

## **ORIGINAL**

### **Proposal Document**

Wheaton Warrenville CUSD 200 is requesting \$120,000 to create a Career Connected Learning program for low income English Learner high school students.

We would like to hire a full-time fully certified Career Internship Teacher/Program Coordinator. This staff member will provide CUSD 200 with the opportunity to expand Work-Based Learning (WBL) opportunities by offering a course preparing students for the workplace with the goal of placing every student into an actual job. The focus will be on classroom instruction, outreach and engagement with our local business community, facilitation of work-based learning opportunities, and providing mentorship and leadership to students. This program will bridge the gap between in-school learning and real-world experiences.

Between Wheaton Warrenville South and Wheaton North, there are 57 seniors classified as low income and as English Learners. Our program will target 30 of these students to support during our first year of the program.

Funds will also be used to provide transportation to allow the coordinator to develop workplace partnerships and to visit students at their jobsites, as well as to provide the means for low income students to travel to and from their workplaces.

Ian Smith  
Director of High School Instruction  
Wheaton Warrenville CUSD 200

Proposal Cover/Youth Provider Information Form		
Legal Name of Applicant Agency	Wheaton Warrenville CUSD 200	
Number of Years in Business	100+	
FEIN Number		
Type of Organization	<input checked="" type="checkbox"/> Educational Institution <input type="checkbox"/> Private for Profit <input type="checkbox"/> Community Agency <input type="checkbox"/> Other (Describe)____	
Address - Administrative Office	Address	130 West Park Avenue
	City, State ZIP	Wheaton, IL 60189
	Web Site URL	www.cusd200.org
Address of Program Location - This is the location where the services described in this application will be provided.	Address	Wheaton North and Wheaton Warrenville South High Schools
	City State ZIP	Wheaton, IL
Principal of Agency - CEO/Executive Director/President	Name	Dr. Jeff Schuler
	Title	Superintendent
	Email Address	jeff.schuler@cusd200.org
	Phone	630-682-2002
Program Contact Person	Name	Ian Smith
	Title	Director of High School Instruction
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Funding Amount Requested	\$120,000	
Primary Program Name and Target Population	CUSD 200 Career Connected Learning. Target Population–Low Income EL Students	
Number of Youth to be served	30	

## EXECUTIVE SUMMARY

- 1) Community Unit School District serves students from Wheaton, Warrenville, Carol Stream, and Winfield. The total student population is 11,488. With 31% of students classified as low income, 13% or English Learners, and 14% have an IEP. There are two high schools in the districts--Wheaton Warrenville South and Wheaton North. The student population at both high schools is similar with about 1,800 students and 30% classified as low income.

CUSD 200 began developing Career Pathways in the 2019-2020 school year. CUSD 200 has worked to develop full career pathway experiences that allow students to earn an endorsement from the Illinois State Board of Education on their diploma. These components include: Career-Connected Learning Experiences, a sequence of courses connected to a pathway, 6 hours of early college coursework, and 60 hours of work-based learning.

Through the pathways programs, CUSD 200 has developed work-based learning opportunities for students. These opportunities have been in education, business and broadcast media. In the area of education students enrolled in Introduction to Teaching 1 and/or 2 complete 30 hours of work-based learning each semester with a CUSD 200 teacher. In the area of business, students enrolled in Business Incubator have business partners work alongside them as mentors, coaches, and evaluators. These relationships bring relevance, credibility, and real-world experience into the classroom, helping students become confident, capable innovators. Finally, for Broadcast Media 1 and 2, students can participate in an internship through local community partners including the City of Wheaton, City of Warrenville, Greentree Studios or Axiom Media Group. Additionally, CUSD 200 is a member of the DuPage Area Occupational Education System (DAOES), sending 218 students to the Technology Center of DuPage in the 2024-25 school year for training related to CTE programs.

- 2) CUSD 200 is looking to scale the Career Pathways experience to provide more students with more work-based learning/career internship opportunities. To do this we would like to employ a Career Internship Teacher/Program Coordinator. This staff member would provide CUSD 200 with the opportunity to expand WBL opportunities for students and directly teach a course aimed at preparing students for postsecondary opportunities. The focus would be on instruction and facilitation, outreach and engagement and mentorship and leadership. In a nutshell, this staff member would bridge the gap between in-school learning and real-world experiences. Between Wheaton Warrenville South and Wheaton North, there are 57 seniors that are classified as low income and as English Learners. Our program would work to target these students to support during our first year of the program.
- 3) Our Career Pathways program at CUSD 200 is designed with a singular, powerful objective: to empower every high school student with a structured, relevant, and deeply engaging educational journey. We create a clear roadmap that directly connects their academic learning to their personal interests and ambitious aspirations for future careers and postsecondary education.

This program effectively bridges the traditional gap between abstract classroom concepts and the dynamic demands of various industries. By integrating specialized coursework aligned to specific career areas with structured, real-world work-based learning opportunities, we ensure students are exceptionally prepared for life beyond graduation.

Our commitment extends beyond just college and career readiness. These invaluable Work-Based Learning experiences allow students to actively explore diverse career fields, forge meaningful connections with potential employers, and critically develop the essential 'soft skills' that align perfectly with CUSD 200's Portrait of a Graduate: Problem Solving, Communication, Collaboration, Resilience, and Academic Excellence. Through this holistic approach, we are cultivating well-rounded individuals ready to thrive.

## PROGRAM DESCRIPTION

**1a)** Some key strategies for outreach and recruitment includes:

- 1) Target student population: Using our demographic data, we would identify key students that are English Learners and classified as low income. We could utilize our counselors and teachers that are trusted adults to have conversations with these students to clearly articulate the unique benefits of enrolling in our internship course that will have long term benefits and support for these students.
- 2) Using a needs assessment: CUSD 200 has Schoolinks which is a college and career readiness Platform. Within Schoolinks there is a career interest inventory and self-assessment tools. These inventories are designed to help students discover their interests, strengths, values, and preferred work environments, and then connect those insights to potential career paths and post-secondary education options.

**1b)** Timeline of Recruitment Activities

Event	Timeline
Identify targeted students for the internship course	September
Complete trusted adult survey	September
Design informational materials	September
Begin 1:1 conversations with all targeted students with counselors and identified trusted adult	September
Utilize students that have engaged in an internship to talk with students	October
Engage with parents of identified students	October
Work on scheduling changes for students interested in enrolling in the course	November
Course launch	Semester 2: January

**1c)** Several staff members would take a lead in the recruitment process. These include:

- Director for School Improvement: Dr. Oziemkowski is responsible for working with schools around data analysis and programming efforts for school improvement. Dr. Oziemkowski has been in her role for nearly 20 years and has extensive experience in school improvement work.
- Director for High School Instruction: Ian Smith is responsible for leading Career Pathways initiatives. He has connections with the business partners and has been directly involved in organizing work-based learning for our students. Ian also works with both high schools to plan consistent experiences.

- High School Counseling Department Chairs: Each high school has a Counseling Department Chair that leads the counseling team. These individuals are instrumental in communication with staff, parents and students. These individuals have specific credentials in counseling which means they are highly trained professionals with many years of experience in this area.
- High School Assistant Principals: At both high schools, we have Assistant Principals dedicated to curriculum development and implementation. These APs have both been teachers in our schools and been promoted to this leadership position, therefore, they have strong knowledge of the staff, students and parents. They are responsible for providing leadership and being a resource for families.
- EL Teachers: Each school has staff members dedicated to teaching English Learners. These staff members have further education and earned a credential to teach English Learners. These staff members have expertise in working with the students we have identified for this opportunity and relationships.
- Director for Multilingual Learners: The Director for Multilingual Learners, Dr. Jacqueline Rodriguez, has been in a variety of leadership roles in CUSD 200 for 10 years. Dr. Rodriguez also has earned a credential to teach English Learners and is a fluent Spanish speaker, which will assist in communicating with staff and students identified for this opportunity.
- Director for Communications: CUSD 200 has a full-time Director of Community Engagement and Communication named Alyssa Barry. Mrs. Barry has extensive experience in communications for school districts. Mrs. Barry will be instrumental in developing information materials and using her networks for business partners.

**1d)** Our goal is to establish a robust, sustainable internship program by connecting students with meaningful work-based learning and building strong community partnerships. Key messages will vary for different stakeholders. For employers, we'll emphasize benefits: talent pipeline, community impact, fresh perspectives, and low-cost support. For students, we'll highlight benefits: career exploration, skill development, resume building, networking, academic credit, and future opportunities. To start, we'll identify and network with business partners, including our Career Advisory Committee and the Wheaton Chamber of Commerce. Outreach materials will be informative and engaging, using strategies like webinars, email, personalized phone calls, and existing networks. Our goal is to establish a robust, sustainable internship program by effectively connecting students with meaningful work-based learning experiences and building strong community partnerships.

**2ai)** These assessments will be new to CUSD 200, though administering assessments is not. Our testing coordinator will learn about them, schedule administration, and analyze results.

**2aii)** Our system supports academic remediation through multiple avenues:

- **Academic Courses:** Reading and math labs, multiple course levels, and transitional courses for postsecondary readiness.
- **English Learners:** Specific courses teaching content, skills, and English language.
- **Summer Programming:** Taught by highly certified CUSD 200 teachers.
- **Online Courseware:** Subject.com offers multi-level courses, free support, and multi-language materials.

**3ai )** CUSD 200 will use TABE or CASAS as required for academic skills, but as a school district we have significant student academic information. This includes standardized state assessments, yearly local assessments, ACCESS for English language skills, as well as grades and transcripts.

**3aii)** CUSD 200's Portrait of a Graduate defines valued characteristics that align with employer-desired skills: collaboration, communication, resilience, problem-solving, and academic excellence. Teachers assess these skills via assignments and assessments.

**3aiii)** CUSD 200 subscribes to Schoolinks, a college and career readiness platform with career interest inventories and self-assessment tools. Students complete the Schoolinks surveys yearly from 8th grade. Counselors also discuss interests with students.

**3aiv)** To assess this we can ask students for their work history and conduct reference checks.

**3av)** Students use Chromebooks for assignments, allowing staff to assess digital comfort and abilities. Staff utilize digital tools regularly, referencing ISBE recommendations for digital literacy skills.

**3avi)** Some of our students obtain Industry Recognized Credentials if they attend the Technology Center of DuPage. This would be a strong source of information to assess occupational skills for their area of study.

**3avii)** To support our students we would utilize our counselors and social workers to conduct a needs assessment in order to determine student needs such as transportation, support for food, translation support, etc.

**3aviii)** Staff observations and interactions can provide information on student needs. Our FastBridge assessment system has an SEL screener. Annually, we survey students to identify a trusted adult; if they do not have one, we work to find an adult who can support the student.

**3b)** CUSD 200 developed a Career-Connected Learning framework outlining career exploration activities from grade 6 through high school. This new framework has some existing opportunities, but we aim to scale them. Experiences we plan to add include Career Days, internship fairs, job shadowing, alumni talks, internship/apprenticeship assistance, and capstone challenges.

**3c)** At CUSD 200, we understand that the path to self-sufficient employment after high school is rarely without obstacles. Our comprehensive approach is designed to identify and proactively address these potential barriers, ensuring every student has the robust support system needed to thrive. Our process for identifying student needs and potential barriers is deeply integrated into our existing student support framework through the following means:

- **The New Internship Coordinator:** Through this grant, we propose to hire a full-time Internship Coordinator. This individual will conduct comprehensive needs assessments and in-depth intake interviews, gathering vital information on aspirations, strengths, and prior experiences, and probing for barriers (transportation, health, family responsibilities, finances). The Coordinator will maintain regular check-ins, collaborating closely with counselors and social workers
- **Dedicated Student Support Professionals:** Full-time social workers and counselors will build trust, provide guidance, and identify challenges.
- **Leveraging School-Wide Networks:** Staff are trained to recognize barriers and refer students to the program coordinator, social workers, or counselors.
- **Engaging Families:** We maintain open and empathetic communication with parents/guardians, recognizing their invaluable insights into a student's home life and broader challenges.

Once identified, barriers are addressed through a combination of direct program support, strategic referrals, and the powerful backing of our community:

- **Direct Support from Internship Coordinator, Counselors, and Social Workers:** Internship Coordinator will assist with career-specific barriers (skills, education) and transportation. Counselors will address academic challenges and offer mental health support. Social workers will manage complex issues (housing, childcare) and connect families to external resources.
- **Leveraging the Student Excellence Foundation:** CUSD 200 is immensely proud of our Student Excellence Foundation, a dedicated non-profit organization that provides crucial support to our students. Their Essential Needs Fund will assist with financial hardships (coats, supplies, meals)

- **Strategic Community Referrals:** We maintain robust partnerships with local external agencies for specialized support. These are listed on our website under [Mental Health Resources](#).

**3d)** CUSD 200 began developing comprehensive Career Pathways four years ago. Major elements of this work (some of which leads to a transcript endorsement) includes:

- **Career-Connected Learning (CCL):** Strategic approach linking academics to real-world career exploration, building awareness, facilitating exploration, and providing preparation.
- **Sequence of Courses:** Teaches skills for entry-level employment/postsecondary: Career Exploration (6-8), Orientation (9-10), Skill Development (10-12), & Capstone (12).
- **Early College Coursework:** At least six hours of aligned dual credit or AP.
- **Work Based Learning:** 60 hours of pathway-aligned experiences (internships/apprenticeships).
- **Industry Recognized Credentials:** Students can earn credentials at the Technology Center of DuPage; CUSD 200 is working to add additional credentials to courses where appropriate.
- **Extracurriculars:** Tracked annually; 76% of students participate in athletics, activities, or clubs.
- **Current Career Pathways:** CUSD has developed pathways in the following areas: Entrepreneurship, Broadcast Media, Engineering, Education, Marketing, Culinary, and Nursing. A Manufacturing pathway, while not formalized, has supported internships at many manufacturing facilities.

**4a)** Our Vocational Coordinator expertly facilitates WBL and internships for IEP students, ensuring meaningful placements and sustained engagement. Methods include establishing business relationships, conducting on-site visits, maintaining employer contact, meeting one-on-one with students, and overseeing document submission. Funding for a full-time Internship Coordinator is essential to replicate and expand these successful support systems for a larger, more diverse student group. This individual will ensure every participant receives rigorous support and engagement.

**4b)** The Coordinator will establish a streamlined process for interns to submit required progress reports, timesheets, and documentation. This ensures meticulous collection, review, and timely submission for program compliance, effectiveness, and to ensure continued funding.

**5a)** This will be a one-semester course (approx. 100 days), meeting daily for 48 minutes. Students will divide time between on-site internships and in-class curriculum content.

**5b)** The curriculum content for this course is as follows

- **Career Exploration and Pathway Alignment:** Explore career interests, understand industry context, connect academics to careers, research post-secondary pathways.
- **Workplace Skills Development:** Apply foundational workplace skills such as communication, collaboration & teamwork, problem-solving & critical thinking, professionalism & work ethic, adaptability & resilience, and time management & organization
- **Personal and Professional Growth:** Cultivate self-awareness, practice self-advocacy, build professional networks and engage in reflective practice.
- **Project Management and Documentation:** Document learning & hours, develop a professional portfolio, present their internship experiences to peers, faculty, and/or community stakeholders.

**5c)** The work associated with this program would begin once funding is secured. We will utilize every day of the 2025-26 school year to dedicate time to work projects. Our school year begins on August 13, 2025 and ends on May 28, 2026. We would also work with interested students in extending their internship experience and receive support from the internship coordinator during the summer. This work would include securing an internship coordinator,



identifying students based on criteria, enrolling students in the course and teaching the course. The course would begin the second semester, which is January 6, 2026 through May 28, 2026.

**5d)** [The customer flow chart is also included in the attachments section.](#)

**5e)** Students attending the Technology Center of DuPage (TCD) can earn Industry Recognized Credentials in programs like EMT, Medical Assisting, CNA, Fire Science, Criminal Justice, Early Childhood, Cosmetology, Culinary, Construction Trades, HVAC, Robotics, Auto Body, and Auto Tech. For non-TCD students, we will research credential opportunities based on career interest and work with business partners.

**5f)** CUSD 200 prepares students for in-demand occupations with sustainable career pathways. Our internship course provides practical experiences and skills relevant to high-growth sectors. We align this through systematic collection, analysis, and application of Labor Market Information (LMI). We use multiple credible, localized LMI sources, such as the Illinois Department of Employment Security (IDES), Local Workforce Innovation Boards (WIOB), Chambers of Commerce, Career Pathways Advisory Committee, and Community College/University programs.

Our LMI analysis directly shapes the internship course, ensuring relevance. We proactively identify key growth sectors (e.g., healthcare, IT, skilled trades, business services, education, manufacturing) offering strong entry-level opportunities and clear advancement. LMI defines critical occupational skills and workplace readiness skills (e.g., CUSD 200's Portrait of a Graduate: Problem Solving, Communication, Collaboration, Resilience) for success in these fields.

The Internship Coordinator will target businesses in high-demand sectors for partnerships to ensure relevant internship opportunities. We will articulate to employers how partnering builds a skilled local talent pipeline for their industry. We will continuously monitor and refine our program for ongoing alignment. We will track student outcomes (e.g., post-graduation employment, post-secondary enrollment in relevant fields) to validate our LMI-driven approach. The Internship Coordinator, with the Career Pathways Advisory Board and school administration, will annually review LMI data to adjust program focus, curriculum, and employer outreach, ensuring training remains highly relevant.

**6)** As critical as the internship experience itself, our internship course will integrate a robust, multi-faceted job readiness component designed to equip all youth participants with the essential skills, knowledge, and mindset for securing and maintaining self-sufficient employment. The following will be included in our course:

**a. Soft Skills and Workplace Preparation:** Focus on CUSD 200 Portrait of a Graduate skills (Problem Solving, Communication, Collaboration, Resilience), plus adaptability, initiative, conflict resolution, workplace hierarchy, and professional boundaries.

**b. Resume Writing:** Fundamentals of structure, content, formatting, action verbs, tailoring, and professional summaries, highlighting academic and extracurricular achievements.

**c. Interview Preparation:** Etiquette (virtual/in-person), common questions, effective answering strategies, insightful questions, attire, follow-up, and managing anxiety.

**d. Job Search Skills:** Identifying opportunities, using online boards (LinkedIn, Indeed), networking, understanding job descriptions, applying, and tracking.

**e. Industry-Specific Vocabulary:** Key terminology and acronyms for relevant industries.

**f. Workplace Communication:** Professional email, active listening, clarifying questions, constructive feedback, presenting ideas, non-verbal cues, conflict resolution, and seeking help.

**g. Work Ethic:** Punctuality, reliability, attendance, task completion, initiative, time management, responsibility, and quality commitment.

**h. Contextualized Math and Writing:** Applying relevant math (percentages, data, budgeting) and practicing clear, professional writing (reports, memos, emails).

**7a)** Here's how our program will address each of the WIOA fourteen elements:

**1. Tutoring (Academic Assistance)**

- **Provision: Directly provided.** The Internship Coordinator will facilitate access to academic tutoring, leveraging existing school resources (e.g., after-school academic support sessions led by CUSD 200 teachers, Day Academy, credit recovery).
  - **Quality:** Monitored through academic progress tracking (grades, assessment scores) and student feedback.
- 2. Alternative Secondary School Services (e.g., GED, Credit Recovery)**
- **Provision: Directly provided and access facilitated.** For students not on a traditional diploma track, CUSD 200 offers credit recovery options within the high school. For those pursuing a High School Equivalency (HSE), the Internship Coordinator will facilitate access to the High School Equivalency Program at COD. with established referral protocols.
  - **Quality:** Quality is ensured through the established academic standards of CUSD 200's credit recovery programs and the accreditation/reputation of partner HSE providers.
- 3. Paid and Unpaid Work Experience (e.g., Internships, Job Shadowing)**
- **Provision: Directly provided.** This is the core of our program. The Internship Coordinator will develop, secure, and manage diverse paid and unpaid work experiences within local businesses. The Coordinator will conduct site visits and maintain regular employer contact.
  - **Quality:** Ensured through defined learning agreements, regular employer evaluations, student performance tracking, and active monitoring.
- 4. Occupational Skill Training**
- **Provision: Directly provided and access facilitated.** Within CUSD 200, this is integrated through our Career and Technical Education (CTE) pathways (e.g., Health Sciences, Education & Training, Broadcast Media, Entrepreneurship). Students gain specific occupational skills and industry certifications through TCD.
  - **Quality:** Assessed by student attainment of industry certifications, performance on CTE assessments and successful completion of programs.
- 5. Education Concurrently with Workforce Preparation Activities**
- **Provision: Directly provided.** This is inherent in our program design. Students participate in the Career Internship Course (academic credit) simultaneously with their work-based learning (workforce preparation). Our curriculum emphasizes contextualized learning, where academic concepts are applied directly to workplace scenarios.
  - **Quality:** Ensured by the integrated curriculum design, collaborative planning between the Internship Coordinator and academic departments, and monitoring of student performance in both classroom and work settings.
- 6. Leadership Development Opportunities**
- **Provision: Directly provided and access facilitated.** Our program fosters leadership through various avenues, such as leading projects within their placements, mentoring new interns, or presenting their experiences to peers/community members.
  - **Quality:** Tracked through participation rates, leadership roles undertaken, and student self-assessment/feedback.
- 7. Supportive Services**
- **Provision: Directly provided and access facilitated.** The Internship Coordinator will help navigate transportation (e.g., bus passes, ride-sharing referrals) and address minor emergency needs by leveraging the Student Excellence Foundation's Essential Needs Fund. Our school social workers directly provide support for housing instability, childcare referrals, and food insecurity.
  - **Quality:** Ensured by thorough needs assessments, follow-up on referrals, and feedback from students/families on the effectiveness of support received.
- 8. Adult Mentoring**

- **Provision: Directly provided.** The Internship Coordinator will serve as the provider of training to supervisors on effective mentoring practices. Additionally, the Coordinator will actively seek to connect students with professional mentors from our employer network, fostering long-term relationships.
- **Quality:** Monitored through regular communication with both the student and coordinator, and through formal feedback forms.

## 9. Follow-Up Services

- **Provision: Directly provided.** The Internship Coordinator will provide 12-month follow-up services to all WIOA youth participants after their program completion. This includes regular check-ins (e.g., quarterly phone calls/surveys), assistance with job placement, career counseling, resume updates, and referrals to further education or training.
- **Quality:** Assessed by tracking post-program employment rates, educational enrollment, and participant satisfaction with follow-up support.

## 10. Comprehensive Guidance and Counseling

- **Provision: Directly provided.** Our school counselors provide comprehensive academic, career, and social-emotional counseling. The Internship Coordinator provides specific career counseling related to internship placements and industry insights.
- **Quality:** Ensured by the credentialed staff within CUSD 200 (counselors, social workers) and the professional standards of our referral partners.

## 11. Financial Literacy Education

- **Provision: Directly provided and access facilitated.** Students take a consumer science course during their high school years. Additionally, CUSD 200 is developing a financial literacy course all middle school students will take.
- **Quality:** Assessed through student grades and passing the course.

## 12. Entrepreneurial Skills Training

- **Provision: Directly provided and access facilitated.** Students have access to a course called Business Incubator at Wheaton Warrenville South and Wheaton North that explores multiple components of starting a business.
- **Quality:** Student enrollment and grades in Business Incubator.

## 13. Services that Provide Labor Market Information (LMI)

- **Provision: Directly provided.** The Internship Coordinator is responsible for actively integrating relevant LMI into all aspects of the program. This includes workshops on LMI interpretation and its relevance to career planning, and discussions on in-demand occupations, required skills, and average wages during 1:1 sessions and class meetings.
- **Quality:** Ensured by utilizing current, reputable LMI sources and regularly updating program materials.

## 14. Activities that Help Youth Prepare for and Transition to Postsecondary Education

- **Provision: Directly provided.** This is a core focus of our school counselors and the Internship Coordinator. College application assistance, FAFSA completion support, scholarship searches (including those for specific populations), college visit planning, dual credit opportunities (e.g., with College of DuPage), and guidance on vocational school/apprenticeship applications.
- **Quality:** Assessed by tracking post-secondary enrollment rates, and successful transitions into further education or training.

8) CUSD 200 is deeply embedded in the Wheaton and DuPage County community, with a robust network of strategic partnerships vital to our WIOA youth program's success. These relationships with employers, post-secondary institutions, and community resources ensure comprehensive support and access to all fourteen WIOA service elements. Our proactive approach includes the Internship Coordinator serving as central liaison, cultivating new relationships, and formalizing partnerships with MOUs. The following organizations have

partnered with CUSD 200 in past initiatives to provide workplace learning, though formal MOUs are not yet in place for all:

- City of Wheaton
- City of Warrenville
- City of Warrenville Park District
- GPS Educational Partners
- DuPage Regional Office of Education

**9ai)** Our structure will involve a certified teacher providing classroom instruction (resume building, mock-interviews, job applications, "soft skills") and coordinating all internship, job shadowing, and apprenticeship activities. These activities will take place within our Career Internship class for academic credit. Students will begin each semester with approximately 4 weeks of classroom instruction to prepare for their jobs before transitioning to a job site for the semester's duration. Students will participate for one semester, with an option for an additional semester. Pay rate will be determined by the instructor's position on our certified employee salary schedule.

**9aii)** CUSD 200 collaborates with several employer partners to offer work-based learning:

- **The DuPage ROE & GPS Educational Partners:** Coordinates summer, fall, and spring apprenticeships in manufacturing, IT, automotive services, and marketing, with robust student onboarding for job readiness.
- **The Technology Center of DuPage (TCD):** Provides internship opportunities in many programs, preparing students with basic work-related skills prior to internships.
- **Broadcast Communications Intern Mentors:** Susan Bishel (City of Wheaton), Sheri Potter (Warrenville Park District), Robb Davidson & Cody Sumner (Axiom Media Group), Meg Goodman & Mark Long (Greentree Studios) provide diverse experiences.
- **Business INCubator Coaches/Mentors:** Robb Christenson, Jae Haas, Kara Murphy, Suzanne Royer, Peter Svach, Jeff Walter, Jon Waterman are on our Business INCubator Board of Directors and are leaders within their respective industries. They assist in recruiting the dozens of additional coaches and mentors that are needed each year.
- **Introduction to Teaching Mentors:** Approximately 100 elementary and middle school teachers have mentored 185 Introduction to Teaching students, providing clinical teaching experiences.

**9aiii)** As a result of participating in the CUSD 200 work-based learning internship program, students will gain important job-related skills in the following areas:

- **Technical Skills:** Industry-specific knowledge (e.g., machinery, cash register), familiarity with common workplace tools (Microsoft Office, Google Docs), applying knowledge to challenges, and experience with industry-relevant tools/equipment.
- **Soft Skills:** Verbal/written communication, active listening, feedback (giving/receiving), teamwork, problem-solving, critical thinking, professionalism (punctuality, attitude, initiative), time management, organization, independence, and relationship building.
- **Job-Readiness Skills:** Exposure to career paths, informed decisions on future education/careers, understanding organizational structure, building professional networks, resume experience, and applying classroom learning to real-world problems.

**9iv)** Students will receive ongoing support in their work-based learning experience through:

- **Program Coordinator:** Provides pre-placement classroom instruction, works with employers to meet program goals, regularly checks on students, serves as liaison for issues, and refers to other support networks (administrators, counselors, social workers).
- **School Administrators, Counselors, and Social Workers:** Ready to intervene, interface with parents/employers, and to provide academic, social & emotional support.
- **Employer Supervisors and Mentors:** Provide workplace orientation, set clear expectations, communicate tasks/duties, ensure resources, offer exposure to different areas, provide feedback for skill growth, and ensure safety.

**9v)** In order to ensure that the work-based learning activities are aligned with each student's Individual Service Strategy (ISS) and Career Pathways, the program coordinator will:

- Evaluate occupational skills, employability, interests, aptitudes, and needed support services (e.g., transportation).
- Determine student aspirations, strengths, and challenges.
- Identify skills and supports needed for a successful experience.
- Identify available/growing local jobs and required skills in order to match students with employers based on interests, aptitudes, goals, and employer needs.

**9vi)** Students will be monitored and evaluated through an ongoing process involving both the program coordinator and the employer. They'll stay in contact with one another, and the coordinator will regularly check in with students on-site. The employer will provide ongoing performance information, new tasks, and opportunities for skill development. Concerns will be communicated to the coordinator for follow-up. A formal evaluation will occur at the internship's end to review performance, strengths, weaknesses, and a comprehensive assessment.

**9vii)** The program coordinator will recruit employer partners by:

- Connecting with Current Partners to assess their capacity and ask for additional leads.
- Networking and engaging with local Chambers of Commerce, Rotary Club, and business associations to inform them about program goals and recruit businesses.
- Leveraging existing networks such as CUSD 200 parent groups and advisory boards.
- Soliciting parent/guardian participation and leads.
- Advertising using the CUSD 200 website and social media.

Employers will be retained by framing the internship as a solution to their needs, offering:

- Mentorship/leadership experiences for current employees.
- A pipeline of skilled, pre-vetted future employees.
- Lower external hiring/training costs and higher retention rates for intern hires.
- Fresh student perspectives on culture and trends.
- Regular check-ins so they feel supported.
- By being responsive and proactive in addressing challenges.

**9viii)** Classroom pre-placement training and orientation are critical for preparing interns and setting professional expectations, reducing anxiety and increasing success. Key elements include:

- Explaining program benefits and outlining expectations (duration, hours, attendance).
- Resume creation, job search skills, and mock interviews.
- Discussing appropriate workplace attire, personal cleanliness, non-verbal cues (eye contact, posture), active listening, asking questions, and respect.
- Emphasizing timeliness, communicating absences, taking ownership, seeking learning opportunities, confidentiality, and following safety rules.

**9ix)** CUSD 200 will serve as the employer of record and will manage the payroll of the program coordinator.

**10)** Before graduation or GED transition, the program coordinator will obtain student contact information. Quarterly (ideally monthly) contact will be made using the graduate's preferred method (phone, text, email). Based on needs, the coordinator will offer on-the-job support, mentor connections, employer mediation, or links to supportive services (transportation, childcare, career counseling). Academic check-ins and referrals to tutoring or academic institutions will also occur. All follow-up contacts, services, and outcomes will be documented for WIOA compliance. The coordinator will build rapport, offer practical support, highlight successes, and be flexible with contact methods to assess needs and provide access to resources. Finally, the coordinator will monitor employment retention, wage progression, continued educational enrollment, and credential attainment to measure follow-up success.

**11)** The internship course would be at Wheaton Warrenville South and Wheaton North. This site is ADA compliant.