students, 300 educators

Schools: 53 schools (7 high schools, 4 middle schools, 42 elementary schools

Grades: K - 12

Task Areas: College and career readiness, career exploration and education planning, portfolio development, assessment, reporting, accountability statistics.

Contact: Ward Andrus

CTE Director

701 N Madison St

Stockton, CA 95202

2099337105x.2734

wandrus@stocktonusd.net

Client: **Pinellas County Schools**

Overview: Pinellas has been using Career Cruising with all of their middle schools for the past 3 years and recently added on all 29 of their high schools for a consistent 6-12 career development experience for their students. Pinellas had access to a free state-wide resource in Florida. After comparing options, they decided on using Career Cruising to leverage the reporting capabilities that only we could provide to align to their district-

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specific goals. They can speak to the experience of moving from a state delivered free system to Career Cruising and the benefits of functionality and reporting that come with our unique SIS integrations. We have successfully integrated Career Cruising with their student information system (FOCUS).

No. of Users: 32,000 high school students, 26,000 middle school students, 115 educators

Schools: 29 high schools, 22 middle schools

Grades: 6 - 12

Task Areas: College and career readiness, career exploration and education planning, portfolio development, assessments, reporting, accountability statistics.

Contact: Andrew Weatherhill

K-12 Guidance Services Dir.

Pinellas County Schools

301 4th Street SW

Largo, FL US

(727)588-6048

weatherilla@pcsb.org

Client: **Wichita Unified School District**

Overview: Wichita Unified School District began implementing Career Cruising in all of its middle and high schools, and 14 of its elementary schools in 2015. It is a district with a comparable size to Tempe Union and is using Synergy/Edupoint. They not only completed the full implementation of course plans this year, but also exchange student data with Career Cruising on a nightly basis.

No. of Users: 22,000 students, 300 educators

Schools: 45 schools (15 high schools, 16 middle schools, 14 elementary schools)

Grades: K - 12

Task Areas: College and career readiness, career exploration and education planning, Individual Student Plans (IPS) development, assessments, reporting, accountability statistics.

Contact: Diann Faflick

Career Facilitator

201 N Water St

Wichita, KS 67202

316-973-4511

dfaflick@usd259.net

COST PROPOSAL

Should Career Cruising be chosen as the service provider for Poudre School District, a customized contract and proposal will be developed at the time of purchase.

Terms

Subscription fee payable in full upon acceptance of order. Career Cruising will provide renewal reminders three months prior to end of subscription. Subscription will auto-renew unless order is terminated, in writing, 30 days prior to the subscription end date noted above. Full terms of use can be found at:

https://adminapp.careercruising.com/public/order/Q6UJ9A0B1C44/A6UJ9A00BJNF

(See following page for a print-out version)

Access to the program is provided upon approval or order.

Note** Quote is pending on confirmation of specific district student enrolment numbers. The current quote is based off of enrolment numbers we retrieved from the National Center for Education Statistics.

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CAREER CRUISING PROPOSAL
POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING SYSTEM – POUDRE SCHOOL DISTRICT

QUOTE / ORDER APPROVAL

Career Cruising

UOTE ID: Q6UJ9A0B1C44

QUOTE FOR:	REQUESTED BY:	SUBSCRIPTION PERIOD:
ATTN: Karen Wailly Poudre School District R-1 1502 South Timberlane Road Fort Collins, CO 80524	Karen Wailly Poudre School District R-1	START DATE: Apr 1, 2017 END DATE: Mar 31, 2018 DURATION: 12 months

Product	Qty	Annual Rate	Units	Price Details	SubTotal
Career Cruising for K-12 High	8,266	$3.00	Per Student	$3.00	$24,798.00
Career Cruising for K-12 Middle	6,052	$2.00	Per Student	$2.00	$12,104.00
Success Services (One time fee) Life-time Data Integration, Implementation and Success Support	7	$800.00	Per School High School	$800.00	$5,600.00
Success Services (One time fee) Life-time Data Integration, Implementation and Success Support	9	$400.00	Per School Middle School	$400.00	$3,600.00
Success Services (One time fee) Complimentary Customized Virtual Training Session	1	$0.00	Per Unit	$0.00	$0.00

NOTES:

- An invoice will be sent after the quote / order is approved.

ANNUAL RATE: ❓

$36,902
* Price subject to change

GRAND TOTAL:

$46,102.00

Career Cruising Terms of Use Agreement
Billing + Renewals FAQ's

✉ GinnyW@careercruising.com

📞 Phone: 800.965.8541x167

📠 Fax: 416.463.0938

1867 Yonge Street · Suite 1002 · Toronto, ON M4S 1Y5 · Canada

SIGNATURE PAGE

Please see reverse to this page.

5.0 SIGNATURE PAGE

This page must be filled out and be included with the respondent's proposal.

POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING
RFP #17-630-008

Career Cruising
_____
Company Name

1867 Yonge Street, Suite 1002
_____
Company Street Address

Toronto, Ontario, Canada M4S 1Y5
_____
Company City, State, Zip Code
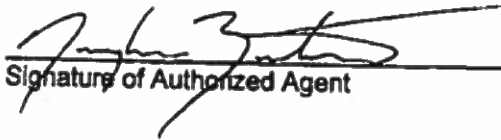
1 (800) 965-8541 x103
_____
Company Phone Number

1 (416) 463-0938
_____
Company Fax Number

Doug Brenton, Sales and Marketing Operations Coordinator
_____
Printed Name of Authorized Agent

_____
Signature of Authorized Agent

douglasb@careercruising.com
_____
Email Address of Contact

January 27, 2017
_____
Date

DATA SECURITY POLICY

Please see reverse to this page.

---

[1] Wehlage, G. G., R. A. Rutter, G. A. Smith, N. Lesko, and R. R. Fernandez. (1989). Reducing the Risk: Schools as Communities of Support. New York: The Falmer Press.

Data Security Policy

1. PURPOSE

The purpose of this policy is to outline essential roles and responsibilities within Career Cruising for creating and maintaining an environment that safeguards data from threats to personal, professional and institutional interests and to establish a comprehensive data security program in compliance with applicable law.

This policy is also designed to establish processes for ensuring the security and confidentiality of sensitive information and to establish administrative, technical, and physical safeguards to protect against unauthorized access or use of this information.

2. SCOPE

a. This policy applies to all Career Cruising employees, management, contractors, student interns, and volunteers.

b. This policy describes Career Cruising's objectives and policies regarding the maintenance and privacy of sensitive information.

3. DEFINITIONS

Term: Data Security Officer
Definition: The Data Security Officer provides administrative support for the implementation, oversight, and coordination of security procedures and systems with respect to specific data resources in consultation with internal and industry experts.

Term: Users
Definition: Users encompass all student, advisor, administrator, and staff roles within the Career Cruising data domain.

Term: Security Breach
Definition: A Security Breach is any event that causes or is likely to cause confidential information to be accessed or used by an unauthorized person and shall include any incident in which Career Cruising is required to make a notification under applicable laws such as FERPA.

Term: Level 1 Security Threat
Definition: A level 1 security threat is a threat that presents an immediate possibility of a security breach. Upon a Level 1 assessment, security threats are acted upon immediately and both internal and external notifications are sent out as soon as the impact is realized.

4. RESPONSIBILITIES

a. Executives/Management
   1) Establish program objectives
   2) Approve privacy policy
   3) Provide training for work force
   4) Designate Data Security Officer

b. Data Security Officer
   1) Develops privacy policies and procedures
   2) Coordinates and implements policy through organization's departments
   3) Oversees training
   4) Receives and processes privacy complaints
   5) Processes individual rights requests
      a) Right to access/copy protected information
      b) Right to restrict use/disclosure
      c) Right to confidential communications
      d) Right to an accounting of disclosures
      e) Right to file a complaint
   6) Ensures retention of policies and procedures, complaints, and investigative materials to meet compliance requirements.

c. Employee responsibilities
   1) Understand and comply with organization's policies regarding user confidentiality and privacy

5. CAREER CRUISING DATA DOMAIN

Career Cruising's data domain encompasses the following:
a. All student, parent, and advisor data transmitted to Career Cruising from an SIS or related extract.
b. All student, parent, and advisor data transmitted from Career Cruising to an SIS or related client data store.
c. All communications and interactions with clients.
d. All data-at-rest including archives and backups.

6. ACCESS TO DATA

a. Career Cruising uses the principle of least privilege in that users or software systems are granted only the least amount of privilege necessary to complete the job. These privileges are reviewed and audited on a regular basis to ensure compliance is maintained at all times.

b. In the performance of their daily work, some Career Cruising staff may come into contact with student data. As such, all staff members are required, as a term of their employment, to agree to the following clause:

> The performance of your duties may involve a need to access and review confidential student information, including data protected by various privacy laws. The protection of each student's confidentiality and privacy is a legal obligation of the Company. As such, you agree to maintain the confidentially of this information and data, and prevent any re-disclosure, subject to applicable law, both during and after your employment with the Company.

c. School staff are given access to the Career Advisor Management System. Staff access and security settings are determined by the school primary contacts.

7. OWNERSHIP AND RETENTION OF DATA

1. All of the data and written material that is entered by a Portfolio End User while using the Service ("Portfolio Work"), and the copyright associated with Portfolio Work, is owned by such Portfolio End User. The Portfolio End User will grant to Service Provider a non-exclusive, non-terminable, royalty-free, world-wide license to Portfolio Work and the copyright therein so that Service Provider can fulfill its obligations in accordance with this Terms of Use Agreement. As such, Service Provider shall be able to store, have a

copy of, create other backup copies of, give Site Administrators access to and delete Portfolio Work.

2. We will destroy portfolio data at the written request of a student (end user).

3. We will destroy portfolio or advisor data at the written request of the district, or in accordance to district contracts in the event that Career Cruising's services are discontinued by that state, province, or district.

8. SAFEGUARDS FOR THE PROTECTION OF CLIENT INFORMATION

a. Administrative safeguards: Career Cruising employees conform to strict data access policies and procedures, including the use of the principle of least privilege. We routinely test our security infrastructure with penetration tests and review and assess Internet threats as they become known.

b. Physical safeguards: Career Cruising uses a server colocation that provides the benefits of Canada's security, political stability, and strict privacy laws that provide a safe haven from malicious attacks. The infrastructure includes environmental control (constant temperature and humidity maintenance, particulates filtration), fire suppression systems, redundant power sources and UPS backup, large capacity of multi-homed quality bandwidth, round the clock physical security (card entry, video monitoring of the facilities), and available monitoring and technical services such as central data storage, backups, firewall and more.

c. Technical safeguards: Career Cruising follows industry best practices for database and file server security in addition to proactive logging and auditing of data access. Additionally, Career Cruising uses aggressive firewall configurations, SSL/TLS, and industry strength AES-256 backup encryption to protect offsite backups.

9. CUSTOMER & EMPLOYEE CONCERNS

a. Customers or employees with a concern regarding data security or related policies are directed to speak with Career Cruising's Data Security Officer: datasecurityofficer@careercruising.com

b. All concerns will be reviewed and responded to within 2 business day of receipt and sooner if the security threat is considered a level 1 security threat.

c. All concerned parties will be further notified as soon as action has been taken against a potential security threat or concern.

10. BREACH OF SECURITY

The entity responsible for support of the system under attack is required to:

1. Report the attack to their management and to colocation partners.
2. Block or prevent escalation of the attack where possible.
3. Follow instructions from management & colocation partners during investigation and preservation of evidence.
4. Implement recommendations from colocation partners.
5. Repair any damage to the system.

10.1.1 INTERNAL NOTIFICATIONS

1. The Data Security Officer must report all breaches to senior management in a timely manner.

10.1.2 EXTERNAL NOTIFICATIONS

To determine if unencrypted private or highly sensitive information has been acquired, the following will be considered:

1. The type of information that was compromised (see our definitions of highly sensitive information below).
2. Physical possession (lost or stolen devices?).
3. Credible evidence that information was copied or removed.
4. Length of time between intrusion and detection.
5. Purpose of the intrusion.
6. Ability to contact affected individuals.
7. Applicable local, state, or federal laws.

If it is determined that an external notification to the affected individuals is warranted, the following procedures will be followed:

1. Written notice shall be provided to the affected individuals using electronic mail.
2. If written notice to the affected individuals is not feasible, a direct phone call will be made in cases where we have a contact number.
3. Additionally, Career Cruising may issue an informational update to its web site issuing the details of the breach as well as contact information for concerned parties.

10.1.3 HIGHLY SENSITIVE INFORMATION

Examples of highly sensitive data that would warrant an external breach notification include (but are not limited to):

- Student ID, Name, Address, Phone, Date of Birth
- Records protected by FERPA or other student data privacy laws.
- Information subject to contractual confidentiality provisions.
- Passwords, salts, or personal security codes.

Exhibit D

OPPORTUNITY FOR BEST AND FINAL OFFER (BAFO)

**POSTSECONDARY & WORKFORCE READINESS,
CAREER & ACADEMIC PLANNING SYSTEM**

RFP #17-630-008

RFP OPENING DATE AND TIME	January 31, 2017 2 p.m.
BEST AND FINAL REQUEST DATE	March 8, 2017
BEST AND FINAL DEADLINE	March 10, 2017, 1 p.m. MST

Your company submitted a proposal in response to the above referenced Request for Proposal issued by Poudre School District.

The evaluation committee conducted a preliminary evaluation of proposals and invited four offerors to present their solutions. Discussions were held to clarify project requirements. At this time, your company is invited to submit a Best and Final Offer (BAFO) based upon the presentations and follow-up discussions.

BAFOs must be received by the PSD Purchasing and Materials Management Department by the deadline specified above. Email your BAFO to Karen Wailly (kwailly@psdschools.org).

Limited proposal revisions are being permitted on this procurement. Comprehensive proposal rewrites will not be considered. Instead, please clearly identify those portions of the proposal that are being supplemented or revised within your BAFO. Any verbal representations made during oral presentations that you consider integral to your proposal and not otherwise included in the original written proposal, must be integrated into the BAFO to be considered. Be sure to include pertinent information and pricing that were outlined in follow-up emails (i.e., Inspire, Method Test Prep, etc.). You assume the risk that proposal revisions are adequately explained so the evaluation committee understands the nature of the revisions.

Within the scope of the BAFO, please provide the following details.

- An estimated timeline to complete the implementation and deployment of the project. Timeline should consider all additional information you have gathered through the demonstration process and related follow-up questions. Timeline should include items/tasks required or needed from PSD. Clarify the roles and responsibilities of Poudre School District versus your company.

- Your written statement of acknowledgement that you will be required to sign a District contract and work through contract negotiations, which include the attached contract and requirements of student data transparency and security (C.R.S. 22-16-101 et. seq.).

  o Your company has identified that you will utilize third party subcontractors and may disclose students' personally identifiable information. You will be required to sign a District contract, which includes the language to authorize disclosure of student personally identifiable information to your third-party vendors. See attached.

Best and Final Offers will be evaluated based on the same scoring criteria defined in the original written request for proposal. The scoring from the BAFO will be added to the original scoring to develop a single, compressive score.

Poudre School District reserves the right to conduct additional discussions after submission of the Best and Final Offers. If BAFOs are not submitted or are submitted late, evaluations will be based on the most recent accepted proposal on file.

This is only an invitation to participate further in the RFP process; it does not convey or imply anything more. This request is not intended to be a binding commitment to Contract, nor will Poudre School District be obligated in any manner until a formal written Contract has been executed to the Awardee.

Please direct your questions to Karen Wailly through email or phone.

Respectfully,
Karen Wailly
970-490-3518

SOFTWARE SERVICES AGREEMENT

This Software Services Agreement ("Agreement") is entered into this {XX day of XX, 2017}, by and between Poudre School District R-1 ("District") and {Contractor} ("Contractor"). The District and the Contractor are collectively referenced herein as the "parties."

1. **Term of Agreement.**

   1.1.   This Agreement shall commence on the date first set forth above and continue through and including {Date}.

2. **Deliverables and Purchase Price.**

   2.1.   {Scope of Work}

   2.2.   The District understands and agrees that its students' access to and use of the Pixton Comics web-based system under this Agreement requires that it disclose confidential student records and information, as that term is defined below, to the Contractor. The Contractor understands and agrees that if it fails to comply with any of the requirements under sections 4, 5, 6 or 7 below at any time during or after the term of this Agreement the District may, as applicable, terminate the Agreement and/or disqualify the Contractor from future agreements with the District.

3. **Definitions.**

   3.1.   As used in this Agreement, "personally identifiable information" is defined as information (including metadata) that, alone or in combination, is linked or linkable to a specific student so as to allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Personally identifiable information includes but is not limited to: (a) the student's name; (b) the name of the student's parent or other family members; (c) the address or phone number of the student or student's family; (d) personal identifiers such as the student's social security number, student number or biometric record; and (e) indirect identifiers such as the student's date of birth, place of birth or mother's maiden name.

   3.2.   As used in this Agreement, "education records" is defined as records, files, documents and other materials that: (a) contain information directly related to a student; and (b) are maintained by the District, or by a party acting for the District such as the Contractor.

   3.3.   As used in this Agreement, "confidential student records and information" is defined as education records and personally identifiable information concerning District students, including but not limited to confidential student records and information disclosed to, collected by and/or generated by the Contractor. Confidential student records and information does not include "de-identified confidential student records and information," as defined in section 3.5 below.

   3.4.   As used in this Agreement, "collect" is defined as the gathering of data and other information by any means, including but not limited to the use of logs, cookies, tracking pixels, etc.

   3.5.   As used in this Agreement, "de-identified confidential student records and information" is defined as confidential student records and information from which all personally identifiable information, and the ability to determine any personally identifiable information, is removed.

3.6.   As used in this Agreement, "securely destroy" is defined as removing confidential student records and information from the Contractor's systems, paper files, hard-copy and electronic records, databases and any other media regardless of format, in accordance with the standard detailed in the National Institute of Standards and Technology ("NIST") SP 800-88 Guidelines for Media Sanitization, so that the confidential student records and information are permanently irretrievable in the Contractor's normal course of business.

3.7.   As used in this Agreement, "eligible student" is defined as a student who is at least 18 years of age or who is legally emancipated.

4.   **Ownership of Confidential Student Records and Information.** All confidential student records and information shall remain the exclusive property of the District and all rights, title and interest in the confidential student records and information, including but not limited to intellectual property rights in the confidential student records and information, belong to and are retained solely by the District. The District hereby grants to the Contractor a limited, nonexclusive license to access, view, collect, generate and use confidential student records and information solely for the purpose of performing its obligations under this Agreement.

5.   **Security of Confidential Student Records and Information.**

5.1.   The Contractor shall store and process confidential student records and information in accordance with commercial best practices, including implementing appropriate administrative, physical and technical safeguards that are no less rigorous than those outlined in SANS Top 20 Security Controls, as amended, to secure such confidential student records and information from unauthorized access, disclosure, alteration and use. The Contractor shall ensure that all such safeguards, including the manner in which confidential student records and information is collected, accessed, used, stored, processed, disposed of and disclosed, comply with all applicable federal and state data protection and privacy laws, regulations and directives, including but not limited to Colorado's Student Data Transparency and Security Act, C.R.S. §§ 22-16-101 to -112. Without limiting the foregoing, and unless expressly agreed to the contrary in writing, the Contractor warrants that all electronic confidential student records and information will be encrypted in transmission and at rest in accordance with NIST Special Publication 800-57, as amended.

5.2.   The Contractor shall conduct periodic risk assessments and remediate any identified security vulnerabilities in a timely manner. The Contractor shall promptly notify the District in the event of: (a) any security or privacy breach concerning confidential student records and information; and/or (b) any use or disclosure of student personally identifiable information not authorized under this Agreement.

6.   **Use of Confidential Student Records and Information.**

6.1.   Under the Contract, Contractor may access, view, collect, generate and/or use confidential student records and information only under the following terms and conditions: (a) except as provided in section 4.2 below, Contractor shall not disclose confidential student records and information, in whole or in part, to any other party; (b) Contractor shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) Contractor shall access, view, collect, generate and use confidential student records and information only to the extent necessary to perform its obligations under the Contract; and (d) at the conclusion of the term of the Contract the Contractor shall, as directed by the District, either securely destroy all confidential student records and information in its possession, custody or control, or return such confidential student records and information to the District.

6.2. Contractor may to the extent necessary to perform its obligations under the Contract disclose confidential student records and information to [SUBCONTRACTOR(S)] pursuant to written subcontract(s) specifying the purpose of the disclosure and providing that: (a) [SUBCONTRACTOR(S)] shall not disclose confidential student records and information, in whole or in part, to any other party; (b) [SUBCONTRACTOR(S)] shall not use any confidential student records or information to advertise or market to students or their parents/guardians; (c) [SUBCONTRACTOR(S)] shall access, view, collect, generate and use confidential student records and information only to the extent necessary to assist Contractor in performing its obligations under the Contract; and (d) at the conclusion of its/their work under its/their subcontract(s) [SUBCONTRACTOR(S)] shall, as directed by the District through the Contractor, either securely destroy all confidential student records and information in its/their possession, custody or control, or return such confidential student records and information to the District.

6.3. Contractor and [SUBCONTRACTOR(S)] may use de-identified confidential student records and information for purposes of research, the improvement of their products and services, and/or the development of new products and services. In no event, shall the Contractor or [SUBCONTRACTOR(S)] re-identify or attempt to re-identify any de-identified confidential student records and information.

6.4. Contractor and [SUBCONTRACTOR(S)] shall promptly furnish to the District upon request all confidential student records and information they have collected and/or generated and not in the District's possession. Such requests may include but shall not be limited to those made in order to respond to parent/guardian and eligible student requests to inspect and review education records as authorized under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g ("FERPA") and/or under the Colorado Open Records Act, C.R.S. §§ 24-72-200.1 to -206 ("CORA"). The District, not the Contractor or [SUBCONTRACTOR(S)], shall respond to all parent/guardian and eligible student requests to inspect and review records, data and other information.

7. **School Service Contract Provider.** If Contractor is a "school service contract provider" under the Colorado Student Data Transparency and Security Act (the "Act"), the Contract is amended to add the language in this section 5. Under the Act, a "school service contract provider" is defined as an entity (other than the Colorado Department of Education, a K-12 public education entity or an institution of higher education) that enters into a formal, negotiated contract with the District to provide a "school service." Under the Act, a "school service" is defined as an Internet website, online service, online application or mobile application that: (a) is designed and marketed primarily for use in a preschool, elementary school or secondary school; (b) is used at the direction of District teachers or other District employees; and (c) collects, maintains or uses confidential student records and information.

7.1. As a school service contract provider under the Act, the Contractor has provided the following information the attached {Exhibit XX}: (a) the data elements of confidential student records and information that Contractor collects under the Contract, regardless of whether the data elements are initially collected or ultimately held individually or in the aggregate using protocols that are effective for preserving the anonymity of each student included in the data; (b) the learning purpose for which Contractor collects the confidential student records and information; and (c) how the Contractor uses and shares the confidential student records and information. Contractor shall update this information as necessary to maintain accuracy.

7.2. Contractor shall facilitate the District's access to and correction of any factually inaccurate confidential student records and information as required in response to correction requests from parents/guardians and eligible students.

8. **Remedies.** If Contractor or [SUBCONTRACTOR(S)] fail to comply with any of the foregoing requirements at any time during or after the term of the Contract the District may, as applicable, terminate the Contract and/or disqualify Contractor and any one or more of [SUBCONTRACTOR(S)] from future contracts and subcontracts with the District.

9. **Notices and Communications.** All notices and communications required or permitted under this Agreement shall be in writing and shall be: (a) sent via certified mail, return receipt requested and postage prepaid, to the address of the other party set forth below; or (b) sent via e-mail to the other party via the e-mail address set forth below.

Poudre School District R-1   {NAME}
Attn: Tracy Stibitz   {ADDRESS}
2407 LaPorte Avenue   {EMAIL}
Fort Collins, CO 80521
E-mail: tstibitz@psdschools.org

10. **General Provisions.**

    10.1. **No Assignment.** The Contractor shall not assign this Agreement or any of its rights, interests or obligations under this Agreement without the prior written consent of the District, which consent may be withheld for any reason or no reason as determined by the District in its sole discretion.

    10.2. **No Waiver.** The parties agree that no assent or waiver, express or implied, to any breach of any one or more of the covenants of this Agreement shall be construed as or deemed to be an assent to or a waiver of any subsequent breach.

    10.3. **Amendment or Modification.** No amendment or modification of this Agreement shall be valid unless set forth in writing and executed by the District and the Contractor in the same manner and with the same formality as was done for this Agreement.

    10.4. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

    10.5. **Indemnification.** The Contractor shall indemnify and hold harmless the District and the District's Board members, employees, representatives and agents from and against any and all liability arising from any suit, action, grievance, charge or proceeding brought in connection with or related to: (a) the Contractor's operations; (b) the Contractor's provision of the Services; (c) the Contractor's actual or alleged infringement of any third party's patent or copyright; and/or (d) the conduct of any of the Contractor's employees, volunteers, agents or representatives. The indemnification and hold harmless obligation hereunder shall include all attorney fees, costs and expenses incurred by the District and/or the District's Board members, employees, representatives and/or agents in defense of said suits, actions, grievances, charges and/or proceedings. Nothing in this section 9.5 or otherwise in this Agreement shall be construed in any way or applied in any manner as a compromise or waiver of the District's rights and protections under the Colorado Constitution or the Colorado Governmental Immunity Act.

    10.6. **No Third-Party Beneficiary.** Enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the Contractor. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any third person other than the District or the Contractor. It is the express intent of the

parties that any third person receiving services or benefits pursuant to this Agreement shall be deemed an incidental beneficiary only.

10.7. **Attorney Fees and Costs.** In the event it becomes necessary for either party to institute litigation or mutually agreed-upon arbitration proceedings to enforce any provision of this Agreement, the substantially prevailing party in such litigation or arbitration shall receive, as part of any judgment or award entered, its reasonable attorney fees and costs, including expert witness fees.

10.8. **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, legal representatives, successors and permitted assigns.

10.9. **Headings.** The headings used in this Agreement are for convenience only and shall have no effect upon the construction or interpretation of this Agreement.

10.10. **Entire Agreement.** This Agreement constitutes the entire agreement of the parties regarding the subject matter addressed herein and supersedes all prior agreements, whether oral or written, pertaining to said subject matter.

10.11. **Signatures.** This Agreement may be executed and delivered via portable document format (pdf), and the pdf signature of any party shall be considered valid, binding, effective and an original for all purposes.

10.12. **Warranty of Authority.** The individuals signing below represent and warrant that they have the authority to execute this Agreement on behalf of their respective organizations and bind their respective organizations to the terms of this Agreement.

IN WITNESS WHEREOF, the District and the Contractor have signed this Agreement as of the date first set forth above.

{COMPANY}   POUDRE SCHOOL DISTRICT R-1

By:_____   By:_____
{NAME}   Dave Montoya
{TITLE}   Executive Director of Finance

                                                   By:_____
                                                   {NAME}
                                                   {TITLE}

Exhibit E

CAREER CRUISING RESPONSE TO BEST AND FINAL OFFER (BAFO)

POUDRE
SCHOOL
DISTRICT

Presented to: **Poudre School District**

RFP #17-630-008

Submission Deadline: **March 10, 2017, 1:00PM MST**

TABLE OF CONTENTS

CAREER CRUISING BEST AND FINAL OFFER RESPONSE
POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING SYSTEM – POUDRE SCHOOL DISTRICT

2

INTRODUCTION

On behalf of Career Cruising, we would like to thank you for the wonderful opportunity to participate in this Best and Final Offer response for Poudre School District's RFP #17-630-008.

As we have said about today's globally competitive marketplace, it has become more important than ever for students to be well prepared for their transition from school to the world of work. In our view, career development is one of the most powerful tools in education's arsenal to make this transition happen as smoothly as possible.

Our approach is straightforward: Career Cruising contributes to college and career readiness by showing students how school is relevant to their future. We do this by helping students develop a plan for the future. Once students have a vision of where they want to go after finishing high school, their entire outlook on school undergoes a transformation. School is suddenly relevant.

Indeed, a wide range of studies have shown that establishing relevance in learning activities is a critical component in maintaining student engagement. This level of engagement is essential not only for improving retention and graduation rates, but also for encouraging student achievement at a level necessary for college and career readiness.

Through the use of Career Cruising, we are fully committed to making sure your students experience successful transitions, enhance their engagement and achievement, and last but not least, become future ready.

Enclosed in this Best and Final Offer, you will find three components:
- Proposal revisions and supplement services
- Deployment timeline
- Statement of acknowledgement

We hope you will join us on what we are certain will be an incredibly exciting journey!

Sincerely,

Career Cruising

CAREER CRUISING BEST AND FINAL OFFER RESPONSE
POSTSECONDARY AND WORKFORCE READINESS, CAREER AND ACADEMIC PLANNING SYSTEM – POUDRE SCHOOL DISTRICT

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PROPSAL REVISIONS AND SUPPLEMENTAL SERVICES

Cost proposal for Career Cruising K-12

- Career Cruising has revised the cost proposal within RFP #17-630-008 to include two complimentary days of in-person training for Poudre School District, valued at $5,000.00. This revision (attached) appears within the cost proposal as a line item with a 100% discount applied. We feel this additional training will further ensure a successful transition of students and staff from Naviance to Career Cruising, and can still be supplemented with our regularly hosted complimentary web trainings.
- For online view and more details of Career Cruising for K-12 cost proposal, please visit: https://adminapp.careercruising.com/public/order/Q6UJ9A0B1C44/A6UJ9A00BJNF

Screenshot of quote

QUOTE / ORDER APPROVAL

QUOTE ID: Q6UJ9A0B1C44

QUOTE FOR:	REQUESTED BY:	SUBSCRIPTION PERIOD:
ATTN: Karen Wailly Poudre School District P-1 1502 South Timberlane Road Fort Collins, CO 80524	Karen Wailly, Poudre School District P-1	START DATE: Apr 1 2017 END DATE: Mar 31 2018 DURATION: 12 months

Product	Qty	Annual Rate	Units	Price	Details	SubTotal
Career Cruising for K-12 High	8,266	$3.00	Per Student	$3.00		$24,798.00
Career Cruising for K-12 Middle	6,052	$2.00	Per Student	$2.00		$12,104.00
Success Services (One time fee)	7	$800.00	Per School	$800.00		$5,600.00
Success Services (One time fee)	5	$400.00	Per School	$400.00		$3,600.00
Training - Personalized Onsite Session (One time fee)	2	$5,000.00	Per Unit	$0.00		$0.00

NOTES:
- An invoice will be sent after the quote / order is approved.

ANNUAL RATE:
$36,902

GRAND TOTAL:

Career Cruising Terms of the Agreement
Billing + Renewals FAQs

✔ APPROVE

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Cost outline for supplemental services

- During Career Cruising's presentation with PSD, verbal discussions were had regarding supplemental services not outlined in our original RFP proposal. Specifically, these include Method Test Prep, Inspire and National Student Clearinghouse. Listed below are pricing and pertinent details for each service. Should PSD wish to add any of these services to the agreement, Career Cruising will make adjustments within the final contract. *With the exception of these three services, everything else discussed within the RFP proposal and presentation (including training and support) is included in the cost of Career Cruising for K-12.*

- Inspire by Career Cruising allows students to connect their ICAP plans to real world experiences and local employers. Students are able to access discussion boards, ask questions to career coaches/mentors and apply for work-based learning opportunities such as; job shadows, company tours, summer placements and internships.

  The cost for Inspire is based on total county population. Based on the population of Fort Collins, the annual list price for Inspire is $10,000. **Career Cruising is offering PSD a preferred annual rate of $7,500.**

  The quote for this service can be found below, as well as a link to an Inspire e-brochure. Brochure: http://cdns.careercruising.com/inspire/mobile/index.html#p=3

- **For online view and more details of Inspire by Career Cruising, please visit:** https://adminapp.careercruising.com/public/order/Q6UJ9A0B7C71/A6UJ9A00BJNF

Screenshot of Inspire by Career Cruising quote

QUOTE / ORDER APPROVAL

QUOTE ID: Q6UJ9A0B7C71

QUOTE FOR	REQUESTED BY:	SUBSCRIPTION PERIOD
ATTN: Karen Wally Poudre School District R 1 1502 South Timberlane Road Fort Collins, CO 80524	Karen Wally Poudre School District R 1	START DATE: Apr 1, 2017 END DATE: Mar 31, 2018 DURATION: 12 months

Comments

Product	Qty	Annual Rate	Units	Price Details	SubTotal
Inspire	1	$7,500.00	Retail	$7,500.00	$7,500.00

NOTES:
- An invoice will be sent after the quote / order is approved.

GRAND TOTAL:

✔ APPROVE

Method Test Prep

Career Cruising partners with Method Test Prep to offer students SAT and ACT preparation support, embedded within the ICAP. Poudre School District may purchase as many licenses for Method Test Prep as are required (i.e high school only, specific grades, certain groups of students). Subscription provides access to both SAT and ACT preparation materials. Total licenses purchased should take into account the number of administrators who will be logging in, in addition to students. The grid below provides the cost per license based on the total number of licenses being activated. Pricing is as per Method Test Prep, Career Cruising does not mark up this cost.

For example:
520 licenses needed – Tier S pricing of $5.08/student, total of $2,461.00
3,000 licenses needed – Tier W pricing of $3.00/student, total of $9,000.00

Tier	# of Accounts		Price per acct.	% off retail
A	15	20	$ 29.75	80.0%
B	21	30	$ 26.92	81.9%
C	31	40	$ 24.31	83.7%
D	41	50	$ 21.94	85.3%
E	51	60	$ 19.79	86.7%
F	61	70	$ 17.84	88.0%
G	71	80	$ 16.08	89.2%
H	81	90	$ 14.49	90.3%
I	91	100	$ 13.06	91.2%
J	101	150	$ 11.77	92.1%
K	151	200	$ 10.60	92.9%
L	201	250	$ 9.54	93.6%
M	251	300	$ 8.59	94.2%
N	301	350	$ 7.74	94.8%
O	351	400	$ 6.97	95.3%

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P	401	450	S	6.27	95.8%
Q	451	500	S	5.65	96.2%
R	501	550	S	5.08	96.6%
S	551	650	S	4.57	96.9%
T	651	800	S	4.12	97.2%
U	801	1,000	S	3.71	97.5%
V	1,001	2,000	S	3.34	97.8%
W	2,001	5,000	S	3.00	98.0%
X	5,001	÷	S	2.70	98.2%

Career Cruising partners with the National Student Clearinghouse to provide districts insight into students' post-graduation outcomes. Reports are available within Career Cruising's Educator portal.

The cost for National Student Clearinghouse is $425/school. Career Cruising does not mark up the subscription fee for this service.

If PSD would like to implement National Student Clearinghouse reporting for its 7 high school buildings, the total annual cost is **$2,975.00**. PSD may also wish to use this service at select locations, which we can accommodate as well.

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DEPLOYMENT TIME

- Verbal representations regarding Naviance transition support as part of Success Planning were discussed during our in person meeting. Career Cruising has made a commitment to work with PSD on an as needed basis to upload data extracted from Naviance into Career Cruising, where possible. There is no time cap on this support. Work flow for this has been built in to the updated implementation plan (discussed below) and can be updated as needed, as part of Onboarding and Success Planning.

- Please see below for a revised implementation timeline and a detailed breakdown of Career Cruising's suggested onboarding schedule. Please note that we are very flexible to work with PSD on an amended timeline that is best suited to the district. What is described below will indicate the minimum time needed by Career Cruising to complete required tasks.

Timeframe	Implementation Activity	Required Attendance	Responsibility
Mid- late March	Approval from PSD to commence contract with Career Cruising (CC)	N/A	N/A
Week 1-2	➔ Implementation and Success Kick Off call with Career Cruising Success Manager and Implementation Manager (2 hours): - Introduction to deployment of CC - First steps in building PSD Success Plan - Discuss what information PSD would like to pull from Naviance and transfer to CC - Log in definitions for students set up with first steps discussed to get student accounts created - Log ins for	District Lead IT Lead Both MUST attend; as they will be the ones taking the lead with the program to ensure success PSD may decide if they would like to invite	CC Success Manager CC Implementation Manager PSD IT Lead PSD District Lead (*any additional staff PSD deems appropriate)

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	staff/administrators set up by CC - Discuss training schedule (does not need to be determined immediately, at discretion of PSD) ➔ After this meeting, the District IT Lead/Team will continue to work with the Implementation manager to create data files within synergy set up and create student accounts. Single Sign On, if requested, will be set up at time as well. (Aprox 8-12 hours. Work spread out as per PSD preference)	*addition district or school staff*	
Week 3	➔ PSD to provide CC with Course Catalogue so that CC can begin to upload (this can be done at a later time, if the district prefers). Time needed for CC to upload Course Catalogue is approximately 1-2 weeks. ➔ Once data files are received from your IT Lead and student login protocol is determined, the first data integration is complete. Students and staff are able to being using Career Cruising. We also encourage nightly data transfers of these same data files. ➔ PSD district Lead (and participating staff) collect any follow up items for 2nd Success Plan meeting	District Lead IT Lead	CC Implementation Manager PSD IT Lead PSD Staff – anyone involved in set up and configuration of course planning (counselors, admin etc)

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| Week 4-5 | ➔ Follow up meeting with Success Manager to continue building Success Plan.

➔ Continued discussion of desired data from Naviance into Career Cruising (will require assistance from PSD IT lead and additional staff, time required TBD based on specific information being transferred)

➔ Designated PSD Transcript 'Admins' identified as the e-transcripts leads/specialists and they receive instructions to set up school profile and directions to start using.

➔ If desired, Course Planner trainings will be scheduled for district and school staff. CC offers 1 initial 'Quick Start' session, followed by 4 in depth workshops on Course Planner set up and configuration. We ask all staff to attend the 1 hour Quick Start Session and workshops are optional, based on comfort level with material. | District Lead

PSD Staff (Course Planner training only) | Success Manager

PSD District Lead

PSD Transcript 'Admins'

PSD Staff |
| Week 6 onward | ➔ PSD staff continue to work through Course Planner workshops at a pace that best suits district | PSD Staff

District Lead | Success Manager

CC Trainer

Implementation |

	→ Continued contact with Success Manager to finalize Success Plan and roll out any initiatives PSD determines they would like to start in the spring with students → Complimentary in-person training days scheduled at a time that best suits PSD. Timing is very flexible. In person training will cover a variety of topics, to be determined when building Success Plan. Trainings will be appropriate for all PSD staff to attend who will be involved with Career Cruising (counselors, CDC, teachers etc) → Regularly scheduled check in meetings with Success Manager to ensure everyone is on track as we move into 2017-18 school year		Manager
Ongoing	→ Unlimited support available as needed from CC Success Manager, Implementation Manager and Client Support Team → Once onboarding complete, Client Support Team is available to address questions from all staff → Refresher training; available online all year at no additional cost in various formats	PSD Staff District Lead	Success Manager District Lead

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STATEMENT OF ACKNOWLEDGEMENT

- Career Cruising acknowledges that, if selected, we will be required to sign a SOFTWARE SERVICES AGREEMENT pertaining to student data transparency and security. The attachment Poudre School District provided with the BAFO has been reviewed by Career Cruising.

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Exhibit F

POUDRE SCHOOL DISTRICT GRADUATION REQUIREMENTS

Career Cruising will establish a graduation tracking and monitoring tool, to link with Synergy, based on the Poudre School District graduation requirements as outlined below. This may include a checkbox or other methods to allow students and parents the ability to monitor student's progress and completion of graduation requirements.

PSD Core Credit Requirements		
Subject	Credits	Skills
Math	30	To include skills in algebra, geometry, data analysis, and statistics. (Algebra II highly recommended.)
Science	30	To include skills in physical, life and earth system sciences. (Chemistry and/or physics highly recommended.)
Language Arts	40	To include skills in oral expression and listening, reading for all purposes, writing and composition, research and reasoning.
Social Studies	25	To include skills in geography, civics, history, economics. (Must include United States History and United States Government, per Colorado State Statute.)
Humanities	5	To include the cross-curricular study of literature, history, philosophy, and comparative religion, visual and performing arts, and cultures.
World Language or World Culture	10	To include skills in world languages and/or knowledge & understanding of world cultures. (Two years of world language highly recommended.)
Fine and Applied Arts	10	To include skills in developing original products, creating artifacts such as artworks or gourmet foods, performing, and problem solving using critical and creative thinking.
Wellness	15	To include skills in physical and personal wellness.
Financial Literacy	5	To include skills in personal financial literacy.
Economics	5	To include skills in micro and macroeconomics
Electives	65	
Total	240	

State-Approved College and Career Readiness Measures

Measure	English Score/Criteria	Mathematics Score/Criteria
Accuplacer	62 - Reading	61 - Elementary Algebra
ACT	18	19
ACT WorkKeys	Bronze or higher	Bronze or higher
ASVAB (Armed Services Vocational Battery)	31	31
International Baccalaureate tests	4	4
SAT	430	460
Concurrent Enrollment Course	Passing grade	Passing grade
District Capstone Project	Individualized	Individualized
Industry Certificate	Individualized	individualized

For more information, visit the Colorado Department of Education Graduation Guidelines web page.

Exhibit G

QUOTE / ORDER APPROVAL

Career Cruising

QUOTE ID: Q6UJ9A0B1C44

INVOICE DATE: Jul 1, 2017

QUOTE FOR:	REQUESTED BY:	SUBSCRIPTION PERIOD:
ATTN: Karen Wailly Poudre School District R 1 1502 South Timberlane Road Fort Collins, CO 80524	Karen Wailly Poudre School District R-1	**START DATE:** Jul 1, 2017 **END DATE:** Jun 30, 2018 **DURATION:** 12 months

Comments:
Immediate access for Poudre School District to begin implementing, training and using Career Cruising upon quote/contract approval. Invoice date is set to July 1st with a renewal date of June 30th, 2018.

Product	Qty	Annual Rate	Units	Price	Details	SubTotal
Career Cruising for K-12 High	8,266	$3.00	Per Student	$3.00		$24,798.00
Career Cruising for K-12 Middle	6,102	$2.00	Per Student	$2.00		$12,204.00
Inspire A component of Career Cruising for K-12	1	$7,500.00	Retail	$7,500.00		$7,500.00
Method Test Prep A component of Career Cruising for K-12	2,500	$3.00	Per Student ACT and SAT	$3.00		$7,500.00
Success Services (One time fee) Life-time Data Integration, Implementation and Success Support	8	$800.00	Per School High School	$800.00		$6,400.00
Success Services (One time fee) Life-time Data Integration, Implementation and Success Support	9	$400.00	Per School Middle School	$400.00		$3,600.00
Training - Personalized Onsite Session (One time fee)	2	$5,000.00	Per Unit	$0.00	100% one time discount	$0.00

NOTES:

- An invoice will be sent after the quote / order is approved.

ANNUAL RATE: ❓

$52,002

* Price subject to change

GRAND TOTAL:

$62,002.⁰⁰

Career Cruising Terms of Use Agreement
Billing + Renewals FAQ's

✉ GinnyW@careercruising.com

📞 Phone: 800.965.8541x167

📠 Fax: 416.463.0938

1867 Yonge Street · Suite 1002 · Toronto, ON M4S 1Y5 · Canada

Exhibit H

1) WHAT STUDENT PERSONALLY IDENTIFIABLE DATA IS COLLECTED THROUGH THE USE OF THE SYSTEM?

Career Cruising collects most personally identifiable data via our SIS integration for the purposes of provisioning student accounts in Career Cruising.

    a. Student data/basic accounts:
        i. Student ID
        ii. First Name
        iii. Last Name
        iv. Birth Date
        v. Current Grade Number
        vi. Current School
        vii. Gender (optional, but useful for district reporting)
        viii. Email (optional, but useful for single sign-on and password recovery)
    b. Course Planner
- Next Year School
- Student Transcript Data (course code, grade taken, final mark, term, credits received).
- Current Year Scheduled Courses (course code, term, expected course end date)

    c. Resume Builder
- Students have the ability to enter awards, certificates, past job experience, interests and hobbies, and volunteer information in order to build their online resume (accessible only by the student).

2) WHAT IS THE STUDENT PERSONALLY IDENTIFIABLE DATA USED FOR AFTER IT IS COLLECTED?

    a. Personally identifiable information collected from the SIS integration is used only for student account provisioning and for use by councilors from within CAMS (IE: some reports allow councilors to filter or aggregate data based on gender or grade).
    b. Data entered for Resume Builder is accessible only by the student for the purposes of generating an electronic resumes that can then be downloaded.
    c. Email address can be entered by the student for the purposes of password recovery.

3) WHAT THIRD PARTY VENDORS DO WE CONTRACT WITH THAT MAY HAVE ACCCESS TO PERSONALLY IDENTIFIABLE DATA?
    a. Method Test Prep
    b. National Student Clearinghouse
    c. Credentials

4) WHAT IS THE PRUPOSE OF THESE THIRD PARTY VENDORS?
    a. Method Test Prep: ACT and SAT exam prep material
    b. National Student Clearinghouse: alumni data and student postsecondary outcomes
    c. Credentials: electronic transcript management for the purposes of college applications