



State of West Virginia
 Department of Administration
 Purchasing Division
 2019 Washington Street East
 Post Office Box 50130
 Charleston, WV 25305-0130

Request for Quotation

RFQ NUMBER
 EDD363384

PAGE
 1

ADDRESS CORRESPONDENCE TO ATTENTION OF:
 SHELLY MURRAY
 304-558-8801

AUCTION ROOM

*A05132304 865-717-2206
 WORLDWIDE INTERACTIVE NETWORK
 1000 WATERFORD PLACE
 KINGSTON TN 37763

SHIP TO

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
 CHARLESTON, WV
 25305-0330

DATE PRINTED	TERMS OF SALE	SHIP VIA	F.O.B.	FREIGHT TERMS
09/21/2011				

BID OPENING DATE: 09/29/2011 BID OPENING TIME 01:30PM

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
----- ADDENDUM NO. 1 -----						
THIS ADDENDUM IS ISSUED TO ADDRESS THE QUESTIONS RECEIVED PRIOR TO THE QUESTION SUBMISSION DEADLINE OF 09/07/2011.						
THE BID OPENING DATE IS EXTENDED						
FROM: 09/22/2011						
TO : 09/29/2011						
0001	1	YR		205-20-99-000		
CAREER READINESS COMPREHENSIVE PROGRAM						
EXHIBIT 10						
REQUISITION NO.: EDD363384						
ADDENDUM ACKNOWLEDGEMENT						
I HEREBY ACKNOWLEDGE RECEIPT OF THE FOLLOWING CHECKED ADDENDUM(S) AND HAVE MADE THE NECESSARY REVISIONS TO MY PROPOSAL, PLANS AND/OR SPECIFICATION, ETC.						
ADDENDUM NO. 'S:						

RECEIVED

201 SEP 23 A 10:14

PURCHASING DIVISION
STATE OF WV

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE *Joseph Green* TELEPHONE 865 717 3333 DATE 9/21/2011

TITLE *Executive Vice President* FEIN 62-1642438 ADDRESS CHANGES TO BE NOTED ABOVE



State of West Virginia
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 SHELLY MURRAY
 804-558-8801

MURRAY

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 1000 WATERFORD PLACE
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NO. 1					
NO. 2					
NO. 3					
NO. 4					
NO. 5					

I UNDERSTAND THAT FAILURE TO CONFIRM THE RECEIPT OF THE ADDENDUM(S) MAY BE CAUSE FOR REJECTION OF BIDS.

VENDOR MUST CLEARLY UNDERSTAND THAT ANY VERBAL REPRESENTATION MADE OR ASSUMED TO BE MADE DURING ANY ORAL DISCUSSION HELD BETWEEN VENDOR'S REPRESENTATIVES AND ANY STATE PERSONNEL IS NOT BINDING. ONLY THE INFORMATION ISSUED IN WRITING AND ADDED TO THE SPECIFICATIONS BY AN OFFICIAL ADDENDUM IS BINDING.

Joseph J. Acorn

 SIGNATURE

WORLDWIDE INTERACTIVE NETWORK, INC
 COMPANY

.....
 SEPTEMBER 21, 2011...
 DATE

NOTE: THIS ADDENDUM ACKNOWLEDGEMENT SHOULD BE SUBMITTED WITH THE BID.

----- END OF ADDENDUM NO. 1 -----

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE *Joseph Acorn* TELEPHONE 865-717-3333 DATE 9/21/2011

TITLE *Executive Vice President* FEIN 62-1642438 ADDRESS CHANGES TO BE NOTED ABOVE

WHEN RESPONDING TO BFO INSERT NAME AND ADDRESS IN SPACE ABOVE LABELLED 'VENDOR'

EDD363384**Addendum No. 1****QUESTION**

Will you consider a proposal for a middle school and high school program focused exclusively on mathematics?

RESPONSE

No

QUESTION

After submission of bids, will there be an opportunity for vendors to conduct a presentation?

RESPONSE

No

QUESTION

When do you anticipate making an award? Is there a timeline for events following the bid opening?

RESPONSE

The bid opening date has been extended to 09/29/2011 and once the bids are evaluated the lowest bid meeting all mandatory requirements should be awarded the contract. The usual timeline for these events is approximately 14 business days.

QUESTION

Is there a specific form for us to use for submitting our pricing, or may we provide our own price lists?

RESPONSE

This is an "all-inclusive" internet based system, please submit your pricing on the pricing page provided.

QUESTION

Can you provide more information on registering with the Purchasing Division?

RESPONSE

Vendors submitting a bid are not required to register with the Purchasing Division in order to submit a bid. However, if the apparent low bidder is not a registered vendor, the Purchasing Division will notify the vendor and give ample time to register. This is the link for vendors who desire to register:

<http://www.state.wv.us/admin/purchase/vrc/wv1.pdf>

QUESTION

What is the current enrollment for students K-12 in West Virginia?

RESPONSE

282,130 K-12 students



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SHELLY MURRAY 304-558-8801

RFQ COPY

VENDOR

Worldwide Interactive Network, Inc.
 dba WIN Learning
 1000 Waterford Place
 Kingston, TN 37763
 Phone: 865-717-3333
 Fax: 865-717-9461

SHIP TO

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08/25/2011				

BID OPENING DATE: **09/22/2011** BID OPENING TIME **01:30PM**

LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
0001	1	YR		205-20-99-000		
<p>THE WEST VIRGINIA PURCHASING DIVISION, FOR THE AGENCY, THE WEST VIRGINIA DEPARTMENT OF EDUCATION, OFFICE OF CAREER AND TECHNICAL ACCOUNTABILITY AND SUPPORT, IS SOLICITING BIDS FOR A COMPREHENSIVE PROGRAM FOR CAREER READINESS CURRICULUM K-12 COMPUTER BASED AND ONLINE PER THE ATTACHED SPECIFICATIONS.</p> <p>TECHNICAL QUESTIONS MUST BE SUBMITTED IN WRITING TO SHELLY MURRAY IN THE WEST VIRGINIA PURCHASING DIVISION VIA MAIL AT THE ADDRESS SHOWN AT THE TOP OF THIS RFQ, VIA FAX AT 304-558-4115, OR VIA E-MAIL AT SHELLY.L.MURRAY@WV.GOV. DEADLINE FOR ALL TECHNICAL QUESTIONS IS 09/07/2011 AT THE CLOSE OF BUSINESS. ALL TECHNICAL QUESTIONS RECEIVED, IF ANY, WILL BE ADDRESSED BY ADDENDUM AFTER THE DEADLINE.</p> <p>CAREER READINESS COMPREHENSIVE PROGRAM</p> <p>EXHIBIT 3</p> <p>LIFE OF CONTRACT: THIS CONTRACT BECOMES EFFECTIVE UPON AWARD AND EXTENDS FOR A PERIOD OF ONE (1) YEAR OR UNTIL SUCH "REASONABLE TIME" THEREAFTER AS IS NECESSARY TO OBTAIN A NEW CONTRACT OR RENEW THE ORIGINAL CONTRACT. THE "REASONABLE TIME" PERIOD SHALL NOT EXCEED TWELVE (12) MONTHS. DURING THIS "REASONABLE TIME" THE VENDOR MAY TERMINATE THIS CONTRACT FOR ANY REASON UPON GIVING THE DIRECTOR OF PURCHASING 30 DAYS WRITTEN NOTICE.</p>						

RECEIVED
 2011 SEP 21 A 10:10
 PURCHASING DIVISION
 STATE OF WV

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	TELEPHONE	DATE
<i>Joseph P. Green</i>	(865) 414-0033	September 19, 2011
TITLE	FEIN	ADDRESS CHANGES TO BE NOTED ABOVE
Executive Vice President	62-1642428	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

GENERAL TERMS & CONDITIONS REQUEST FOR QUOTATION (RFQ) AND REQUEST FOR PROPOSAL (RFP)

1. Awards will be made in the best interest of the State of West Virginia.
 2. The State may accept or reject in part, or in whole, any bid.
 3. Prior to any award, the apparent successful vendor must be properly registered with the Purchasing Division and have paid the required \$125 fee.
 4. All services performed or goods delivered under State Purchase Order/Contracts are to be continued for the term of the Purchase Order/Contracts, contingent upon funds being appropriated by the Legislature or otherwise being made available. In the event funds are not appropriated or otherwise available for these services or goods this Purchase Order/Contract becomes void and of no effect after June 30.
 5. Payment may only be made after the delivery and acceptance of goods or services.
 6. Interest may be paid for late payment in accordance with the *West Virginia Code*.
 7. Vendor preference will be granted upon written request in accordance with the *West Virginia Code*.
 8. The State of West Virginia is exempt from federal and state taxes and will not pay or reimburse such taxes.
 9. The Director of Purchasing may cancel any Purchase Order/Contract upon 30 days written notice to the seller.
 10. The laws of the State of West Virginia and the *Legislative Rules* of the Purchasing Division shall govern the purchasing process.
 11. Any reference to automatic renewal is hereby deleted. The Contract may be renewed only upon mutual written agreement of the parties.
 12. **BANKRUPTCY:** In the event the vendor/contractor files for bankruptcy protection, the State may deem this contract null and void, and terminate such contract without further order.
 13. **HIPAA BUSINESS ASSOCIATE ADDENDUM:** The West Virginia State Government HIPAA Business Associate Addendum (BAA), approved by the Attorney General, is available online at www.state.wv.us/admin/purchase/vrc/hipaa.htm and is hereby made part of the agreement. Provided that the Agency meets the definition of a Cover Entity (45 CFR §160.103) and will be disclosing Protected Health Information (45 CFR §160.103) to the vendor.
 14. **CONFIDENTIALITY:** The vendor agrees that he or she will not disclose to anyone, directly or indirectly, any such personally identifiable information or other confidential information gained from the agency, unless the individual who is the subject of the information consents to the disclosure in writing or the disclosure is made pursuant to the agency's policies, procedures, and rules. Vendor further agrees to comply with the Confidentiality Policies and Information Security Accountability Requirements, set forth in <http://www.state.wv.us/admin/purchase/privacy/noticeConfidentiality.pdf>.
 15. **LICENSING:** Vendors must be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, and the West Virginia Insurance Commission. The vendor must provide all necessary releases to obtain information to enable the director or spending unit to verify that the vendor is licensed and in good standing with the above entities.
 16. **ANTITRUST:** In submitting a bid to any agency for the State of West Virginia, the bidder offers and agrees that if the bid is accepted the bidder will convey, sell, assign or transfer to the State of West Virginia all rights, title and interest in and to all causes of action it may now or hereafter acquire under the antitrust laws of the United States and the State of West Virginia for price fixing and/or unreasonable restraints of trade relating to the particular commodities or services purchased or acquired by the State of West Virginia. Such assignment shall be made and become effective at the time the purchasing agency tenders the initial payment to the bidder.
- I certify that this bid is made without prior understanding, agreement, or connection with any corporation, firm, limited liability company, partnership, or person or entity submitting a bid for the same material, supplies, equipment or services and is in all respects fair and without collusion or fraud. I further certify that I am authorized to sign the certification on behalf of the bidder or this bid.

INSTRUCTIONS TO BIDDERS

1. Use the quotation forms provided by the Purchasing Division. Complete all sections of the quotation form.
2. Items offered must be in compliance with the specifications. Any deviation from the specifications must be clearly indicated by the bidder. Alternates offered by the bidder as **EQUAL** to the specifications must be clearly defined. A bidder offering an alternate should attach complete specifications and literature to the bid. The Purchasing Division may waive minor deviations to specifications.
3. Unit prices shall prevail in case of discrepancy. All quotations are considered F.O.B. destination unless alternate shipping terms are clearly identified in the quotation.
4. All quotations must be delivered by the bidder to the office listed below prior to the date and time of the bid opening. Failure of the bidder to deliver the quotations on time will result in bid disqualifications: Department of Administration, Purchasing Division, 2019 Washington Street East, P.O. Box 50130, Charleston, WV 25305-0130
5. Communication during the solicitation, bid, evaluation or award periods, except through the Purchasing Division, is strictly prohibited (W.Va. C.S.R. §148-1-6.6).



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ADDRESS CORRESPONDENCE TO ATTENTION OF:
SHELLY MURRAY 304-558-8801

VENDOR

RFQ COPY
 Worldwide Interactive Network, Inc.
 dba WIN Learning
 1000 Waterford Place
 Kingston, TN 37763
 Phone: 865-717-3333
 Fax: 865-717-9461

SHIP TO

DEPARTMENT OF EDUCATION
 BUILDING 6
 1900 KANAWHA BOULEVARD, EAST
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LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
<p>UNLESS SPECIFIC PROVISIONS ARE STIPULATED ELSEWHERE IN THIS CONTRACT DOCUMENT, THE TERMS, CONDITIONS AND PRICING SET HEREIN ARE FIRM FOR THE LIFE OF THE CONTRACT.</p> <p>RENEWAL: THIS CONTRACT MAY BE RENEWED UPON THE MUTUAL WRITTEN CONSENT OF THE SPENDING UNIT AND VENDOR, SUBMITTED TO THE DIRECTOR OF PURCHASING THIRTY (30) DAYS PRIOR TO THE EXPIRATION DATE. SUCH RENEWAL SHALL BE IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT AND SHALL BE LIMITED TO TWO (2) ONE (1) YEAR PERIODS.</p> <p>CANCELLATION: THE DIRECTOR OF PURCHASING RESERVES THE RIGHT TO CANCEL THIS CONTRACT IMMEDIATELY UPON WRITTEN NOTICE TO THE VENDOR IF THE COMMODITIES AND/OR SERVICES SUPPLIED ARE OF AN INFERIOR QUALITY OR DO NOT CONFORM TO THE SPECIFICATIONS OF THE BID AND CONTRACT HEREIN.</p> <p>OPEN MARKET CLAUSE: THE DIRECTOR OF PURCHASING MAY AUTHORIZE A SPENDING UNIT TO PURCHASE ON THE OPEN MARKET, WITHOUT THE FILING OF A REQUISITION OR COST ESTIMATE, ITEMS SPECIFIED ON THIS CONTRACT FOR IMMEDIATE DELIVERY IN EMERGENCIES DUE TO UNFORESEEN CAUSES (INCLUDING BUT NOT LIMITED TO DELAYS IN TRANSPORTATION OR AN UNANTICIPATED INCREASE IN THE VOLUME OF WORK.)</p> <p>BANKRUPTCY: IN THE EVENT THE VENDOR/CONTRACTOR FILES FOR BANKRUPTCY PROTECTION, THE STATE MAY DEEM THE CONTRACT NULL AND VOID, AND TERMINATE SUCH CONTRACT WITHOUT FURTHER ORDER.</p> <p>THE TERMS AND CONDITIONS CONTAINED IN THIS CONTRACT SHALL SUPERSEDE ANY AND ALL SUBSEQUENT TERMS AND CONDITIONS WHICH MAY APPEAR ON ANY ATTACHED PRINTED</p>						

SIGNATURE <i>Joseph Han</i>		TELEPHONE (865) 414-0033	DATE September 19, 2011
TITLE Executive Vice President	FEIN 62-1642428	ADDRESS CHANGES TO BE NOTED ABOVE	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'



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				DOCUMENTS SUCH AS PRICE LISTS, ORDER FORMS, SALES AGREEMENTS OR MAINTENANCE AGREEMENTS, INCLUDING ANY ELECTRONIC MEDIUM SUCH AS CD-ROM.		
				NOTICE		
				A SIGNED BID MUST BE SUBMITTED TO:		
				DEPARTMENT OF ADMINISTRATION PURCHASING DIVISION BUILDING 15 2019 WASHINGTON STREET, EAST CHARLESTON, WV 25305-0130		
				THE BID SHOULD CONTAIN THIS INFORMATION ON THE FACE OF THE ENVELOPE OR THE BID MAY NOT BE CONSIDERED:		
				SEALED BID		
				BUYER: SHELLY MURRAY		
				RFQ. NO.: EDD363384		
				BID OPENING DATE: 09/22/2011		
				BID OPENING TIME: 1:30 PM		
				PLEASE PROVIDE A FAX NUMBER IN CASE IT IS NECESSARY TO CONTACT YOU REGARDING YOUR BID: Fax: 865-717-9461		

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE <i>Joseph A. Lewis</i>	TELEPHONE (865) 414-0033	DATE September 19, 2011
TITLE Executive Vice President	FEIN 62-1642428	ADDRESS CHANGES TO BE NOTED ABOVE

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LINE	QUANTITY	UOP	CAT. NO.	ITEM NUMBER	UNIT PRICE	AMOUNT
CONTACT PERSON (PLEASE PRINT CLEARLY): Joseph Goins, Executive Vice President						
***** THIS IS THE END OF RFQ EDD363384 ***** TOTAL:						<u>\$220,000.00</u>

SEE REVERSE SIDE FOR TERMS AND CONDITIONS

SIGNATURE	<i>Joseph J. Goins</i>	TELEPHONE	(865) 414-0033	DATE	September 19, 2011
TITLE	Executive Vice President	FEIN	62-1642428	ADDRESS CHANGES TO BE NOTED ABOVE	

WHEN RESPONDING TO RFQ, INSERT NAME AND ADDRESS IN SPACE ABOVE LABELED 'VENDOR'

Request for Quotation EDD363384

PURPOSE:

The West Virginia Department of Education, Office of Career and Technical Accountability and Support is in need of Comprehensive Program for Career Readiness Curriculum K-12 computer-based and online. The vendor must provide access, hosting, and technical support to this "all-inclusive" internet-based system.

This purchase will include all required licensing and a minimum of three (3) years of warranty services support. Warranty services shall include all product upgrades, applicable subscription service and installation service.

Vendor must submit descriptive literature verifying that bid material meets all mandatory requirements. This literature must be received no later than five (5) days after the bid opening. If bidder wishes to have literature returned, the bidder must include a pre-paid label or other information to have this returned at vendor's expense.

All items stating a "must", "shall" or "will" are mandatory requirements. Failure to provide or meet any of these mandatory requirements shall be grounds to disqualify the entire quotation.

Detailed Description of Project:

- Vendor will provide a comprehensive program for career readiness curriculum via print-based, computer-based, and online instructional materials for the K-12 educational levels for statewide use in all West Virginia public schools.
- Vendor must agree to provide staff development and training to support the implementation of the curriculum.
- The contract will be for one year with two (2) one-year renewals.
- The curriculum must contain industry-specific contextual units aligned with the 16 high-growth industries identified by the US Department of Labor and a Kindergarten through 8th grade instructional suite.
- The career readiness curriculum must include levels of Work Habits curriculum for soft skills improvement.
- The Comprehensive K-12 career readiness curriculum courseware must contain:
 - Appropriate materials for low-level learners to grade-level learners in middle and high schools

- Online assessments and placements within the courseware,
- Soft Skills series with online and classroom-based instructional programs
- K-8 Career Readiness Lesson Plans and Activities for each grade level.

Specific Eligibility Criteria:

1. Career Readiness Curriculum Must:

- a. Provide different levels of learning and achievement within academic and foundational workplace skill topic areas. Learning levels must accommodate low-level learners to accelerated learners, with courseware able to be accessed at multiple different skill levels.
 - Courseware must include foundational skills, soft skills, applied technology, and writing at a minimum.
 - The curriculum must be competency-based and Internet-delivered, with the flexibility to be instructor-delivered or self-paced.
 - The learning modules must be contextual and address core skills required for entry into high-demand jobs across the 16 career clusters identified by the US. Department of Labor.
 - Include printable workbooks for all levels.
 - Courseware must utilize natural voice audio with no plug-in requirements for any of the courseware areas.
- b. Courseware must provide alignments and effectiveness studies with a variety of credentials including the West Virginia Governor's Career Readiness Certificate, National Career Readiness Credential (NCRC), National Work Readiness Credential (NWRC), and General Educational Diploma (GED).

2. Online Assessments and Placements, must be built into the online career readiness curriculum to include:

- a. Built-in, well-developed online assessments to determine skill levels and pre-post-test learning gains across skill areas.
- b. Placement assignments, determined by scores on the assessment, determines at which level in a skill area a student begins the course.

- o Assessments must identify at which level student learning must begin (placement), exactly determined by assessments.
 - o Once placed at an appropriate skill level, students must be able to work through specific training modules to build skill proficiency and move to the next level.
- c. Online in English and Spanish.

3. Soft Skills Courseware Series, must be a part of the career readiness curriculum and include:

- a. Instructional video modeling of appropriate and inappropriate behavioral skills for the workplace.
- b. At a minimum the following topics: reliability, work ethic, attitude, professionalism, collaboration, teamwork, interpersonal skills, communication, cooperation, problem-solving, critical thinking, motivation, tact and concern for others, adaptability, dependability, initiative, resource management, time management, and attention to others' needs.
- c. Formative and summative assessments, as well as, facilitated units for the classroom.
- d. A credentialing option complementary to the National Work Readiness Credential, National Career Readiness Certificate, and Skills USA.

4. The comprehensive program for career readiness must include a career exploration and readiness program for students in kindergarten through 8th grade and include the following:

- a. Career exploration activities for primary and middle school grades, K through 8 for each grade level.
- b. Career exploration for earlier grades, gradually introducing career readiness through middle school grades (6 to 8).
- c. For upper grades, the materials must introduce foundational and soft skills in career-related areas including, but not limited to, Reading for Information, Applied Mathematics,

Locating Information, Listening, Observation, Applied Technology, Writing, and Teamwork.

- d. All learning activities for K-8 must be project based with available printable and electronic workbooks for each grade level that introduce demand occupations in a variety of career pathways and job families.
- e. Supportive materials which include instructor-led lesson plans and worksheets for each grade level of K-8.
- f. Classroom activities related to the occupation and learning objectives in all eight foundational skills, for all grade levels.

Evaluation Criteria:

The contract will be awarded to the lowest bidder who meets all of the specification requirements.

EDD363384
Evaluation Pricing Page

The Vendor must provide access, hosting, warranty and technical support services and these cost must be included in the "all-inclusive"/annual cost.

This "all-inclusive" internet-based system includes the following features:

- ☐ **Site License** – Unlimited Use on an Unlimited Number of Computers with client.
License is for a 12 month period.
- ☐ **Beginning Skills** – Academic and Foundational Workplace Skill Topic Area with skills in Language/Reading and Math – electronic print and computer-based.
- ☐ **Key Modules** – Reading for Information, Applied Mathematics, Locating Information, Applied Technology, Listening, Writing, Teamwork, Observation and Business Writing Skills.
- ☐ **Printable Materials** – Reading, Writing, Mathematics, Locating, Applied Technology and Business Writing. Electronic Format.
- ☐ **Student Tracking** – Management system tracking student usage and progress.
- ☐ **Job Profile Database** – Correlates student's score to National profiles with Career Development Tools, accessible on line.

Total: \$220,200.00 /Annual



1. **Career Readiness Curriculum**- Unlimited Use on an unlimited Number of Computers with Client. Includes Academic And Foundational Workplace Skill Topic Area with skills in Language/Reading and Math -electronic and print based. Reading for Information, Applied Mathematics, Locating Information, Applied Technology, Listening, Writing, Teamwork, Observation and Business Writing Skills are courses included. K-8 Lessons and format for each are included.

State of West Virginia
Term: 12
Months \$ 110,000.00

2. **Online Assessments and Placements**- Unlimited Use on an Unlimited Number of Computers with Client. This includes all of the summative and formative assessments and the WIN Management system for tracking student usage and progress

State of West Virginia
Term: 12
Months Included in Price

3. **Soft Skills**- Unlimited Use on an Unlimited Number of Computers with Client

State of West Virginia
Term: 12
Months \$ 55,000.00

4. **Career Exploration and readiness program** - Unlimited Use on an Unlimited Number of Computers with Client. System correlates student's score to National profiles with Career Development Tools, accessible on line

State of West Virginia
Term: 12
Months \$ 55,000.00

Total Cost: \$ 220,000.00

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

West Virginia Code §5A-3-10a states: No contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and the debt owed is an amount greater than one thousand dollars in the aggregate.

DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Debtor" means any individual, corporation, partnership, association, limited liability company or any other form or business association owing a debt to the state or any of its political subdivisions. "Political subdivision" means any county commission; municipality; county board of education; any instrumentality established by a county or municipality; any separate corporation or instrumentality established by one or more counties or municipalities, as permitted by law; or any public body charged by law with the performance of a government function or whose jurisdiction is coextensive with one or more counties or municipalities. "Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

EXCEPTION: The prohibition of this section does not apply where a vendor has contested any tax administered pursuant to chapter eleven of this code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

Under penalty of law for false swearing (*West Virginia Code §61-5-3*), it is hereby certified that the vendor affirms and acknowledges the information in this affidavit and is in compliance with the requirements as stated.

WITNESS THE FOLLOWING SIGNATURE

Vendor's Name: Worldwide Interactive Network, Inc. DBA 21st Learning

Authorized Signature: Joseph T. Guin Date: 9/19/11

State of Tennessee

County of Roane, to-wit:

Taken, subscribed, and sworn to before me this 20 day of September, 2011.

My Commission expires Oct. 21, 2014.

AFFIX SEAL HERE

NOTARY PUBLIC Melanie R. Hansen



State of West Virginia
VENDOR PREFERENCE CERTIFICATE

Certification and application* is hereby made for Preference in accordance with *West Virginia Code*, §5A-3-37. (Does not apply to construction contracts). *West Virginia Code*, §5A-3-37, provides an opportunity for qualifying vendors to request (at the time of bid) preference for their residency status. Such preference is an evaluation method only and will be applied only to the cost bid in accordance with the *West Virginia Code*. This certificate for application is to be used to request such preference. The Purchasing Division will make the determination of the Resident Vendor Preference, if applicable.

1. 1/10 Application is made for 2.5% resident vendor preference for the reason checked:
Bidder is an individual resident vendor and has resided continuously in West Virginia for four (4) years immediately preceding the date of this certification; or,
1/10 Bidder is a partnership, association or corporation resident vendor and has maintained its headquarters or principal place of business continuously in West Virginia for four (4) years immediately preceding the date of this certification; or 80% of the ownership interest of Bidder is held by another individual, partnership, association or corporation resident vendor who has maintained its headquarters or principal place of business continuously in West Virginia for four (4) years immediately preceding the date of this certification; or,
1/10 Bidder is a nonresident vendor which has an affiliate or subsidiary which employs a minimum of one hundred state residents and which has maintained its headquarters or principal place of business within West Virginia continuously for the four (4) years immediately preceding the date of this certification; or,
2. 1/10 Application is made for 2.5% resident vendor preference for the reason checked:
Bidder is a resident vendor who certifies that, during the life of the contract, on average at least 75% of the employees working on the project being bid are residents of West Virginia who have resided in the state continuously for the two years immediately preceding submission of this bid; or,
3. 1/10 Application is made for 2.5% resident vendor preference for the reason checked:
Bidder is a nonresident vendor employing a minimum of one hundred state residents or is a nonresident vendor with an affiliate or subsidiary which maintains its headquarters or principal place of business within West Virginia employing a minimum of one hundred state residents who certifies that, during the life of the contract, on average at least 75% of the employees or Bidder's affiliate's or subsidiary's employees are residents of West Virginia who have resided in the state continuously for the two years immediately preceding submission of this bid; or,
4. 1/10 Application is made for 5% resident vendor preference for the reason checked:
Bidder meets either the requirement of both subdivisions (1) and (2) or subdivision (1) and (3) as stated above; or,
5. 1/10 Application is made for 3.5% resident vendor preference who is a veteran for the reason checked:
Bidder is an individual resident vendor who is a veteran of the United States armed forces, the reserves or the National Guard and has resided in West Virginia continuously for the four years immediately preceding the date on which the bid is submitted; or,
6. 1/10 Application is made for 3.5% resident vendor preference who is a veteran for the reason checked:
Bidder is a resident vendor who is a veteran of the United States armed forces, the reserves or the National Guard, if, for purposes of producing or distributing the commodities or completing the project which is the subject of the vendor's bid and continuously over the entire term of the project, on average at least seventy-five percent of the vendor's employees are residents of West Virginia who have resided in the state continuously for the two immediately preceding years.

Bidder understands if the Secretary of Revenue determines that a Bidder receiving preference has failed to continue to meet the requirements for such preference, the Secretary may order the Director of Purchasing to: (a) reject the bid; or (b) assess a penalty against such Bidder in an amount not to exceed 5% of the bid amount and that such penalty will be paid to the contracting agency or deducted from any unpaid balance on the contract or purchase order.

By submission of this certificate, Bidder agrees to disclose any reasonably requested information to the Purchasing Division and authorizes the Department of Revenue to disclose to the Director of Purchasing appropriate information verifying that Bidder has paid the required business taxes, provided that such information does not contain the amounts of taxes paid nor any other information deemed by the Tax Commissioner to be confidential.

Under penalty of law for false swearing (*West Virginia Code*, §61-5-3), Bidder hereby certifies that this certificate is true and accurate in all respects; and that if a contract is issued to Bidder and if anything contained within this certificate changes during the term of the contract, Bidder will notify the Purchasing Division in writing immediately.

Bidder: WORLDWIDE INTERACTIVE NETWORK, INC. Signed: Joseph J. Davis

Date: SEPTEMBER 19, 2011 Title: EXECUTIVE U.P. SALES & MARKETING

*Check any combination of preference consideration(s) indicated above, which you are entitled to receive.

CAREER READINESS CURRICULUM K-12
Descriptions of Mandatory Requirements
For Bid EDD 363384



readiness redefined

WIN Learning
1000 Waterford Drive
Kingston, TN 37763

For further information, please contact:

Joseph Goins, Executive Vice President
WIN Learning
865-414-0033
Email: jgoins@w-win.com

September 2011

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A. CAREER READINESS CURRICULUM

WIN's Career Readiness Curriculum gives students a leg up on success. From kindergarten through high-school graduation, WIN enables students to focus on real-world knowledge, skills, and abilities that all learners can apply at all levels of education. For elementary and middle school, WIN's curriculum builds career awareness at each grade level, and prepares students for attachment to the world of work while introducing foundational skills. For middle and high school, WIN's Career Readiness Courseware directly trains for educational advancement or to fill specific gaps in learning.

The WIN courseware begins with **built-in, well-developed online skills assessments** for each user; creates job profiles in which assessed skill levels are matched to career choices or jobs; and provides skill-based instruction to address identified gaps between actual skill levels and required skill levels for the workplace. This entire process assures users' job opportunities are aligned with their abilities and expectations.

Completion of WIN's courseware will prepare students for an array of standardized and high stakes tests plus 26 Career Readiness Certificates.

1. Career Readiness Courseware

WIN proposes to provide West Virginia with a **comprehensive statewide program for K-12 career readiness curriculum via print-based, computer-based, and online instructional materials.**

1.a Foundational Skills Training

WIN's Career Readiness Courseware provides essential **foundational skills training**. Once placed at the appropriate level (see Section 2 following), students work through specific training modules to build skill proficiency. WIN's well-developed assessments assure precise skills-based placements allowing students to be challenged, but not frustrated by work for which they are not yet ready.

1.b Competency-Based

WIN's Career Readiness courseware is **competency-based and Internet self-paced or instructor-delivered.**

The tiered design assures learning levels can accommodate both accelerated and low-level learners by enabling them to access the courseware at multiple, different skill levels. That is, courseware accommodates **low-level to grade-level to accelerated learners in middle and high schools, with academic and foundational workplace skill topic areas.**

Designed for **concept mastery**, the courseware includes 41 competency-based, Internet-delivered learning modules, and more than 120 hours of skills remediation per skill, totaling 1,200 hours of curriculum in **ten** academic and foundational workplace skill topic areas. Skill topics are as follows:



The courseware includes **printable workbooks for all levels and electronic workbooks for all levels.**

The following screen display shows the ease of use and flexibility of the content for building foundational and applied academic skills.

Screen Display: Applied Mathematics Course Materials Appropriate for Level 6 Learners

WIN Courseware
wintrevorwinchost.com/ing/

Home • WIN Staff In... ACE to Build... ACE in Strategy Ca... Fund Workforce Nat... Career Pathway's An... COURSEWARE • WIN Strategic Camp... Other bookmarks

WIN
W.WIN.COM

6. Solving Multiple Rate Problems

Lesson 6 deals specifically with rate problems. The first set should be a review for you, but let me do one example to refresh your memory.

You must make a 556 mile road trip. If you average 63 mph, how long will it take you to reach your destination?

$$\frac{63 \text{ miles}}{1 \text{ hour}} = \frac{556 \text{ miles}}{N \text{ hours}}$$

Then cross multiply: $63N = 556$

$$N = \frac{556}{63}$$

$N = 8.8 \text{ hours}$

It will take almost 9 hours at this speed.

You should review calculating rates by working the following problems.

Menu Print Inks Help Printtest Results Lesson 6 Page 53 of 95 Back Next EXIT

Screen Display: Reading for Information

2. Review of Level 6 Skills

Since we will be using skills from Level 6 to progress through Level 7, let's review. A good way to begin our review of the Level 6 skills is to use *Your Elderly Patient Needs Special Attention*, the passage from Lesson 1, as the basis for additional exercises.

SKILL 3 - DETERMINING THE LESS COMMON MEANING OF WORDS

Let's define the following terms by making a chart.

Let's review skills 4, 5, and 6 through the following activity.

WORD	GENERAL USE	TECHNICAL USE IN PASSAGE
STORE	retail establishment	supplies
STROKE	striking of one thing against another	paralysis
TRIGGERING	firing a gun	causing
MINUTE	60 seconds	small

WIN Courseware
wintrevor.winchost.com/mq7
Lesson 2 Page 8 of 36

WIN also makes available Spanish versions of its Career Readiness Courseware, which will accommodate the growing Hispanic population in West Virginia Public Schools.

Screen Display: Spanish-language Screen Display for Level 1 Mathematics

MATEMÁTICAS APLICADAS NIVEL 1

1 15 Cuenta los siguientes objetos. ¿Cuántos objetos hay dentro de la caja?

5
A
21
B
16
C
15
D

WIN Courseware
wintrevor.winchost.com/mq7
Lección 1 Pag 3 de 106

1.c Course-Linked Career Exploration

Students can log-on to WIN courseware, enter their assessment scores, and view jobs for which they are currently qualified. Students can also review required skill levels by career clusters, write an effective resume, and practice interview techniques. Unique to WIN Career Readiness Courseware, participants can explore personality and interest assessments, as follows:

- **Student/Jobseeker Skill Levels** - Career Readiness Courseware has internal assessments of jobseeker skill levels, and pinpoints placement for their building skills. Completion of this course will prepare students for an array of tests and 26 Career Readiness Certificates by providing instruction in foundational skills along seven learning levels.
- **Interest Checklists, Career Cluster Checklists** - Career Readiness Courseware includes internal interest with career cluster checklists. These lists are based on jobseekers' self assessment of interests matched to O*Net's incorporation of Holland's six broad work group categories: realistic, investigative, artistic, social, enterprising and conventional.

Participants can map out their entire educational plan by career choice, particularly important for those who want to continue in a community college, training program, or four-year college or university. For those students who do not plan to continue their education, WIN's **Career Explorations modules** will additionally build an understanding of the need for foundational skills as well as the value of a Career Readiness Certificate.

1.d Career Readiness Certificates (Credentialing Options)

WIN's Career Readiness Courseware enables users at all levels to earn **Career Readiness Certificates (CRCs), credentialing options**. Three skill areas which are part of the Career Readiness courseware are assessed for the CRC. These are: Applied Mathematics, Reading for Information, and Locating Information. For each of these skill areas, there are three levels of achievement on the CRC. These levels indicate to employers an applicant's skill level and show students or jobseekers the jobs they are qualified to fill. A Bronze Credential qualifies jobseekers for 35% of all jobs, Silver for 65%, and Gold for 90% of all jobs.

To date, more than one million CRCs have been issued nationwide, with WIN recognized as *the national leader in preparing jobseekers to earn a CRC*. WIN offers a CRC searchable database with analytics which can be **customized for West Virginia's local, regional, and statewide needs**.

WIN's Soft Skills Series also provides for a **WIN Soft Skills Course Credential**. This credential is portable and complementary to the **National Work Readiness Credential, the National Career Readiness Certificate, and Skills USA**.

1.d.(1) Skill Definitions

Following is a description of topics and skill levels for a sample of some of the foundational and soft skills scored for the Career Readiness Certificate and/or other credentials for which students test in the WIN courseware.

Although the skill level definitions in the bulleted lists below start at level 3, WIN courseware includes assessment and instruction at levels 1 and 2 to accommodate the needs of a wide variety of students.

APPLIED MATHEMATICS (7 levels)

Applied Mathematics is the ability to apply mathematical reasoning and problem-solving techniques to work-related problems. Students may use calculators and conversion tables to help with the problems, but they still need to use math skills to think them through.

Skill Level 3

- Solve problems that require a single type of mathematics operation using whole numbers
- Add or subtract negative numbers
- Change numbers from one form to another using whole numbers, fractions, decimals, or percentages
- Convert simple money and time units (e.g., hours to minutes)

Skill Level 4

- Solve problems that require one or two operations
- Multiply negative numbers
- Calculate averages, simple ratios, simple proportions, or rates using whole numbers and decimals
- Add commonly known fractions, decimals, or percentages (e.g., $\frac{1}{2}$, .75, 25%)

Skill Level 5

- Look up a formula and perform single-step conversions within or between systems of measurement
- Calculate perimeters and areas of basic shapes (rectangles and circles)
- Calculate percent discounts or markups

Skill Level 6

- Rearrange a formula before solving a problem
- Find areas of basic shapes when it may be necessary to rearrange the formula
- Find the volume of rectangular solids

Skill Level 7

- Solve problems that include nonlinear functions and/or that involve more than one unknown
- Convert between systems of measurement that involve fractions, mixed numbers, decimals
- Calculate multiple areas and volumes of spheres, cylinders, or cones
- Apply basic statistical concept

LOCATING INFORMATION (6 levels)

Locating Information is the ability to use information taken from workplace graphics such as diagrams, maps, floor plans, tables, forms, graphs (including bar charts, pie charts, and line graphs), flowcharts, and instrument gauges. Students use this skill when they find information in a graphic or insert information into a graphic. They also use it when they compare, summarize, and analyze information found in related graphics.

Skill Level 3

- Find one or two pieces of information in a graphic
- Fill in one or two pieces of information that are missing from a graphic

Skill Level 4

- Find several pieces of information in one or two graphics
- Understand how graphics are related to each other
- Summarize information from one or two straightforward graphics
- Identify trends shown in one or two straightforward graphics

Skill Level 5

- Sort through distracting information
- Summarize information from one or more detailed graphics
- Identify trends shown in one or more detailed or complicated graphics

Skill Level 6

- Draw conclusions based on one complicated graphic or several related graphics
- Apply information from one or more complicated graphics to specific situations
- Use the information to make decisions

READING FOR INFORMATION (7 levels)

Reading for Information is the skill that students use when they read and use written text to complete an assignment or job. Written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. Reading for Information materials do not include information presented graphically, such as in charts, forms, or blueprints.

Skill Level 3

- Identify main ideas and clearly stated details
- Choose the correct meaning of a word that is clearly defined in the reading
- Apply instructions to a situation that is the same as the one in the reading materials

Skill Level 4

- Identify important details that may not be clearly stated
- Use the reading material to figure out the meaning of words that are not defined
- Apply instructions with several steps to a situation that is the same as the situation in the reading materials

Skill Level 5

- Figure out the correct meaning of a word based on how the word is used
- Apply technical terms and jargon and relate them to stated situations
- Apply complex instructions that include conditionals to situations described in the materials

Skill Level 6

- Identify implied details
- Apply complicated instructions to new situations
- Explain the rationale behind a procedure, policy, or communication

Skill Level 7

- Figure out the definitions of difficult, uncommon words based on how they are used
- Figure out the general principles behind policies

TEAMWORK (6 levels)

Teamwork is the ability to choose behaviors which lead toward the accomplishment of work tasks as well as support the relationships between team members. A team is defined as any group with a common goal and shared responsibility to achieve that goal.

Skill Level 3

- Recognize team goals
- Persevere in solving problems
- Display trust in other team members

Skill Level 4

- Use prioritization and time management skills
- Exhibit creative thinking when solving problems
- Practice followership by taking direction and responding appropriately to negative feedback

Skill Level 5

- Exhibit good decision-making and analyzing skills
- Delegate responsibility
- Be properly assertive in explaining personal convictions honestly and with sincerity

Skill Level 6

- Perform structuring and process planning by organizing the various parts of a problem or task
- Create and revise team goals by shifting from one objective to another, depending on circumstances
- Resolve conflict among team members and give negative feedback in a constructive manner

LISTENING

Listening is the ability to receive verbal information and communicate it to another person. The skill is applied in school and/or work situations where information is received from someone and then must be communicated to someone else in writing.

Skill Level 3

- Most of the primary information is given and it is correct, but the message may be missing one or two pieces of primary information
- Correctly show the relationships among the pieces of primary information so that the reader can take appropriate action without getting more information

Skill Level 4

- All primary information is given and it is correct
- Supporting information is either correct or, if incorrect, does not interfere with the message
- Correctly show the relationships among the pieces of primary information

Skill Level 5

- All primary information is given and is correct
- Accurate supporting information provided to convey the relationships among the pieces of information in the message

OBSERVATION (6 levels)

Observation is the skill people use when they pay attention to and remember instructions, demonstrations, and procedures—even if there are distractions or other information competing for the individual's attention. Paying attention to instructions, demonstrations, and noticing details are critical components of success in school and the workplace.

Skill Level 3

- Remember a few strongly prompted details
- Pay attention to the basic parts of a straightforward procedure
- Remain aware of instructions and reminders that give strong cues
- Concentrate on the important elements of a procedure

Skill Level 4

- Select and pay attention to the components of a straightforward procedure with some details that are hard to notice
- Remember a few important details that are reinforced
- Remain focused on relevant details when there are some extra details or distractions

Skill Level 5

- Focus attention on and remember several important details from a complex set of events that may occur at the same time
- Maintain attention to significant details with little prompting
- Remember relevant aspects of the information presented
- Remember several important details about unique material
- Ignore irrelevant background information or distractions and pay attention only to important points

Skill Level 6

- Recognize a number of steps that are presented at the same time
- Notice and remember several details that are relevant to the procedure
- Visualize how a step fits into the procedure even if there are not many hints or reminders
- Disregard irrelevant information
- Interpret if-then and cause-and-effect relationships that affect tasks
- Make predictions, comparisons, and evaluations

WRITING (5 levels)

Writing is the ability to write messages that relay information between and among people. Messages written clearly and correctly can spell success.

Skill Level 3

- Messages are clear
- The majority of the sentences are complete
- Writing has few mechanical, grammatical, and word usage errors so the message is adequately conveyed

Skill Level 4

- Messages are clear, with almost no errors
- All sentences are complete
- There are very few mechanical, grammatical, and/or word usage errors

Skill Level 5

- Messages are clear, precise, and free of errors
- Correct, complete sentences are used and are varied, smooth, and polished
- There are no mechanical, grammatical, or word usage errors

1.e Additional Courseware Requirements for West Virginia

The WIN Career Readiness courseware supplies users with several advantages over other career readiness training products. These courseware capabilities meet mandatory requirements set forth by West Virginia.

- The Career Readiness curriculum content builds upon the career exploration and career pathways focusing on identified skill needs.
- WIN is the exclusive *provider of contextual learning modules* which address core skills required for entry into the 20 occupations highest growth (**high-demand career clusters**) identified by the U.S. Department of Labor. **WIN also provides industry-specific information for DOL's high-growth industries.**
- All lessons support the US Department of Labor Workforce Development Performance Measures and the US Department of Education standards.
- The courseware includes ***natural voice audio*** and is ***100% Flash***, **eliminating any requirements for a plug-in** such as Authorware.
- The courseware includes *a comprehensive demographic collection* and reporting system for NCLB as well as other state and federally funded grants and programs.
- WIN Career Readiness solutions align with ACT WorkKeys assessments, COMPASS, TABE 9 & 10, ASVAB, CASAS, AEFL, McGraw Hill, and McRel for GED, as well as State-specific

requirements and Accuplacer. WIN does not require districts to separately realign their educational courseware.

1.f Alignment and Effectiveness Studies

WIN's Career Readiness Courseware aligns with multiple credentials including GED, TABE and many state and national career readiness certificates. We illustrate just a few below:

- The **GED Options Program** is an alternative GED/credit recovery program encouraging students in South Carolina to get a diploma even though they had either dropped out or were significantly behind in credits. WIN software is one of the tools the Rock Hill program uses to improve students' foundational skills. In the State's study of the Rock Hill GED Options program, researchers found that students who succeeded with WIN showed far greater success in passing the GED. The higher the level CRC earned (Gold, Silver, Bronze), the greater the passage rate for GEDs. At the Gold level, 100% passed the GED, at the silver level, 70%, at the bronze level, 21%. And only 12% of students in the program passed the GED without first passing WIN's Career Readiness Courseware.
- In the Flint Michigan, Genesee Job Corps program, students using the WIN Career Readiness courseware succeeded in passing **Test of Basic Education (TABE tests)** with greater ease than students who did not master the WIN applied mathematics, reading for information and locating information courseware. Evaluators reported a strong correlation between time spent with the WIN courseware and TABE test score increases.
- In the statewide Florida Ready to Work program, participants engage in WIN Career Readiness Courseware. Passing scores on post-instruction proctored assessments earn a **Florida Ready to Work Credential**. Since the program began in 2007, more than 67,365 Florida Ready to Work Credentials were awarded to high-school students, and more than 106,000 for all groups. A Florida Department of Education evaluation of the Florida Ready to Work program revealed that jobseekers who earned a Credential had more than a 10% advantage in gaining employment over other active jobseekers with no Credential, and earned higher salaries.
- The **Kentucky Department of Adult Education** uses WIN Career Readiness Courseware in all its programs for essential foundational skill training and achievement of the Kentucky Employability Certificate. To date, more than 40,000 learners have worked with WIN's courseware, and more than 10,000 Kentucky Employability Certificates have been issued.

2. Online Assessments and Placements, Built into the Online Career Readiness Curriculum

WIN provides online assessments and placements within the courseware, with student work tier to achievement and movement to next levels.

Placement tests are given at each of seven different skill levels within the ten topic (content) areas to help students identify where they need to build their skills and remediate skill deficiencies. Each learner's starting point is *exactly determined* by these built-in individual assessments throughout the course.

These skill reviews quickly and efficiently determine the learners' current functioning level against the instructional objectives—ordered in level of difficulty from *initial skill acquisition* to a college-ready level. Those students with disabilities or limited English Proficiency (LEP) can take additional learning time to build their skills at their own pace, and with little frustration for being asked to engage in coursework above their current skill level.

The use of placement tests to determine starting skill levels makes the WIN Career Readiness courseware effective for all students—those going directly into jobs, to college, or training programs. Because placements and **formative and summative** assessments are individualized, the course can be self-paced online or delivered and supported by an instructor in group settings.

3. Soft Skills Series, Part of the Career Readiness Curriculum

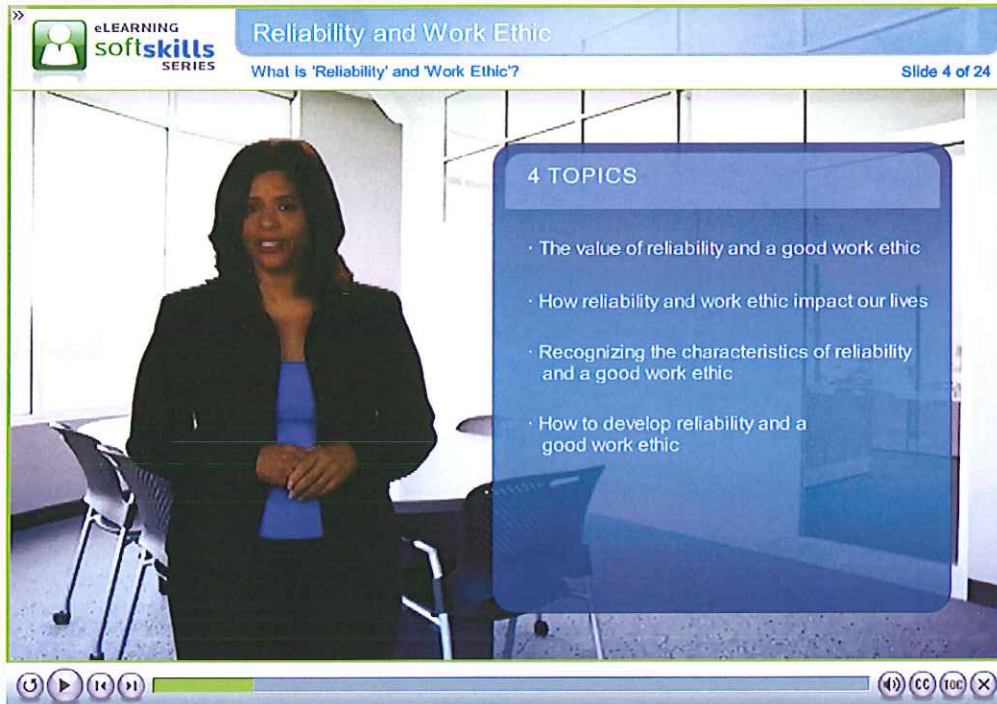
Behavioral and attitudinal values (the employer's perspective on work values) are provided in the **WIN Soft Skills Series**. This curriculum, paired with Career Readiness Courseware, looks at the skills *specifically needed and valued by businesses*. A credentialing option in the series gives all participants a competitive advantage when looking for work or applying for training in a workplace setting or post-secondary program.

The Soft Skills series begins with a bundled career readiness skills assessment for each student, continues with skill-based instruction to build soft skills; and ends with re-assessments to determine learning outcomes. The goal of the course is to assure students are career- and college-ready in terms of soft skills—those attitudinal and behavioral skills so important to students' functioning on work teams in college or in the workplace.

Through **video training**, WIN's Soft Skills Series instructionally models appropriate skills required for young adults to thrive – including reliability, work ethic, attitude, professionalism, collaboration, teamwork, interpersonal skills, communication, cooperation, problem-solving,

critical thinking, motivation, tact and concern for others, adaptability, dependability, initiative, resource management, time management, and attention to others' needs/customer service. Flexible product deployment allows options for self-directed or teacher-assisted instruction in high school classes. In this software, 90 instructor-directed modules include practice activities and an overall culminating review to reinforce students' learning.

Screen Display: Example of topics addressed within Reliability and Work Ethic



WIN also offers a credentialing option for its soft skills series, giving all students a competitive advantage when looking for work or applying to a post-secondary program. The **WIN Soft Skills Course Credential** is portable and complementary to the **National Work Readiness Credential**, the **National Career Readiness Certificate**, and **Skills USA**.

Throughout West Virginia, the direct training of soft skills can be a unifying, required course for all high-school seniors, preparing them for *what's next*. Whether among the students who enter college programs directly from high school or among those who choose other pursuits, a transition course focusing on soft skills will benefit all West Virginia's seniors moving onto their next life stage.

4. Career Exploration and Readiness Program for Students in Kindergarten through 8th Grade

A separate **WIN K-8 Series** helps map career pathways "right from the start." The curriculum is **project-based applied learning** which reinforces foundational career and college readiness skill areas for grades K-8.

Printable and electronic workbooks for each grade level introduce demand occupations in six career pathways—arts, business contact, business operations, science, social service, and technical. Instructor-lead worksheets include classroom activities related to occupation and learning objectives. Each unit includes **lesson plans for each grade level**.

WIN K-8 goes beyond just career exploration by providing a **skills-based introduction for each grade level**.

5. System Hosting and Technical Support

The WIN Strategic Compass is a **fully hosted**, Web-based solution. The system is available **24 hours a day, 365 days a year**. A dedicated toll-free number is provided for customer support, and is staffed from 07:30 to 16:30 EST. Live technical support is also provided via chat. Voice mails and chat messages left during business hours will be returned within thirty minutes. Voice mails or chat messages left after business hours will be returned by 10:00 a.m. EST the following business day.

B. IMPLEMENTATION MODEL

The WIN Career Readiness Curriculum provides for online and classroom-based instruction.

The proposed design gives **K-12 students** in West Virginia a focus on the future and an academic pathway to get there, thereby increasing student engagement. The implementation creates a realistic profile of skill gaps for available jobs, and makes career and college readiness a joint venture between schools, districts, businesses, and the community—the only way to demonstrate true reform in education.

The model begins in kindergarten so students can begin to think about how learning is linked with careers.

By middle school, students understand more and more the relationship between their education and their future work. By high-school, each student’s career pathway includes analytics such as what skills and education are required for each job level, and which jobs are in demand in their own districts and State, and where is growth projected. *Preliminary studies of the proposed approach have shown decreased drop-out-rates, improved student achievement, and increased graduation rates.*

With this K-12 Career Readiness Curriculum, West Virginia’s students will benefit from a clearer explanation of the different pathways to various occupations within their reach. With a

stronger sense of the road ahead, students can understand the patterns of study and other experience needed to prepare for careers they may have never even considered or thought possible.

D. WIN PROFESSIONAL DEVELOPMENT MODEL

WIN's Professional Development Model is based on research from the fields of continuous improvement and School-Based Action Research (SBAR). Focusing on the model across all phases of the implementation ensures that both administrators and educators have both the framework for using the power of the WIN Solutions as well as the personal and collective capacities that support a successful learning experience for each and every student.

Whether the goal is a universal skills assessment, an instructional supplement for intervention programs, or a full integration of effective career and/or college readiness strategies, WIN's professional development equips administrators and educators with the knowledge of the products and technology so that they can plan for, implement, assess and evaluate learning and program outcomes derived from the WIN Solutions. These strategies prepare educators to individualize learning, use assessments to inform instruction and select effective intervention strategies for targeted learners.

1. Implementation Planning

Every implementation begins with detailed planning sessions to set appropriate program goals and measurable criteria for success. The result provides a well-articulated, fluid implementation project plan designed to achieve both the programmatic goals and associated milestones. Both onsite and online, WIN will help West Virginia assure that teachers and guidance counselors are onboard to help students become college and career ready.

WIN has established the following onsite and/or virtual session outcomes for its implementation training. The goal is that participants will be able to:

- Understand how WIN solutions fit with their learner achievement goals.
- Define the goals and objectives for their implementation.
- Define implementation team member roles and responsibilities.
- Specify how the program will be implemented.
- Define how program outcomes will be evaluated and what data will be used.
- Plan for professional development and complete account setup activities including:
 - Establishing naming conventions;
 - Creating administrative log-ins for implementation leads;
 - Modifying account settings to match implementation goals;
 - Locating WIN support and resources for the program; and
 - Determining intercession work (between Implementation Planning and Professional Development).

- Set dates for WIN Professional Development session(s) and timeline for Implementation Review session(s).

2. Staff Development and Training

WIN provides **staff development and training for one year, with two (2) one-year renewals.**

Designed by national consultants, professional development and product training sessions are built using a proven systematic learning process that ensures participants understand implementation goals, are personally motivated toward achieving those goals, connect the WIN products and solutions to the goals, and have appropriate hands-on time to practice and use the WIN products. Constructive feedback, action-based-research activities, and best practices are shared throughout all sessions. Participant guides, tutorials, instructor materials, quick reference cards, and project-specific materials are provided to support and enhance the educators' development.

WIN has established the following onsite and/or virtual session outcomes for its professional development and product training. The goal is that participants will be able to:

- Understand program/implementation goals as defined by site/organizational leadership.
- Define implementation goals as they relate to individual locations/classes/user groups.
- Access the WIN products as a learner and understand the instructional pedagogy (onsite, hands-on).
- Practice orienting the learner to the WIN products (onsite, hands-on).
- View a live demonstration of accessing the WIN products as a learner (virtual, no hands-on practice).
- Plan to support ongoing learner usage including:
 - Offsite usage.
 - Group activities based on WIN e-learning activities and tools (onsite, hands-on).
 - Formative and summative assessment.
 - Learner motivation for increased usage.
- Access the WIN products as an educator/administrator (onsite, hands-on practice); or view a live demonstration of accessing the WIN products as an education/administrator (virtual, no hands-on practice).
 - Enroll learners or establish self-enroll criteria.
 - Monitor learner performance (onsite)
 - Access supporting tools/documents.
 - Set up groups/classes.
 - Make appropriate assignments using WIN pre-tests or other assessment/instruction tools.
- Plan for recognition of learner accomplishments.

3. Implementation Review

WIN Implementation Review assists program leadership and instructional teams with looking at learner-level data and tracking accomplishments against the goals specified during

the Implementation Planning session. Approached as a partnership activity, Implementation Review also focuses on revising or setting new goals that will be used as the program moves forward with deeper integration or expanded usage.

WIN has established the following onsite and/or virtual session outcomes for its evaluation training, as part of the implementation review. The goal is that participants will be able to:

- Review previously defined goals and objectives for the implementation
- Review the evaluation measures defined during Implementation Planning;
- Collect appropriate data from WIN products;
- Identify other sources of useful data
- Apply data to implementation goals and objectives to determine areas of success and areas for implementation adjustments
- Review the roles and responsibilities established during Implementation Planning;
- Determine what adjustments need to be made for the next phase of the implementation:
 - Roles/responsibilities
 - Changes in goals
 - Expanded populations
 - Expanded access points
 - Increased integration
- Review account setup for consistency and efficiency in meeting new/revised goal
- Establish timelines for ongoing Professional Development and Implementation Review sessions.

4. Coaching and Mentoring

WIN Learning believes in staying connected to your teams throughout the implementation. Onsite or virtual sessions conducted after the initial training ensure your team members are on target, have access to quality, capacity building opportunities to share best practices and discuss any challenges that educators may encounter. Access to just-in-time assistance or refresher training builds confidence and program sustainability.

5. Requirements Met

WIN Solutions meet all of the requirements specified in West Virginia's RFQ. We are looking forward to working closely with the WV Department of Education, Office of Career and Technical Accountability and Support, and providing warranty services for at least the next three years.