

Appendix B – Scope of Work and Technical Requirements

1. Introduction

1.1. Intent of this Request for Proposal

The Delaware Department of Education (DDOE or State) is seeking proposals from qualified vendors (Vendor) to supply products and services to provide a configurable, vendor-hosted Career Information System (CIS) that is web-based and accessible to all students in grades 6-12 enrolled in a Delaware public school.

This procurement will be used to provide an interactive, user-friendly Career Information System (CIS) which enables students to build electronic portfolios, explore careers and postsecondary education and training options, set academic and career goals, create resumes, participate in work-based learning, access financial aid information, conduct job searches, and select appropriate coursework aligned to their goals.

1.2. Definition of Terms

- **“504 Plan”** are accommodations and services provided to eligible students pursuant to Section 504 of the Rehabilitation Act.
- **“Campus SIS”** is Delaware’s statewide student information system powered by Infinite Campus.
- **“Career Assessment”** are research-validated assessments with documented reliability and validity used to measure students’ interests, aptitudes, values, and personality.
- **“Career Information System (CIS)”** is a web-based platform that supports career exploration and postsecondary planning for students and families.
- **“Career Clusters”** are broad occupational groupings that define a common set of knowledge and skills required for success in a career area. Delaware has adopted the National Career Clusters Framework®, which organizes CTE programs of study into 16 industry-focused clusters aligned to labor market needs, [click here](#) for more details.
- **“Career and Technical Education (CTE)”** provides academic and technical instruction through structured programs of study aligned to labor market needs. CTE programs connect secondary and postsecondary education and lead to stackable credentials, certificates, licenses, apprenticeships, and degrees, [click here](#) for Delaware’s CTE Policy and Manual.
- **“Career and Technical Student Organizations (CTSOs)”** are student leadership organizations aligned to students’ programs of study.
- **“Career Pathway”** means three (3) credits of planned and sequential courses designed to develop knowledge and skills in a particular career or academic area, as required by [14 DE Admin. Code § 525](#). Career pathways align education and training programs to specific occupations and support progression through secondary and postsecondary education. There are state-approved CTE career pathways and LEA-approved career pathways.
- **“DDOE”** Delaware Department of Education

- **“Dual Credit Course”** is a course means a course that awards both high school and postsecondary credit. Examples include Advanced Placement (AP) and International Baccalaureate (IB) courses.
- **“Educators”** includes school counselors, teachers (SPED, CTE and core content), IEP and 504 case managers, work-based learning coordinators, school and district administrators (including Curriculum & Instruction Directors), IT and data specialists, and communication specialists.
- **“Graduation Requirements”** includes state course requirements for graduation as outlined in [14 DE Admin. Code 505](#) and LEA-specific requirements.
- **“In-Demand Career”** is an occupation or career aligned to state and regional labor market needs, identified through labor market data as having sustained workforce demand, strong projected growth, and economic value, excluding positions with high turnover but low skill, wage, or advancement potential. In-demand fields are aligned to careers requiring postsecondary education, training, or industry-recognized credentials and support long-term career stability and advancement.
- **“Individualized Education Plan (IEP)”** – is a written statement for each child with a disability that is developed, reviewed, and revised in accordance with [14 DE Admin. Code 925](#).
- **“IDEA Transition Planning”** is a student-centered, results-oriented process required under the Individuals with Disabilities Education Act (IDEA) that supports students with disabilities in preparing for life after high school, including postsecondary education, employment, independent living, and community participation. Planning is based on student strengths, preferences, and interests and involves coordination among schools, families, and community partners to ensure appropriate supports are in place prior to graduation.
- **“Industry-recognized Credential (IRC)”** is a certificate, credential, or license earned through a secondary program of study that holds value at the professional level and is recognized by business and industry, registered apprenticeship programs, and postsecondary institutions, [click here](#) for state-approved list.
- **“Local Education Agency (LEA)”** is a traditional school district, vocational-technical school district, or charter school.
- **“Postsecondary Advisement Plan (PSAP)”** is developed by LEAs to outline the supports, activities, and advisement provided to students in grades 8–12 to create and update their Student Success Plans and is reported annually.
- **“Postsecondary Education and Training”** is any education or training that takes place after high school. It includes on-the-job training, two-year (2-year) and four-year (4-year) colleges, credentials, technical training, apprenticeships, and military training.
- **“Postsecondary Education and Training Institution”** is any school or organization that offers education and training after high school. It includes on-the-job training, two-year (2-year) and four-year (4-year) colleges, credentials, technical training, apprenticeships, and the military
- **“Postsecondary Program or Major”** is a field of study or area of concentration that a student chooses to pursue after high school.

- **“Schoology”** is the current state learning management system powered by PowerSchool
- **“Student Information System (SIS)”** is a system used by schools to manage student records such as enrollment, schedules, grades, and attendance. Infinite Campus is Delaware’s current statewide SIS.
- **“Student Success Plans (SSP)”** is an individualized, multi-year plan that outlines a student’s postsecondary goals based on their academic and career interests, including a tailored program of study and planned supports to ensure readiness for college, military service, technical training, or the workforce. The SSP is guided by an advisement process involving school staff, caregivers, and mentors and serves as a Tier 1 MTSS component
- **“Work-based Learning Experiences (WBL)”** are a set of structured experiences that connect classroom instruction to real-world work, allowing students to apply academic and technical skills through internships, apprenticeships, job shadows, and other employer-linked opportunities. [Click here](#) for Delaware’s Work-based Learning Policies and Procedures.
- **“Work Values”** are the principles, beliefs, and standards that guide a person's job satisfaction, behavior and decisions at work. A few examples of Work Values are being recognized for achievements, working independently, working flexible hours, and having a variety of job tasks.

2. Project Overview

2.1. Background

Delaware’s Student Success Planning Program helps middle and high school students explore life after high school, reflect on their goals, and take actionable steps toward their future. It is supported by two tools —the Postsecondary Advisement Plan (PSAP) and the Student Success Plan (SSP) —as required by [14 DE Admin. Code § 507](#) . The PSAP is an annual plan developed by each Local Education Agency (LEA) that outlines the activities, supports, and resources schools provide to help students create and regularly update their SSPs. The SSP is an individualized five-year plan that aligns a student’s academic and career interests with their postsecondary goals, including a personalized program of study with relevant courses, electives, and career exploration opportunities, as well as support services to ensure students graduate prepared for postsecondary education and training.

Central to the Students Success Plan Program, is the need for an interactive, user-friendly Career Information System (CIS). The CIS enables students to build electronic portfolios, explore careers and postsecondary education and training options, set academic and career goals, create resumes, participate in work-based learning, access financial aid information, and select appropriate coursework aligned to their postsecondary goals. Students in grades 6–12 are guided through this process by educators. The CIS also provides access for caregivers to support students’ postsecondary and career planning.

2.2. Project Description

DDOE seeks a CIS as described in Section 1.1 for all students in grades 6-12 enrolled in a Delaware public school.

The CIS must include ongoing maintenance and technical support, while also providing for integration with the state's Campus SIS and DDOE's data warehouse.

The Vendor must be able to provide CIS that:

- Supports students in grades 6-12 with tools and activities that aligned to:
 - Student Success Plans (SSP), as outlined in [14 DE Admin. Code § 507](#).
 - Delaware Career and Technical Education (CTE) programs of study, consistent with the [CTE Policy and Procedures Manual](#) and [14 DE Admin. Code § 525](#).
 - Students with disabilities, in accordance with [14 DE Admin. Code § 925](#).
- Supports LEA development of Postsecondary Advisement Plans (PSAP), as outlined in [14 DE Admin. Code § 507](#).
- Enables LEAs and schools to connect with local employers willing to provide work-based learning opportunities for students.

2.3. Local Education Agency (LEA) Onboarding

The CIS selected will be available to all Delaware's LEA. All of Delaware's LEA's already have access to CIS in place through the current statewide CIS contract that is set to expire on June 30, 2026.

It is DDOE's intention to deploy and implement the Vendor's CIS in the following manner:

- Delaware's LEA's shall be allowed to deploy and implement with the Vendor any time after Contract award through the remaining five-year contract period and any subsequent renewals.
- DDOE anticipates that most LEAs will want to make a transition, if one is required, in between the 2026-27 and 2027-28 school year. The Vendor must be prepared for a large-scale migration that will be completed by fall 2027.
- Delaware LEAs already using the Vendor's CIS shall have the option to continue under the state Contract as their school district contracts expire.

2.4. Local Education Agency Student (LEA) Enrollment – Grades 6-12

If all Local Education Agencies (LEAs) elect to participate in the state-procured CIS, the following enrollment figures apply based on the September 2025 student counts:

- Number of LEAs that include one of grades 6-12 to be implemented: 32
 - School districts that include at least one of grades 6-12: 19
 - Charters that include at least one of grades 6-12 to be implemented: 13
- Number of schools that include one of grades 6-12 to be implemented: 98
 - Middle schools: 53
 - Combined middle and high schools: 12
 - High schools: 36
- Number of Delaware students in grades 6-12: 77,497
 - Middle school students (grades 6-8): 32,189
 - High school students (grades 9-12): 45,290

3. General Mandatory Proposal Requirements

This section is not scored. The following requirements are **Mandatory**, and the Vendor must satisfy them at no additional cost to the State.

Respond to this section using **Attachment 11: Mandatory Requirements Matrix** and provide any required documentation as indicated. Responses to each Requirement must follow the

instructions. No explanation is required when the Vendor cannot certify a statement is true, as non-compliance with any of the following requirements will result in proposal rejection and remove that proposal from further consideration.

Failure of a Vendor to meet the mandatory requirements will result in rejection of the Vendor's Proposal. In the event there is an individual mandatory requirement that no Vendor is able to meet, the State reserves the right to eliminate that individual mandatory requirement; in such case, the State will continue the evaluation of proposals and select the proposal that most closely meets the remaining requirements specified in the RFP.

3.1. Mandatory Company Requirements

- 3.1.1.** Vendor must provide a Lead Contact, to whom requests for services under the Contract will be directed.
- 3.1.2.** Vendor must participate in virtual meetings, conference calls, and correspondence as needed.
- 3.1.3.** Vendor must provide advice and expertise related to the CIS as requested by DDOE. Vendor must provide documentation of work performed and resulting conclusions, recommendations, and supporting documentation in a format that is acceptable to DDOE.
- 3.1.4.** Vendor must attest they have provided academic and career planning, career exploration, and development CIS and services to at least 70,000 users for a minimum four (4) years.
- 3.1.5.** Vendor must be able to deploy and implement a CIS for all students in grades 6-12 in all 42 local education agencies in Delaware by the beginning of the school year in fall 2027. This may require a large-scale migration away from the current provider.
- 3.1.6.** The Vendor must provide dedicated staff responsible for onboarding, technical support, and training related to the CIS. Staff must deliver comprehensive, ongoing training and professional development for Delaware educators across multiple roles to ensure effective implementation and use of the CIS.
- 3.1.7.** Vendor must provide the minimum required data reports to schools, LEAs, and DDOE as listed in Section 4.1
- 3.1.8.** CIS must provide DDOE with ongoing performance analytics and reports of contracted service delivery.

3.2. Mandatory Features Requirements

- 3.2.1.** The CIS must provide comprehensive, current, and accurate information on all postsecondary education and training pathways.
- 3.2.2.** The CIS must utilize assessments and adult led activities to help students identify their career interests, skills, and work values.
- 3.2.3.** The CIS must provide students with current labor market information that is specific to Delaware to highlight emerging and in-demand careers, as well as provide the following types of profiles:
 - Career cluster

- Career/occupational
 - Postsecondary education and training institution (including on-the-job training, two-year (2-year) and four-year (4-year) colleges, credentials, technical training, apprenticeship, and the military)
 - Postsecondary program/major
- 3.2.4.** The CIS must enable educators to directly connect with local employers that are willing to provide work-based learning (WBL) opportunities for students. This feature must have the ability to be turned on or off for each individual school if it is viewable by students.
- 3.2.5.** The CIS must provide access to a student dashboard and a personal portfolio.
- End users must be able to save information about education, careers, and SSP goals.
 - Information must be transferable in case a student attends a different school/LEA.
 - Information must be retained and accessible for at least one (1) year post-graduation.
- 3.2.6.** Students in grades 6-12 must be able to create, update, and review their SSP goals. Students must be able to download or share these goals with advisors, caregivers, and/or community members.
- 3.2.7.** Students in grades 6-12 must be able to view and select their course schedules.
- 3.2.8.** The CIS must allow students to use and navigate with graphics, content, layout, and interaction elements so that it is engaging, easy, and intuitive for students to use.
- 3.2.9.** The CIS must differentiate between middle and high school to maximize student engagement and ensure age/developmental appropriateness.
- 3.2.10.** The CIS must provide and update features that will enable educators to utilize, manage, and maintain the CIS.
- 3.2.11.** All CIS features must be accessible for all students, including those with intellectual, learning, physical and or sensory disabilities, or as English learners.

4. General Requirements

This Section is scored. The purpose of this section is to provide the State with a basis for determining a Vendor's capability to undertake a Contract of this size and scope.

Unless requested to do so, Vendor must not direct the reader to a website or any other source outside of the applicable RFP section as part of its response to the requirement or question unless it is a map, diagram or schematic included in another section within the RFP.

4.1. Reporting and Data

- 4.1.1.** Demonstrate how the CIS enables LEAs and schools to gather, disaggregate, and generate reports that include the following data, presented at the LEA and school levels and further disaggregated by school building and grade level, as applicable.
- CIS usage metrics such as average number of logins per student per year and number of unique student logins per year.

- Number of students interested in a specific postsecondary education and training option.
- Saved profiles of career clusters, careers/occupations, postsecondary education and training institutions, career pathways, and postsecondary program/majors.
- Progress towards graduation.
- Number of students with an SSP plan/goal that has been updated within the last year.
- Number of lessons completed.
- Number of work-based learning (WBL) opportunities available and completed, disaggregated by provider/employer, opportunity type.
- Number and location of postsecondary education and training applications submitted.

4.1.2. Demonstrate how the CIS enables DDOE to gather, disaggregate, and generate reports that include the following data, presented both as statewide totals and disaggregated by county, LEA, school building, and grade level:

- CIS usage metrics such as average number of logins per student per year and number of unique student logins per year in the state.
- Number of students interested in a specific postsecondary education and training option.
- Saved profiles of career clusters, careers/occupations, postsecondary education and training institutions, and postsecondary program/majors.
- Progress towards graduation.
- Number of students with an SSP plan/goal that has been updated within the last year.
- Number of lessons and assessments completed.
- Number of work-based learning (WBL) opportunities available and completed, disaggregated by provider/employer, opportunity type.
- Number and location of postsecondary education and training applications submitted.
- An annual metrics report summarizing all performance measures for each contract year.

5. Technical Requirements

This Section is scored. The purpose of this section is to provide the State with a basis for determining a Vendor's capability to undertake a contract of this size and scope.

Unless requested to do so, Vendor must not direct the reader to a website or any other source outside of the applicable RFP section as part of its response to the requirement or question unless it is a map, diagram or schematic included in another section within the RFP.

5.1. Lessons, Tools, and Activities

5.1.1. Demonstrate the lessons, tools, and activities for students in grades 6-12 using screen shots that includes the following:

- Information on FAFSA, financial aid, scholarships, and other postsecondary education and training financial support options tailored to student grade level.

- Ability to search and apply for scholarships with customized scholarship searches, including, but not limited to, the [Delaware Scholarship Compendium](#).
 - Resume and cover letter builder with resume review and feedback options
 - Mock/practice job interviews
 - Career pathway profiles
 - Monitor graduation requirement progress
 - Virtual postsecondary education and training institution tours.
 - Ability to submit postsecondary education and training program applications, including integration with the Common Application.
 - Caregiver/family portal .
 - Workshops for students and caregivers on topics such as searching and applying for jobs, understanding all types of postsecondary education and training programs, completing postsecondary education and training program applications, understanding financial aid, navigating dual credit programs, and supports for disability-related needs in postsecondary education and training. Please include what format workshops are available in (e.g. on-demand, live).
 - Checklists to support academic progress and postsecondary education and training transitions.
- 5.1.2.** Describe the national standards, competencies, or frameworks aligned to your lessons and activities (e.g., ASCA School Counselor Professional Standards and Competencies and NACE Career Readiness Competencies).
- 5.1.3.** List the sequence of lessons available at each grade level that will guide students through the SSP process.
- Specify the following:
- The number of lessons available.
 - The national standards aligned to each lesson (referencing those listed in 5.1.2).
 - The core content area(s) where lessons can be integrated, if applicable.
- 5.1.4.** Describe any additional features that include test preparation resources (SAT, ACT, Accuplacer, etc.).
- 5.1.5.** Describe any career assessments that measure students' interests, aptitudes, values, and personality, including screenshots, intended grade levels, retake options, and how results can be used to support student planning.
- 5.1.6.** Describe how the assessment results connect to searchable databases of both career cluster information and career/occupational informational profiles.
- 5.1.7.** Describe any adult-led activities that help students explore their career interests, skills, and work values using screen shots.
- 5.1.8.** Describe how and how often the CIS helps students to reflect upon and utilize their assessment results and adult led activities to develop SSP goals.
- 5.1.9.** Share an example of a career cluster profile, using screen shots, that includes:
- Related skills
 - Related interests

- Related Career/Occupation profiles
- Example career pathway

If Vendor does not have this profile type currently, include in your response the future plans to add this feature.

5.1.10. Share an example of a career/occupation profile, using screen shots that include:

- Secondary and postsecondary education and training requirements.
- State and national wage information
- Job tasks
- Related skills needed
- Related interests
- Related work values
- State and national job outlook
- Related occupations

If Vendor does not have this profile type currently, include in your response the future plans to add this feature.

5.1.11. Show an example of a postsecondary education and training institution profile, using screen shots for each postsecondary education and training type, that includes:

- List of Majors or training programs offered
- Application information
- Costs
- Contact information and/or website

If Vendor does not have this profile type currently, include in your response the future plans to add this feature.

5.1.12. Share an example of a postsecondary program/major profile, using screen shots that includes:

- Entry requirements, such as required high school courses, GPA thresholds, placement tests, standardized tests (if applicable), portfolio or audition requirements, and prerequisite credentials.
- Typical courses and/or description of training program curriculum.
- Related career clusters and career/occupations.
- List of postsecondary education and training institutions offering this program/major.

If Vendor does not have this profile type currently, include in your response the future plans to add this feature.

5.1.13. Share an example of a career pathway profile, using screen shots that include:

- CTE programs of study,
- CTE pathways and courses,
- Other courses (elective and core academic),
- Dual credit opportunities,
- Work-based learning experiences,
- Industry-recognized credentials,
- Career and Technical Student Organizations, and

- State and regional information, if available.

If a Vendor does not have this profile type currently, but plans to add it if awarded the contract, you may list and describe it but must indicate that it is not currently available and would be added upon an executed contract

- 5.1.14.** For the following profiles list the source of information used for each profile, how frequently profile information is updated, and if video content is available:
- Career cluster profile (section 5.1.9)
 - Career/occupational profile (section 5.1.10)
 - Postsecondary education and training profile (section 5.1.11)
 - Postsecondary program/major profile (section 5.1.12)
 - Career pathway profile (section 5.1.13)
- 5.1.15.** Describe how the CIS enables school staff to directly connect with, track, and manage local employers and community partners to participate in work-based learning experiences. Include the following information:
- Employer name and contact
 - Type WBL opportunity provided - aligned with WBL names in
 - Career(s) or career cluster(s) related to the WBL opportunity
 - Number of hours/length of time
 - Who can request WBL opportunities
- 5.1.16.** Describe how employers and/or community members upload information into the CIS.
- 5.1.17.** Describe how employers verify completion of hours, such as a digital signature.
- 5.1.18.** Describe how the CIS presents current, comprehensive information on all postsecondary education and training pathways—including on-the-job training, two-year and four-year colleges, credentials, technical training, apprenticeships, and military options—within institution and program/major profiles, as well as related content, lessons, and activities.
- 5.1.19.** Describe how students can search for postsecondary education and training institutions based on personalized fit and interest factors. Vendors should explain how the CIS allows students to filter and explore institutions using criteria such as:
- Career interests, skills, and work values
 - Academic and assessment performance and coursework
 - Preferred geographic region
 - Cost, net price estimates, and financial aid options
 - Availability of programs, majors, and training pathways
 - Labor market alignment or employment outcomes
 - Student identity characteristics (e.g., first-generation, English learner, special education)

Include screenshots demonstrating the search and filtering features.

- 5.1.20.** Describe how search results from Section 5.1.19 are matched, prioritized, and ranked based on individual student profiles and preferences.

- 5.1.21.** Describe how students can view, select, and request their course schedules within the CIS, including how the CIS displays progress toward local and state graduation requirements and career pathway completion.

5.2. Student Portfolio

- 5.2.1.** Describe the features of the student dashboard and personal electronic portfolio are used to save and organize information related to careers and postsecondary education and training. Include how the CIS supports storage and tracking of the following:
- Saved career interests, skills, and work values, including assessment results
 - Saved profiles, including career clusters, specific careers/occupations, postsecondary institutions, programs/majors, employers
 - Student's SSP goals
 - Academic history, including coursework, career pathways, dual credit courses and earned credits, industry-recognized credentials, extra- and co-curricular activities, and state or national assessment scores
 - Education/career preparedness checklists
 - Postsecondary education and training applications, including institutions visited and applications submitted
 - Scholarship and awards earned
 - Completed work-based learning experiences with the ability to track hours completed
 - Career preparation products such as resumes and cover letters
 - Academic and career preparation achievements, including club memberships, honors, industry-recognized credentials, certificates, awards, community service, letters of recommendation, Career and Technical Student Organization (CTSO) participation, and service-learning experiences, with the ability to track hours completed where applicable
 - FAFSA completion status
- 5.2.2.** Describe how a student can create, update, and review their Student Success Plans (SSP) goals using screen shots.
- 5.2.3.** Describe how students can download or share their SSP goals with advisors, family, and/or community members using screenshots, and explain how the personal portfolio allows users to provide feedback and comments on students' plans.
- 5.2.4.** Describe how and how often the CIS assists students in reflecting on the progress of SSP goals and other activities.
- 5.2.5.** Describe how data and information is entered into the student portfolio using screen shots.
- 5.2.6.** Describe what information from the student portfolio is transferred if a student attends a different school/LEA.
- 5.2.7.** Describe the process the student portfolio is transferred if a student attends a different school/LEA using screen shots.

- 5.2.8. Describe how long the data and information in the student portfolio is retained and accessible post-graduation.
- 5.2.9. Describe the process of how graduates are able to access their data and information in the student portfolio post-graduation using screen shots. Include whether or not the graduate must use their high school email address to access their student portfolio post-graduation.

5.3. User Experience

- 5.3.1. Demonstrate how graphics, content, layout, and interaction elements are differentiated between middle and high school with little to no repetition to maximize student engagement and ensure age/developmental appropriateness.
- 5.3.2. Demonstrate how graphics, content, layout, and interaction elements are personalized for students' unique goals, needs, and abilities as well as customized technical support for end users.
- 5.3.3. Demonstrate how graphics, content, layout, and interaction elements encourage interaction between the student and adults in the classroom environment, small group and individual counseling/coaching, with caregivers, and with employer or community members.
- 5.3.4. Describe how the search functionality makes it easy and intuitive for students to use and navigate using screen shots.
- 5.3.5. Describe how the user interface makes it easy and intuitive for students to use and navigate using screen shots.
- 5.3.6. Describe the process and frequency used for students and educators to provide feedback (e.g. polls, surveys, focus groups) when updating the CIS to ensure it is user friendly and easy to navigate independently.
- 5.3.7. Describe how the CIS highlights Delaware-specific and regional in-demand and emerging career opportunities and takes steps to eliminate any outdated.
- 5.3.8. Explain what type of labor market information data (job growth, outlook, salary etc.) and how the students can access, find and use current Delaware labor market information, including in demand jobs and salary information.
- 5.3.9. Describe how frequently labor market information is updated.

5.4. Educator Features

- 5.4.1. Demonstrate educator features using screen shots, highlighting input methods, search features, and workflow process, that includes the following:
 - Create and manage student groups.
 - The ability to create, assign, and manage lessons/activities included in the CIS and additional student assignments designed by an educator.
 - Create and manage student surveys, including career interest, skills, and work value assessments, as well as additional custom surveys.
 - Customizable dashboard resources and add downloadable and uploadable documents/resources.

- Identify, manage and communicate with students regarding other SSP activities or events (other and WBL).
 - Track and manage SSP advising or conferencing sessions including the dates, who is participating, and outcomes or next steps.
 - Customize or turn on/off any features or assessments and/or the results of assessments.
 - Track and manage WBL opportunities.
- 5.4.2.** Describe how the search functionality makes it easy and intuitive for educators to use and navigate using screen shots.
- 5.4.3.** Describe how educators can provide input and mass manage student’s individual plans (print, approve, etc.)
- 5.4.4.** Describe how the platform supports educators in advising students and making personalized recommendations. Include any features that allow educators to:
- View and analyze student interests, goals, academic history, and portfolio data to inform advising conversations,
 - Generate, draft, and customize letters of recommendation and supporting documentation,
 - Create and track advising notes, action steps, and follow-up tasks,
 - Identify appropriate postsecondary pathways, programs, and career options for individual students.
- 5.4.5.** Explain how educators review, approve, and finalize schedules, and how this process integrates with Campus SIS. Include screenshots.

5.5. Accessibility

- 5.5.1.** Describe how the CIS supports students with various cognitive, physical, or sensory disabilities, including the ability to input and track academic objectives as determined in an IEP or 504 Plan.
- 5.5.2.** Describe the minimum reading level of the content and how the CIS accommodates students who are not able to read at the minimum level.
- 5.5.3.** Describe how the CIS could support and integrate IDEA transition planning, including IDEA Transition Plans, [14 DE Admin. Code § 925](#), [Delaware’s Transition Plan](#) and [Delaware’s Sample Transition Planning Timeline](#).
- 5.5.4.** Describe how the CIS discourages bias and stereotypes in its content, visuals, language, messaging, and user experience, including bias toward or against specific postsecondary education and training pathways or career options. Responses should explain how content is intentionally inclusive and presents all pathways in a balanced, equitable manner that reflects diverse cultural perspectives, identities, and values.

5.6. System

- 5.6.1.** Identify all third-party plug-ins and integrations required for the CIS to function (e.g., Campus SIS, Common App, Google, Schoology). Describe the purpose of each integration.

- 5.6.2. Specify whether students are directed to external third-party platforms (e.g., YouTube) that may be restricted by school firewalls, and describe any alternative access methods or embedded solutions available.
- 5.6.3. Describe how artificial intelligence (AI) is incorporated into your CIS for system optimization and to support student and educator use. Include examples such as personalized recommendations, workflow automation, chat-based support, data insights, or early-warning indicators, and describe any safeguards related to privacy and bias.

5.7. User Accounts

- 5.7.1. Describe how the CIS allows caregivers and families with students enrolled in multiple schools and/or different LEAs access information for all their students.

5.8. Data

- 5.8.1. Describe how the CIS solution allows the import the following:
 - School course catalog
 - Educator list
 - Career Pathways
 - School-specific graduation requirements
 - State-specific graduation requirements
 - State scholarship information
 - State-approved industry recognized credentials
 - State-approved WBL
 - State FAFSA completion data
- 5.8.2. Describe any specific process and data requirements that would be needed to import data from a statewide Career Pathway template.
- 5.8.3. Describe any processes, data requirements, or technical specifications needed to integrate scholarship search functionality with the [Delaware Scholarship Compendium](#) database, including file formats (e.g., Excel, CSV), data refresh schedules, and methods for automated data exchange.
- 5.8.4. Describe any processes, data requirements, or technical specifications needed to integrate student-level state FAFSA completion data, including file formats (e.g., Excel, CSV), data refresh schedules, and methods for automated data exchange.
- 5.8.5. Explain how the CIS solution will allow LEAs to set user defined fields and obtain data metrics and reports based on the field(s).
- 5.8.6. Explain how LEAs can use their e-mail system to send targeted emails or messages to students and or/caregivers based on various CIS solution metrics such as interest in a particular career cluster, pathway, program of study, training program, postsecondary education and training institution, etc.
- 5.8.7. Describe how the CIS solution supports the ability to access, upload and integrate student electronic portfolio information to specific electronic post-secondary applications including the Common Application.

6. Performance Tasks- Implementation, Communication, & Support

Respond to the following three performance tasks in **Appendix D – Performance Task**. Appendix D is to be created by the vendor.

6.1. Performance Task 1: Organizational Capabilities

Submit a narrative describing your organization’s capacity to successfully deliver this project.

Your response should include:

- 6.1.1.** Professional biographies of key staff and subcontractors assigned to this engagement, including relevant experience, certifications, and roles.
- 6.1.2.** How your firm distinguishes itself from other CIS Vendors.
- 6.1.3.** A summary of minor and major system enhancements or upgrades made to your CIS within the past four (4) years.
- 6.1.4.** Provide your client acquisition rate (percentage increase in the number of clients) and your client attrition rate (percentage of clients lost) over the last four (4) years.
- 6.1.5.** A description of your organization’s experience and capacity to deploy and support a statewide CIS implementation for students in grades 6–12 across up to 42 Local Education Agencies (LEAs) by fall 2027.

6.2. Performance Task 2: Training Plan

Submit a comprehensive training and professional development plan for Delaware educators.

Your response should describe:

- 6.2.1** How training will support educators across multiple roles.
- 6.2.2** How training will address:
 - Student access, navigation, and engagement
 - Advising and coaching best practices
 - Running and applying reports and dashboards
 - Supporting creation and monitoring of Student Success Plans (SSPs)
 - Alignment to Postsecondary Advisement Plans (PSAPs)
 - Data-informed decision making for equity and early intervention
- 6.2.3** How training will position the CIS as a tool within the SSP process, not a standalone solution.
- 6.2.4** Training delivery formats (live, in-person, on-demand, recorded, written resources).
- 6.2.5** Describe the training metrics the Vendor will provide to DDOE, including the number of trainings requested and delivered, number of participants, training formats, topics covered, and educator satisfaction ratings.

6.3. Performance Task 3: Implementation Plan

Submit a detailed implementation plan for statewide deployment of the CIS.

Your response should include:

- 6.3.1** Your overall strategy for deploying the CIS statewide, including how LEAs will be identified, prioritized, and supported during transition.

- 6.3.2** Describe the initial outreach, deployment and implementation training methods for school district designated staff that will support the transition to the new CIS.
- 6.3.3** Your approach to managing a large-scale migration from a current provider, including data transfer, validation, and continuity of service.
- 6.3.4** How you will monitor progress, manage risk, and adjust implementation plans as needed.
- 6.3.5** Your approach to system security and data protection during deployment.
- 6.3.6** Examples of automation or efficiencies used to support implementation.
- 6.3.7** How you will support continuous improvement throughout the contract term.
- 6.3.8** Provide a list of commonly reported technical issues, the solutions used to resolve them, and historical response and resolution time metrics (e.g., average time to first response, average time to resolution, and escalation processes).
- 6.3.9** Describe the technical support that will be available during implementation and after system launch, including helpdesk services, escalation procedures, service-level expectations, and ongoing maintenance support.
- 6.3.10** Describe the technical support metrics the Vendor will provide to DDOE, including the most common issues reported, average response and resolution times, number of support and complaint calls, resolution rates, and customer satisfaction ratings.
- 6.3.11** Describe how you communicate system updates and new releases to DDOE and LEAs. Explain your process for receiving, tracking, and resolving problem reports, defects, and change requests.
- 6.3.12** Describe the deployment and implementation metrics the Vendor will provide to DDOE, including the number of LEAs deployed, number of student accounts created, and the average time from LEA request to go-live.

7. Cost Proposal

Completion of the Cost Proposal is Mandatory. Proposers are responsible for entering cost data in **Appendix C Cost Proposal**. Further instructions for entering Cost data are included in the Cost Proposal.

It is the sole responsibility of the Proposer to ensure that all mathematical calculations are correct and that the total Cost Proposal proved accurately reflects costs. Estimated Proposal costs are not acceptable.

- 7.1. Cost proposals must be submitted as a per-student annual rate based on statewide student enrollment for grades 6–12. The per-student rate shall be applied to the official student count for the applicable contract year and used to calculate the total annual cost. The official student count will be verified during contract negotiations.
- 7.2. Costs submitted must be in U.S. dollars to two (2) decimals.
- 7.3. Cost proposals must include all costs associated with providing the services described in this RFP. The Vendor is responsible for all travel-related expenses, including but not limited to airfare, mileage, lodging, meals, and parking. The State will not reimburse any costs beyond those explicitly included in the approved Cost Proposal and authorized in advance by DDOE.

- 7.4. Cost proposals must be submitted as a fixed price per student that will not change for the life of the contract. The number of students will be determined by the official student count of the current year.
- 7.5. A space has been provided in Section 4 of Appendix C Cost Proposal for optional modules, features, or services. The costs for these optional modules, features, or services will not be included in the cost calculation and are for informational purposes only. Proposers are encouraged to provide pricing for additional modules and services on Appendix C Cost Proposal, that school districts or individual schools may directly purchase from the Vendor.

8. Scoring Rubric