



New Hampshire

# Department of Education

## Learn Everywhere Program Initial Application

### **1.0 Applicant Information [Ed 1403.01(a)(2)].**

**Organization Name:** izzit.org

**Name of Primary Contact:** Dean Graziano, J.D VP of Education

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### **2.0 Purpose, mission statement, or both [Ed 1403.01(a)(1)].**

izzit.org is a non-profit that has provided high-quality educational resources at no-cost to educators for 15 years to develop critical thinking. izzit.org's library consists of video-based material that supplements specific topics in multiple subjects aligned with state and national standards, including teacher guides, activities, automatically graded quizzes, and weekday current event articles. izzit.org also offer customer service by phone, 8am-6pm ET. izzit.org's vision is to see each generation of students free to flourish through critical thinking, responsible actions, and self-reliance for the benefit of themselves, their families, and communities. izzit.org's mission is to present and explore moral and social choices for living flourishing lives.

### **3.0 A description of the demonstrated instructor qualifications required for the program(s) and a statement assuring that the instructor(s) satisfies those qualifications [Ed 1403.01(a)(3)].**

The Citizenship portion narrator of the on-line videos, Douglas Howard Ginsburg, is an American jurist and academic who serves as a judge on the United States Court of Appeals for the District of Columbia Circuit. He answers the 100 specific questions from the USCIS naturalization exam. All his responses have undergone a rigorous fact-checking system for accuracy. Our Financial Literacy video is the number one (over 1 million views) on YouTube and the entire curriculum has been reviewed and promoted at ACTE Conferences. Dean Graziano, J.D. who developed this competency-based course is an award-winning educator and former Curriculum Specialist Teacher grades 6-12 Social Studies, with over 28 years in education. He served on the Massachusetts MCAS Standard Setting Panel and was selected by the College Board to be an Advanced Placement Reader for U.S. History. In 2007, he was awarded in a surprise visit to his school the United States Department of Education's American Star of Teaching Award. Dean was selected as the 2017 State of New Hampshire's Extended Learning Opportunity Coordinator-of-the-Year. Dean was he NH DOE WBL & Apprenticeship Coordinator, having secured Perkins V for the purchase of the NH DOE Mobile ACTE Classroom (M.A.P.s) He has spoken at numerous ACTE Conferences regarding this curriculum-Workforce Innovation Now (W.I.N.) He has full support from PA CTE President in assisting with lessons and zoom instruction.

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Izzit.com teachers that will complete the course post assessments as described below have been on staff as paid consultants and are up to date with current best instructional practices as well as in-house rigorous training, earning the title of Expert Teacher associate in economics and/or Personal Finance.

- 4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].**

izzit.org's policy is that any instructor or support staff in contact with students in a Learn Everywhere program warrants a C.O.R.I (or the equivalent) background check. izzit.org affirms that it shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11.

izzit.org will disclose its criminal background check policy to parents upon enrollment of their children in the Learn Everywhere program.

- 5.0 For the proposed instructional program(s), identify the education, program, or opportunity from Ed 306.27(v) for which students completing the learn everywhere program shall receive high school credit(s) [Ed 1403.01(b)(1)(a)].**

Students that successfully complete the proposed W.I.N.-Financial Literacy Learn Everywhere program shall receive a certificate for high school credit in Personal Finance (NH RSA 193-E:2-a, I (a)(10)) as an Open Elective.

- 6.0 An outline of each program for which approval is sought, which includes goals, competencies, a detailed description of the course of instruction, and a description of expected student outcomes [Ed 1403.01(b)(1)(b)].**

There is a 42-state initiative known as The Common Career Technical Core (CCTC), which includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills, and dispositions that are important to becoming career ready. Please note, THERE WERE NO COMPETENCIES developed to align with these 12 Standards. Dean Graziano has applied these 12 statements to develop competencies applicable to the ACTE Career Ready Practices to include these key elements. These are classified as FL/HL (Financial and Health Literacy), ES/EIW (Employability Skills and Ethics in the Workplace), CL/DL (Civic and Digital Literacy), and CP (Career Pathways, or Work-Based Learning).

There is a great emphasis on employability skills built on a strong foundation of financial literacy as a key component towards success. The W.I.N. Program also provides employability skills such as mock interviews using a customer service job description, resume writing, cover letter preparation, and interviewing skills. By participating in the W.I.N. Program via a combination of video-based learning and live instruction, students will demonstrate mastery of competencies and employability skills necessary for career readiness, with a further understanding that financial literacy may lead to greater personal and economic freedom.

The W.I.N. Program / Career Readiness course syllabus is divided into three segments:

Financial/Health Literacy (refer to FL/HL table below to denote competencies) Units 1-3 The goal of this segment of the course is to ensure students are both financially and socially literate. The course will emphasize individual responsibility; what, why, and how managing money makes sense (cents)! Health literacy in the program relates to the idea that flourishing lives come from making certain moral and social choices, as well as proper care of the human body (which again, relates to many choices people make) along the lines of proper diet and exercise. Moral choices affect an individual's behavior, and social choices affect how individuals interact with others. We will examine sources of income, planning and budgeting, banking, consumer credit and its importance, consumer laws, impact of personal bankruptcy, taxes, investment strategies, college FAFSA, purchasing a vehicle, and generally becoming self-reliant. Our syllabus helps students gain confidence in their ability to make informed decisions.

<b>Financial &amp; Health Literacy: Refer to as FL/HL                      Career Ready Practices from The Common Career                      Technical Core (CCTC).</b>	<b>Applying Career Ready practices and creating                      competencies.</b>
<b>FL/HL 1</b> Matches CCTC # 3 Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	Understand the concept of money. Adapt and understand many ways of earning money (wages, investments, etc.) and how multiple income streams can lead to wealth creation.
<b>FL/HL 2</b> Matches CCTC # 9 Career-ready students use a variety of means to positively impact the direction and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.	Understand the entrepreneurial way of thinking in a market-based economy. Examine how to create income from goods, services, and skills that enhance other people's lives.
<b>FL/HL 3</b> Matches CCTC # 3 Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice a healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.	Understand deferred gratification. Comprehend and differentiate the difference between saving and investing; that saving or investing becomes a more committed practice when there is a purpose.
<b>FL/HL 4</b>	

<p><b>Matches CCTC # 5</b></p> <p>They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment, and profitability of the organization.</p>	<p>Recognize the concept of supply and demand as a driver of the price system. Understand the concept of "living within your means." Understanding a budget is a tool that helps both individuals and organizations allocate and manage money wisely.</p>
<p><b>FL/HL 5</b></p> <p><b>Matches CCTC # 3</b></p> <p>Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice a healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Determine how to utilize employer benefits that are intended to serve employees' personal and financial well-being. These may include health care plans and retirement plans, such as a 401k.</p>
<p><b>FL/HL 6</b></p> <p><b>Matches CCTC # 3</b></p> <p>Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice a healthy diet, exercise, and mental health activities.</p>	<p>Understand health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information needed to make appropriate health decisions. Health resources and service administration may be sought at both scholastic and workplace environments with protections for personal privacy.</p>
<p><b>FL/HL 7</b></p> <p><b>Matches CCTC # 5</b></p> <p>Consider the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations, and the environment.</p>	<p>Evaluate information on health and financial literacy and assess the impact on decision-making regarding healthcare and economic choices that lead to a flourishing life.</p>

<p><b>FL/HL 8</b>                  Matches CCTC # 3                  Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance, and personal well-being; they act on that understanding to regularly practice a healthy diet, exercise, and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Differentiate between checking accounts and other banking services and explain how financial institutions manage funds between savers and borrowers. Explain various banking services, identify various ways to deposit and withdraw funds from accounts, and verify safety procedures to protect funds.</p>
<p><b>FL/HL 9</b>                  Matches CCTC # 11                  Career-ready students are proficient with ubiquitous technology applications. They understand the inherent risks -- personal and organizational -- of technology applications, and they take actions to prevent or mitigate these risks.</p>	<p>Comprehend the various consumer protections related to debt collection and bankruptcy. Identify the common ways ID theft happens (e.g., dumpster diving, skimming, phishing, changing address, stealing, computer hacking) and ways to deter identity theft by safeguarding information.</p>

**Employability Skills - including technology and civic literacy** (refer to ES & EIW tables below to denote these competencies)

**Units 4-6**

After learning about money and how to manage money, there's still a problem...students need income to begin creating wealth! Our W.I.N. syllabus will utilize community partnerships that could include business owners, industry groups, community service organizations (such as your local Rotary club), human resource managers, other educators, and more. Creating a work-based learning group can provide in-person (or videoconference) assistance to work with students. Whether applying for a job, college, or the military, students W.I.N. with the addition of community-based resources. In addition, we introduce how ethical choices and being part of a strong team lead to success in students' professions.

<b>Employability Skills: Refer to as ES</b>	<b>Applying Employability Skills and creating competencies.</b>
<p><b>ES1</b>                  Matches CCTC # 2                  Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.</p>	<p>Demonstrate transferable technical knowledge from the classroom to workplace/lab, and team-oriented employability skills in all workplace settings.</p>
<p><b>ES2</b>                  Matches CCTC # 2                  Career-ready students make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</p>	<p>Apply both job-seeking and job-retention skills in the classroom, lab, or workplace.</p>
<p><b>ES3</b>                  Matches CCTC # 6                  Career-ready students can consider unconventional ideas and suggestions as solutions to issues, tasks, or problems, and they discern which ideas and suggestions will add the greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>	<p>Demonstrate employability skills, work ethic, and professionalism. Know what being a professional means within your profession.</p>
<p><b>ES4</b>                  Matches CCTC # 1                  Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and</p>	<p>Exhibits responsible actions and principles of self-reliance for the benefit of themselves, their families, and communities.</p>

<p>responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.</p>	
<p><b>ES5</b>                  Matches CCTC # 12                  Work productively in teams while using cultural/global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>Exhibits characteristics of promoting and encouraging a strong team environment that elicits or allows varying viewpoints of all group members to be proactive in decision-making.</p>

<p><b>Ethics in the Workplace: Refer to as EIW</b></p>	<p><b>Applying Ethics in the Workplace and creating competencies.</b></p>
<p><b>EIW12</b>                  Matches CCTC # 5                  Consider the environmental, social, and economic impacts of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate the negative impact on other people, organizations, and the environment.</p>	<p>Analyze state and federal policies and laws providing consumer protection and apply them in the classroom, lab, or workplace.</p>
<p><b>EIW2</b>                  Matches CCTC # 8                  Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware</p>	<p>Utilize sound decision-making principles in all facets of student work.</p>

of problems when they occur and take action quickly to address the problem.	
<b>EIW3</b> Matches CCTC # 9 Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision.	Model ethical behavior in the classroom and workplace setting.

<b>Civic &amp; Digital Literacy Skills: Refer to as CL/DL</b>	
<b>CL/DL 1</b> Matches CCTC # 11 Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Engage in civil discourse while remaining respectful of other individuals with varying opinions; show awareness of the importance of community engagement allowing individuals to interact in a proactive manner; invoking solid team dynamics.
<b>CL/DL 2</b> Matches CCTC # 5 Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve	Model ways to effectively use a broad range of digital tools towards becoming literate with the purpose of being a lifetime learner within your profession

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workplace problems. They are flexible and adaptive in acquiring and using new technology.	
<b>CL/DL 3</b> Matches CCTC #'s 1-12 All speak to being positive and contributing citizens, aware of the impact to themselves and community.	Demonstrate understanding of duties and rights of being a citizen by successfully completing the <a href="http://www.CivicsFundamentals.org">www.CivicsFundamentals.org</a> online course.

**Work-Based Learning - (refer to the WBL table below to denote these competencies)**

**Units 7-9**

Work-Based Learning [WBL] Opportunities are categorized in a hierarchy. WBL is the umbrella term under which opportunities such as job shadowing, internships, mentoring, apprenticeships, business tours, and informational/career exploration interviews fall. The key to WBL is a continuum of classroom knowledge, along with experience in a real-world occupational setting. All stakeholders must develop and deploy the common definition of what constitutes each type of work-based learning experience and have consistent experiences and opportunities along the continuum of possibilities. Students will utilize a career assessment and begin understanding research and curiosity towards a career pathway. The W.I.N. Program provides a foundation and promotes methods of learning, critical thinking, and advocacy for independent growth.

Career Tech Centers and educators are encouraged to fully utilize Work-Based Learning partners to infuse necessary skills and opportunities (mock interviews, resume writing and critique, and other employability skills) for our pilot students and beyond. By creating a WBL group, students can gain valuable real-world knowledge.

<b>Career Pathways: Refer to as CP</b>	
<b>CP1</b> Matches CCTC # 10	Perform self-assessment and use that information to analyze career paths within various industries.

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<p>Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship.</p>	
<p><b>CP2</b>                  Matches CCTC # 10                  Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship.</p>	<p>Understand and identify the roles and functions of individuals engaged in related careers, expectations of the profession, and long-term outlook for their career.</p>
<p><b>CP3</b>                  Matches CCTC # 10                  Career-ready students recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>	<p>Analyze opportunities for employment and entrepreneurial endeavors and seek information and guidance toward making an informed decision regarding their career choices.</p>
<p><b>CP4</b>                  Matches CCTC # 10                  Career-ready individuals take personal ownership of their own educational and career goals to plan their education and career path aligned to personal goals.</p>	<p>Factor the education and additional training requirements necessary and potential opportunities for career paths.</p>



<p><b>CP5</b>                  Matches CCTC # 1                  Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.</p>	<p>Compare and contrast the role and need of professional organizations, credentials, certifications, and specific degrees associated within related careers.</p>
<p><b>CP6</b>                  Matches CCTC # 10                  ...Career-ready students have perspective regarding the pathways available to them and the time, effort, experience, and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the educational and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>	<p>Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career as it impacts their training and post-secondary educational requirements.</p>

**7.0 A plan for recording student progress in meeting expected student outcomes for each course of instruction [Ed 1403.01(b)(1)(c)].**

Students will have several ways to both track progress as well as seek supplemental materials. There are a series of activities the instructor will assign (including rubric for writing assignments) they will submit to their instructor. Note, this course may be utilized in an instructor’s classroom, a hybrid combination, or student driven. As they successfully matriculate through the W.I.N.-Financial Literacy Course, students receive scores on pre/post testing and are afforded several attempts prior to the final post-test. Finally, parents/guardians and educators registered at NO COST, will access news, event happenings and progress.

**8.0 A description of how the assessment of student learning outcomes will be done [Ed 1403.01(b)(1)(d)].**

Students are required to take the financial literacy pre-test, the results of which can be used as a study plan, guiding them to understand which areas of financial knowledge they are weaker in. They will also take a post-test, demonstrating their competency. Realizing this is a competency-based program, our expectation is the overall completion time is expected to be approximately 15 weeks.

In addition, student assessments include:

1. A series of multiple-choice questions,
2. Matching vocabulary to civics concepts,
3. Short essays focusing on specific supplemental materials,
4. Completion of izzit.org's Learning Modules, and Civics Fundamentals,
5. A written mid-term and final exam, and
6. Post assessment izzit.org will utilize teachers in the assessment process who have already undergone selection to our teacher team.

**9.0 The number of credits each proposed course of instruction will fulfill [Ed 1403.01(b)(1)(e)].**

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Students who successfully complete the proposed Work-force Innovation Now (W.I.N.) Learn Everywhere course will be awarded one-half credit in Personal Finance.

**10.0 A description of the competency-based grading system to be used for each proposed course of instruction [Ed 1403.01(b)(1)(e)].**

Our Workforce Innovation Now (W.I.N.) course competency-based grading system is based on a total of points achieved via 2 summative assessments (mid-term and final). The mid-term summative assessment consists of multiple-choice questions and 2 of 3 essays for which a rubric is provided. The final summative assessment is comprised of 2 of 3 essays and multiple-choice questions. In addition, completion of all 100 Civics Fundamentals questions. Students must earn 70 points or more on each assessment and will receive a Certificate marking that they've passed the course. Students will be able to take either assessment to achieve a 70 point or better score until they have achieved that mark.

**11.0 A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law [Ed 1403.01(b)(2)(a)].**

First, a classroom instructor may utilize this course in their classroom. **OR**, students will apply for acceptance into the course by submitting our course application form which will be created upon approval of the program. Parental permission and acknowledgement is also required by the form. An orientation presentation that clearly spells out expectations and the rigor of the course will be available for students and parents to view before they apply. Applications will be accepted on a first come, first served basis until available course slots have been filled.

The methods for admission to the WIN Learn Everywhere course will not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

**12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].**

At the time of enrollment, izzit.org offers parents the opportunity to disclose any information regarding ongoing 504 education plan related accommodations and modifications required for their child. With the parent's permission, izzit.org will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the izzit.org program. Although izzit.org instructors are not explicitly certified to work with students with 504 plans, they are caring, patient and compassionate and can work with the student's LEA representative to understand how to implement recommended accommodations and/or modifications. If izzit.org determines it is unable to provide the required accommodations and/or modifications for a student, the parents will be informed before committing to enrolling their child in an izzit.org program.

In addition, if this course is utilized within the classroom, the teacher will follow both state and federal laws and adhere to nay plan/accommodations.

**13.0 A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP [Ed 1403.01(b)(2)(c)].**

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izzit.org gives all parents the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If asked, izzit.org staff will work with the parent to contact the student's Local Education Agency (LEA) to assist in the coordination of the student's IEP to include, but not be limited to, the required special education programs, support services, and least restrictive environment. At the parent's request, an izzit.org representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in an izzit.org program. izzit.org will also coordinate with the LEA in fulfilling the LEA's responsibility to provide any special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of izzit.org.

- 14.0 A statement that the applicant understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations [Ed 1403.01(b)(2)(d)].**

izzit.org understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

- 15.0 A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program [Ed 1403.01(b)(3)(a)].**

The Workforce Innovation Now (W.I.N.) Learn Everywhere course proposed by izzit.org is delivered on-line. As such, no facilities controlled by izzit.org are needed for the program.

- 16.0 A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations [Ed 1403.01(b)(3)(b)].**

The Workforce Innovation Now (W.I.N.) Learn Everywhere course proposed by izzit.org is delivered on-line. As such, no facilities controlled by izzit.org are needed for the program.

- 17.0 Disclosure of insurance, if any, which would cover the participants in the Learn Everywhere program [Ed 1403.01(b)(4)].**

izzit.org does not have insurance which would cover participants of the Workforce Innovation Now-Financial Literacy (W.I.N.) Learn Everywhere course.

### **Additional Information**

Both students and/or educators may access the course via [izzit.org](http://izzit.org) (See below) The course can be used either way, allowing the teacher flexibility or the student complete access to the program to complete at their discretion.

The screenshot shows the izzit.org website interface. At the top left is the izzit.org logo. A navigation bar contains links for Video Lessons, Courses, Activities & Collections, Quizzes, Current Events, Tools, and Support Us. A 'Log in' and 'Register' button are in the top right. A dropdown menu is open under 'Courses', listing 'W.I.N. Career Readiness Course Curriculum' (with sub-links for 'For Educators' and 'For Students'), 'izzit Here!', 'Simply Civics Course Curriculum', and 'CivicsFundamentals.org'. The main content area features the text 'Workforce Innovation Now' and 'Career Readiness Course'. Below this is a graphic of three interlocking gears with the letters 'W', 'I', and 'N' inside them, and the slogan 'Workforce Innovation Now Business + Community + Students = Together'.

**Welcome to W.I.N. – Workforce Innovation Now!**

This course will help prepare your students for their future. They'll learn about financial and health literacy, employability skills like

<http://www.izzit.org/courses/win/> writing and interviewing skills, and career pathway exploration.