



DU PAGE COUNTY

421 N. COUNTY FARM ROAD
WHEATON, IL 60187
www.dupagecounty.gov

Economic Development Committee Final Regular Meeting Agenda

Tuesday, September 16, 2025

8:30 AM

Room 3500A

1. CALL TO ORDER

2. ROLL CALL

3. PUBLIC COMMENT

4. CHAIRWOMAN'S REMARKS - CHAIR YOO

5. APPROVAL OF MINUTES

5. A. [25-2239](#)

Economic Development Committee - Minutes - August 19, 2025

6. INCUMBENT WORKER TRAINING

6. A. [25-2240](#)

RKC Cleaners

6. B. [25-2241](#)

Village of Carol Stream Public Works

6. C. [25-2242](#)

Clyde's Donuts

7. PROCUREMENT REQUISITIONS

7. A. [ED-P-0001-25](#)

Recommendation for the approval of a contract to Parents Alliance Employment Project, to provide job training and employment services to serve youth in DuPage County, for the Workforce Development Division, for the period of October 1, 2025 to September 30, 2026, for a contract amount not to exceed \$591,928; per RFP #25-084-WIOA.

7. B. [ED-P-0002-25](#)

Recommendation for the approval of a contract to Wheaton Warrenville CUSD 200, to provide training and employment services for youth clients in DuPage County, for the Workforce Development Division, for the period of October 1, 2025 to September 30, 2026, for a contract not to exceed \$200,000; per RFP #25-084-WIOA.

7. C. [ED-P-0003-25](#)

Recommendation for the approval of a contract to Leaders in Transformational Education (LITE), to provide job training and employment services for youth clients in DuPage County, for the Workforce Development Division, for the period of October 1, 2025 to September 30, 2026, for a contract amount not to exceed \$120,000; per RFP #25-084-WIOA.

8. CHANGE ORDERS8. A. [25-2231](#)

Amendment to Purchase Order 6029-0001 SERV, issued to World Relief, to provide Youth Job Training & Employment Services in DuPage County, to extend the contract date from September 30, 2025 to January 1, 2026. No change to the PO amount.

9. PRESENTATION

9. A. DuPage Convention & Visitors Bureau: Hotel Transportation Update, Beth Marchetti

10. OLD BUSINESS**11. NEW BUSINESS****12. ADJOURNMENT**



Minutes

421 N. COUNTY FARM
ROAD
WHEATON, IL 60187
www.dupagecounty.gov

File #: 25-2239

Agenda Date: 9/16/2025

Agenda #: 5. A.



DU PAGE COUNTY

Economic Development Committee

Final Summary

421 N. COUNTY FARM ROAD
WHEATON, IL 60187
www.dupagecounty.gov

Tuesday, August 19, 2025

8:30 AM

Room 3500A

1. CALL TO ORDER

8:30 AM meeting was called to order by Chair Yeena Yoo at 8:35 AM.

The Chair read the language to allow Member Galassi to participate remotely. A motion was given by Member Rutledge, second by Member Childress, all ayes, motion passes.

2. ROLL CALL

Member Haider was late due to the Judicial Public Safety Committee running late.

PRESENT	Childress, Eckhoff, Rutledge, and Yoo
REMOTE	Galassi
LATE	Haider

3. PUBLIC COMMENT

No public comments were offered.

4. CHAIRWOMAN'S REMARKS - CHAIR YOO

The Chair welcomed members back, extended best wishes to Member Sheila Rutledge as she transitions to her next chapter, and introduced Lisa Schvach with workNet DuPage, and Innovation DuPage for presentations.

5. APPROVAL OF MINUTES

5. A. [25-1994](#)

Economic Development Committee - Minutes - June 17, 2025

Attachments: [Economic Development Committee - Minutes - June 17, 2025](#)

RESULT:	APPROVED
MOVER:	Michael Childress
SECONDER:	Sheila Rutledge

6. INCUMBENT WORKER TRAINING

6. A. [25-1917](#)

Marquardt School District 15

Attachments: [Marquardt SD15](#)

RESULT:	ACCEPTED AND PLACED ON FILE
----------------	-----------------------------

MOVER:	Michael Childress
SECONDER:	Sheila Rutledge

6. B. [25-1918](#)

Aqueity

Attachments: [Aqueity](#)

RESULT:	ACCEPTED AND PLACED ON FILE
MOVER:	Michael Childress
SECONDER:	Sheila Rutledge

6. C. [25-1925](#)

Laser Technologies, Inc.

Attachments: [Laser Technologies](#)

RESULT:	ACCEPTED AND PLACED ON FILE
MOVER:	Michael Childress
SECONDER:	Sheila Rutledge

7. PRESENTATIONS

7. A. Lisa Schvach: workNet DuPage Update

Lisa Schvach, Executive Director of workNet DuPage, delivered the 2024 Year in Review, highlighting key outcomes from the Career Center. The presentation included program statistics, success stories, and an overview of services offered. A copy of the presentation was sent to Committee Members.

7. B. Dan Facchini & Joe Cassidy: Innovation DuPage

Dan Facchini and Joe Cassidy presented on Innovation DuPage and the Owner-to-CEO program. Innovation DuPage reported 400+ companies in residence, \$46M in revenue, 850+ jobs, and noted strong impacts through scholarships, internships, and events-all without taking equity stakes.

8. OLD BUSINESS

No old business was discussed.

9. NEW BUSINESS

No new business was discussed.

10. ADJOURNMENT

With no further business, the meeting was adjourned by Chair Yeena Yoo at 9:12 AM..



Informational

421 N. COUNTY FARM
ROAD
WHEATON, IL 60187
www.dupagecounty.gov

File #: 25-2240

Agenda Date: 9/16/2025

Agenda #: 6. A.



**DUPAGE
COUNTY**

**Workforce
Development**

2525 Cabot Drive,
Suite 302
Lisle, IL 60532

630-955-2030
Fax: 630-955-2059
www.worknetdupage.org

HUMAN RESOURCES

630-407-6300
Fax: 630-407-6301
DPCHumanResources@dupageco.org

www.dupageco.org/hr

Memo

Date: August 25, 2025
To: Economic Development Committee
From: Nicolas J. Webb, Business Services Representative, DuPage Workforce Development Division
RE: Incumbent Worker Training Application – RKC Cleaners

RKC Cleaners is a professional laundry cleaning company that has provided dry cleaning services to independent customers and businesses for nearly 30 years. They specialize in the care of garments and textiles that require cleaning methods beyond standard laundering, using chemical solvents to clean delicate or structured fabrics without water. In addition to servicing personal clothing items, the company is equipped to handle bulk orders, such as linens, uniforms, and other textiles from hotels, restaurants, and similar establishments.

They will be undergoing training for the efficient use and maintenance of Milnor Tunnel Washers and Dryers. These machines are capable of cleaning large quantities of laundry and less time and with less labor than other means of laundry production. Inefficient and repeated use necessitate routine maintenance. With more people trained on how to operate these machines properly, RKC will be able to complete orders in less time and have less downtime for maintenance overall. This will allow them to keep and gain new customers.

This is phase 1 of this Milnor Tunnel Training. Phase 2 will be undergone later in the program year.

Notes:

- *RKC Cleaners — 85 Employees
- * Located in Wood Dale, Illinois
- * Number of Incumbent Workers to be Trained: 8
- * Total Amount Approved: \$12,500.00



Informational

421 N. COUNTY FARM
ROAD
WHEATON, IL 60187
www.dupagecounty.gov

File #: 25-2241

Agenda Date: 9/16/2025

Agenda #: 6. B.



**DUPAGE
COUNTY**

**Workforce
Development**

2525 Cabot Drive,
Suite 302
Lisle, IL 60532

630-955-2030
Fax: 630-955-2059
www.worknetdupage.org

HUMAN RESOURCES

630-407-6300
Fax: 630-407-6301
DPCHumanResources@dupageco.org

www.dupageco.org/hr

Memo

Date: September 9, 2025
To: Economic Development Committee
From: Nicolas J. Webb, Business Services Representative, DuPage Workforce Development Division
RE: Incumbent Worker Training Application – Village of Carol Stream Public Works

The Village of Carol Stream's Public Works Department is responsible for maintaining critical infrastructure and providing citizens with essential services. They oversee services such as snow and ice control, storm water facilities, hydrants, lights, signs, and waste management.

Safety trainings for proper use of and practices regarding aerial lifts, electrical systems, welding, and hazardous materials are necessary in order to maintain a safe and effective working environment in the Public Works Department.

The training will upgrade workers' skills by enhancing their ability to safely perform complex tasks in electrical safety, aerial lift operation, fall protection, welding safety, and hazardous communications. These advanced trainings go beyond basic onboarding, equipping employees with deeper technical and safety competencies that improve productivity, reduce risk, and enable them to take on more demanding work assignments.

Notes:

- * Village of Carol Stream Public Works — 36 Employees
- * Located in Carol Stream, Illinois
- * Number of Incumbent Workers to be Trained: 27
- * Total Amount Approved: \$11,740.00



Informational

421 N. COUNTY FARM
ROAD
WHEATON, IL 60187
www.dupagecounty.gov

File #: 25-2242

Agenda Date: 9/16/2025

Agenda #: 6. C.



**DUPAGE
COUNTY**

**Workforce
Development**

2525 Cabot Drive,
Suite 302
Lisle, IL 60532

630-955-2030
Fax: 630-955-2059

www.worknetdupage.org

HUMAN RESOURCES

630-407-6300
Fax: 630-407-6301
DPCHumanResources@dupageco.org

www.dupageco.org/hr

Memo

Date: September 9, 2025
To: Economic Development Committee
From: Nicolas J. Webb, Business Services Representative, DuPage Workforce Development Division
RE: Incumbent Worker Training Application – Clyde's Donuts

Clyde's Donuts is a commercial food manufacturer located in Addison. They will be undergoing training designed to equip supervisors with the skills and tools needed to drive operational efficiency through structured problem solving. Focuses on improving both process and equipment performance, the program leverages data analysis, proven problem-solving methodologies to identify root causes, reduce waste, and enhance overall plant performance.

Participants will learn to apply tools such as root cause analysis, Pareto charts, and process mapping to real-world operational challenges.

Notes:

- *Clyde's Donuts — 304 Employees
- * Located in Addison, Illinois
- * Number of Incumbent Workers to be Trained: 24
- * Total Amount Approved: \$11,630.00



File #: ED-P-0001-25

Agenda Date: 9/16/2025

Agenda #: 7. A.

AWARDING RESOLUTION ISSUED TO
PARENTS ALLIANCE EMPLOYMENT PROJECT
TO PROVIDE FUNDING FOR JOB TRAINING AND EMPLOYMENT SERVICES FOR YOUTH CLIENTS
IN DUPAGE COUNTY
FOR WORKFORCE DEVELOPMENT
(CONTRACT TOTAL AMOUNT \$591,928)

WHEREAS, proposals have been taken and evaluated in accordance with County Board policy; and

WHEREAS, the Economic Development Committee recommends County Board approval for the issuance of a contract to Parents Alliance Employment Product, to provide Funding for Job Training and Employment Services for Youth Clients, for the period of October 1, 2025 through September 30, 2026, for Workforce Development Division.

NOW, THEREFORE BE IT RESOLVED, that said contract is to provide Funding for Job Training for Youth Clients, for the period of October 1, 2025 through September 30, 2026 for Workforce Development Division per RFP# 25-084-WIOA, and it is hereby approved for the issuance of a contract purchase order by the Procurement Division to Parents Alliance Employment Project, 2525 Cabot Drive, Ste 205, Lisle, IL 60532, for a contract total amount of \$591,928.

Enacted and approved this 23rd day of September at Wheaton, Illinois.

DEBORAH A. CONROY, CHAIR
DU PAGE COUNTY BOARD

Attest: _____

JEAN KACZMAREK, COUNTY CLERK



Procurement Review Comprehensive Checklist
Procurement Services Division
This form must accompany all Purchase Order Requisitions

SECTION 1: DESCRIPTION

General Tracking		Contract Terms	
FILE ID#:	RFP, BID, QUOTE OR RENEWAL #: 25-084-WIOA	INITIAL TERM WITH RENEWALS: 1 YR + 3 X 1 YR TERM PERIODS	INITIAL TERM TOTAL COST: \$591,928.00
COMMITTEE: ECONOMIC DEVELOPMENT	TARGET COMMITTEE DATE: 09/16/2025	PROMPT FOR RENEWAL:	CONTRACT TOTAL COST WITH ALL RENEWALS: \$591,928.00
	CURRENT TERM TOTAL COST: \$591,928.00	MAX LENGTH WITH ALL RENEWALS: FOUR YEARS	CURRENT TERM PERIOD: INITIAL TERM
Vendor Information		Department Information	
VENDOR: Parents Alliance Employment Project	VENDOR #: 11673	DEPT: WDD	DEPT CONTACT NAME: Lisa Schvach
VENDOR CONTACT: Kristen Sheffield	VENDOR CONTACT PHONE: 630.697.8199	DEPT CONTACT PHONE #: 630.955.2066	DEPT CONTACT EMAIL: lschvach@worknetdupage.org
VENDOR CONTACT EMAIL: ksheffield@parents-alliance.org	VENDOR WEBSITE:	DEPT REQ #:	
Overview			
DESCRIPTION Identify scope of work, item(s) being purchased, total cost and type of procurement (i.e., lowest bid, RFP, renewal, sole source, etc.). The Workforce Innovation and Opportunity Act (WIOA) provides funding for job training and employment services to residents of DuPage County.			
JUSTIFICATION Summarize why this procurement is necessary and what objectives will be accomplished The WIOA program is designed to assist DuPage County residents achieve self-sufficient employment in in-demand occupations.			

SECTION 2: DECISION MEMO REQUIREMENTS

DECISION MEMO NOT REQUIRED	Select an item from the following dropdown menu to identify why a Decision Memo (Section 3) is not required.
DECISION MEMO REQUIRED	Select an item from the following dropdown menu to identify why a Decision Memo (Section 3) is required.
RFP (REQUEST FOR PROPOSAL)	

SECTION 3: DECISION MEMO

STRATEGIC IMPACT	Select an item from the following dropdown menu of County's strategic priorities that this action will most impact. ECONOMIC GROWTH
SOURCE SELECTION	Describe method used to select source. A Request for Proposal was issued to secure contracts to serve WIOA youth in DuPage County
RECOMMENDATION AND TWO ALTERNATIVES	Describe staff recommendation and provide justification. Identify at least 2 other options to accomplish this request, including status quo, (i.e., take no action). 1) Provide Contract to Parents Alliance Employment Project 2) Seek new bids through an RFP The recommendation is to award a contract to Parents Alliance Employment Project as they have extensive experience serving WIOA youth in DuPage County

SECTION 4: SOLE SOURCE MEMO/JUSTIFICATION	
JUSTIFICATION Select an item from the following dropdown menu to justify why this is a sole source procurement.	
NECESSITY AND UNIQUE FEATURES	Describe the product or services that are not available from other vendors. Explain necessary and unique features or services. Attach letters from manufacturer, letters from distributor, warranties, licenses, or patents as needed. Be specific.
MARKET TESTING	List and describe the last time the market has been tested on the applicability of the sole source. If it has not been tested over the last 12 months, explain why not.
AVAILABILITY	Describe steps taken to verify that these features are not available elsewhere. Included a detailed list of all products or services by brand/manufacturer examined and include names, phone numbers, and emails of people contacted.

SECTION 5: Purchase Requisition Information			
<i>Send Purchase Order To:</i>		<i>Send Invoices To:</i>	
Vendor: Parents Alliance Employment Project	Vendor#:	Dept: HR	Division: WDD
Attn: Brian Suste	Email: bsuste@parents-alliance.org	Attn: Thaddeus Zychowski	Email: tzychowski@worknetdupage.org
Address: 2525 Cabot Drive #205	City: Lisle	Address: 2525 Cabot Drive #302	City: Lisle
State: IL	Zip: 60532	State: IL	Zip: 60532
Phone: 630.631.9751	Fax:	Phone: 630.955.2057	Fax:
<i>Send Payments To:</i>		<i>Ship to:</i>	
Vendor: Parents Alliance Employment Project	Vendor#:	Dept:	Division:
Attn: Brian Suste	Email: bsuste@parents-alliance.org	Attn:	Email:
Address: 2525 Cabot Drive #205	City: Lisle	Address:	City:
State: IL	Zip: 60532	State:	Zip:
Phone: 630.631.9751	Fax:	Phone:	Fax:
Shipping		Contract Dates	
Payment Terms: PER 50 ILCS 505/1	FOB: Destination	Contract Start Date (PO25): Oct 1, 2025	Contract End Date (PO25): Sep 30, 2026
Contract Administrator (PO25):			

Purchase Requisition Line Details											
LN	Qty	UOM	Item Detail (Product #)	Description	FY	Company	AU	Acct Code	Sub-Accts/ Activity Code	Unit Price	Extension
1	1	EA		Youth Training Program	FY26	5000	2840	53820	25-681006	591,928.00	591,928.00
<i>FY is required, assure the correct FY is selected.</i>										Requisition Total	\$ 591,928.00

Comments	
HEADER COMMENTS	Provide comments for P020 and P025.
SPECIAL INSTRUCTIONS	Provide comments for Buyer or Approver (not for P020 and P025). Comments will not appear on PO.
INTERNAL NOTES	Provide comments for department internal use (not for P020 and P025). Comments will not appear on PO.
APPROVALS	Department Head signature approval for procurements under \$15,000. Procurement Officer Approval for ETSB.

The following documents have been attached: ☐ W-9 ☒ Vendor Ethics Disclosure Statement

B. PROPOSAL COVER/YOUTH PROVIDER INFORMATION FORM

ORIGINAL

Proposal Cover/Youth Provider Information Form

Legal Name of Applicant Agency	Parents Alliance Employment Project	
Number of Years in Business	46 years	
FEIN Number		
Type of Organization	<input type="checkbox"/> Educational Institution <input type="checkbox"/> Private for Profit <input checked="" type="checkbox"/> Community Agency <i>non-profit</i> <input type="checkbox"/> Other (Describe) _____	
Address – Administrative Office	Address	2525 Cabot Dr. #205
	City, State ZIP	Lisle, Illinois 60532
	Web Site URL	parents-alliance.org
Address of Program Location – This is the location where the services described in this application will be provided.	Address	25 N. Winfield Road
	City, State ZIP	Winfield, Illinois 60190
Principal of Agency –CEO/Executive Director/President	Name	Kristen Sheffield
	Title	Executive Director
	Email Address	Ksheffield@parents-alliance.org
	Phone	630.697.8199
Program Contact Person	Name	Chloe Suter
	Title	Lead Skills Trainer
	Email Address	csuter@parents-alliance.org
	Phone	630.440.2805
Funding Amount Requested	\$138,728	
Primary Program Name and Target Population	Project Search <i>*in-school youth w/ disabilities</i>	
Number of Youth to be served	12	



2525 Cabot Drive, Suite 205
Lisle, IL 60532
www.parents-alliance.org
630-697-8199

EXECUTIVE SUMMARY

Parents Alliance Employment Project (PAEP) is a 501(c)(3), non-profit organization, with a mission to improve the quality of life of people with disabilities through individualized employment services that has existed since 1982. PAEP provides a variety of programs to individuals with disabilities including career counseling, job training, job readiness, job development, job placement and job coaching and support services. Each of these individualized services assists individuals with disabilities develop secure career plans, enter into and retain employment. PAEP is a leading provider of many employment programs for people with disabilities including the Illinois Department of Human Services/Division of Rehabilitation Services, local High School Districts, current Project SEARCH job training programs at Northwestern Medicine Central DuPage, Delnor and Huntley hospitals and its unique out of school Inspired by Ability job training and placement program.

PAEP has been implementing both in and out of school youth job training and placement programs for youth with disabilities encountering barriers with funding from Workforce Innovation and Opportunity (WIOA) since 2014. PAEP is extremely knowledgeable of WIOA youth services and resources. PAEP has been funded by DuPage County WIOA to implement the Inspired by Ability program since 2018 as well as the Project SEARCH program at Northwestern Medicine Central DuPage Hospital since 2014 and has been funded through Kane County WIOA for its Project SEARCH program at Northwestern Medicine Delnor Hospital since 2019. Additionally, PAEP is in its sixth year of receiving funding from McHenry County WIOA to run a Project SEARCH program at Huntley Hospital. PAEP has developed a well-founded reputation and strong presence in DuPage county and has built relationships with local high school districts and businesses to ensure success of the program.

PAEP proposes to continue to implement the nationally accredited, Project SEARCH program, an in-school youth job skills training and placement program to twelve (12) 18-22 year-old individuals with disabilities who are in their last year of high school transition, have barriers to employment and are unemployed. PAEP has selected to work with 12 individuals so that staff can provide one-on-one attention to each individual. Because society in general sets low expectations for people with disabilities, many people with disabilities do not have very high expectations for themselves, especially for employment. Working with individuals with disabilities requires more time and assistance as compared to working with the general population. Their ability to learn job skills takes longer and requires the use of one-on-one systematic instruction to ensure acclimation to the job tasks and job retention.

PAEP has partnered with Northwestern Medicine Central DuPage Hospital since 2014 to act as the business host site to offer work based learning internships to individuals with disabilities enrolled in the Project SEARCH program. The participants of the program are exposed to a

wide variety of job industries and career opportunities through work based learning internships throughout hospital departments that expose participants to various industries and occupations. The work based learning internships are intensive, offering 9 months of job skill training designed to introduce specific skills and build stamina of individuals with disabilities who have little to no work experience. Each participant will be exposed to 3, ten-week long internships within the hospital setting. The individuals served through this project need additional assistance to obtain employment and get them into entry-level workforce jobs; otherwise, they most likely would not. Internships skills are broken into three different categories: Hospitality, Clerical, and Operations. An example of work based learning internships and departments that are offered to participants include: Breast Health, Cart Running, Central Supply, Diagnostic Imaging, Emergency Room, East Surgery, West Surgery, Dishwashing, Stocking, Cashier, Food Preparation, Catering, GI-Endoscopy Lab, Guest Services, Linen, Interventional Radiology, Physical Therapy, Sterilization, Facilities/Parts, Housekeeping, Transport, Child Life, Receiving Dock, Inpatient Pediatrics, and Patient Floors. Although the skill training and acquisition is taking place within the hospital/health care setting, it is important to note that the array of skills they are learning can be easily transferred into many different jobs settings following the completion of the program.

The Project SEARCH program will have the following overall objectives:

- a) expose 12 in-school youth with disabilities to the world of work and to develop and gain job skills through work based learning internship training sites within Northwestern Medicine Central DuPage Hospital
- b) increase the knowledge and job readiness skills of 12 in-school youth with disabilities to prepare for employment,
- c) assist 12 in-school youth with disabilities gain employment
- d) assist 12 in-school youth with disabilities retain gainful employment.

All 14 identified WIOA Elements will be made available to the youth with disabilities that are enrolled in the program, many being delivered on-site through the direct program and some through a partnership or referral.

Outcomes:

1. Youth Placement in Employment: The proposed program has substantial emphasis on job placement following the work-based learning and job training. Participation in the work based learning environments refine their skills and allow for transferring of skills into gainful employment. 100% (12) participants will be placed into unsubsidized employment.
2. Youth Retention in Employment: 100% (12) participants will retain employment post exit for 6 months (2nd quarter) and one year (4th quarter) with a median average wage of \$6300
3. Median Earnings: 88% (10) participant's earnings will be reported at or above the \$6300 target goal.
4. Credential Attainment: 100% (12) participants will receive their high school diploma during participation within the program.
5. Skills Gain: The participants will engage in intensive skills training at each worksite that will lead to skills acquisition and gainful employment.

PROGRAM DESCRIPTION

Parents Alliance Employment Project (PAEP) proposes to continue to implement the nationally accredited, Project SEARCH program, an in-school youth job skills training and placement program to twelve (12), 18-22 year-old individuals with disabilities who are in their last year of high school transition, have barriers to employment and are unemployed. The participants of the program will be exposed to a variety of job industries and career opportunities through work based learning internships throughout Northwestern Medicine Central DuPage Hospital that will lead to unsubsidized, competitive employment within the community, and acceptance of their high school diploma.

1) Outreach & Recruitment: In preparation for PY 25-26, PAEP began outreach and recruitment this past fall and successfully recruited 12 in-school youth with disabilities ready to start the program in September. PAEP has identified key local schools and community partners (the Division of Rehabilitation Services, workNet DuPage, and the College of DuPage) along with key events that is part of its extensive outreach and communications plan to ensure stakeholders are aware of the services and opportunities for young adults with disabilities available through PAEP. All activities of the program, including the recruitment and outreach efforts are led by PAEP's current full time LEAD Skills Trainer, Chloe Suter who has successfully led the WIOA funded program for the last 2 years. The following is a detailed timeline and outreach plan that was conducted in an accessible, youth and family friendly manner to recruit participants for the program:

<u>DATE</u>	<u>RECRUITMENT/PROGRAM ACTIVITY</u>
October 2024	Presentation at Options Fair at Glenbard North High School
December 2024	Presentation to Hinsdale, Addison and Wheaton Parents with Special Needs Committees
January 2024	Open house flyer sent to community partners and high school district vocational coordinators about the program overview and application opening
February/March 2025	Program application opened; Hosted in person and virtual open house for families, school partners, community entities; Presentation to DuPage County Transition Planning
April 2025	Presented at the Future Begins Resource Fair; Families of special needs: Next Steps
April 2025	Presented to Adult Down Syndrome Center families, Meeting with College of DuPage and Division of Rehabilitation Services
May 2025	Applications accepted, reviewed and potential participants invited for interview;
June 2025	Hosted working interviews to assess and accept eligible participants into the program; outreach to NM departments to secure work based learning internship sites
August/September 2025	Contingent offers made; Intake, assessment and development of Individual Service Strategy to be completed
September 2025 through Spring 2026	Participants engage in orientation session/begin program; attend classroom/educational instruction M-F for 1.5 hours each day; begin work based learning internships at NM Central Dupage Hospital to gain work skills-individualized job coaching and support
March-May/June 2026	Begin job development and secure job placement for each participant

2) Intake-Eligibility

a) PAEP will determine eligibility for participants through a review of the application and interview process. In addition to the application, applicants must submit proof of disability, a resume and any additional required documentation per grant specifications. Eligibility for the program includes the following: 1) Youth with disabilities between the ages of 18-22 who are in their last year of transition, 2) reside in DuPage County, 3) individuals who have a strong desire to work competitively at the end of the worksite training, 4) individuals who will benefit from participation in a variety of work based learning and job training skills, 5) individuals who will benefit from a behavioral skills training method, 6) individuals who are independent with self-care and medication management, 7) individuals who can self-monitor on a 1:6 ratio of support and 8) individuals

who have access to transportation (ability to utilize public transportation or rely on family members) to and from classroom setting and community job sites.

PAEP has selected a total of 12 participants that will fulfill a caseload for the Project SEARCH program. After participants are accepted into the program, the LEAD Skills Trainer will conduct an intake assessment to officially enroll each participant. During the intake, participants will be required to bring in all requested documentation such as state identification, social security card, proof of disability, birth certificate, proof of state benefits, and emergency contact residing outside of the participant's home. The LEAD Skills Trainer, Chloe Suter will be responsible for maintaining all files/records and ensuring that PAEP is in compliance with the WIOA guidelines and requirements.

b) In addition to completing the required intake and assessments, PAEP will utilize and administer the Basic Skills Screening Tool that was internally developed by the workNet, as well as the Basic Skills Assessment that was internally developed by PAEP-both the screening tool and assessment are specific and appropriate for individuals with disabilities to measure basic math and reading skills and needs of participants. If required through the grant, PAEP will also administer the Test of Adult Basic Education (TABE) assessment. All assessments will be administered individually with each participant in person. Given that individuals with disabilities present unique social, communication, behavioral and learning deficiencies, the program emphasizes on-the-job skill acquisition. There is no one-size-fits-all solution for skills remediation for youth with disabilities. Each participant is unique, and their learning needs will differ based on the specific disability they face. Therefore, PAEP will utilize the guiding principle for effective remediation of tailoring the teaching method to the individual participant learning style and strengths, understanding how each participant learns best. PAEP will implement academic reading and math skills remediation through a portion of the curriculum that is used during the classroom sessions on a weekly basis utilizing a learning style through visual or auditory means based on each participant's learning needs.

3) Individual Service Strategy

a: Tools, methods and assessments: After participants are accepted into the program, PAEP staff will conduct a variety of assessments that will help define and develop each participant's Individual Service Strategy (ISS). All results from the assessments will be the defining goal and measure for each participant as the ISS is developed. The results will identify employment barriers, skills deficiency, and job preferences that will assist in defining key areas to identify the necessary training, and appropriate job settings for each participant. A Person-Centered Planning (PCP) approach will be utilized when providing services throughout the program. PCP is a life-planning model designed to enable individuals with disabilities to increase their personal self-determination and independence. The intake assessment will involve gathering the information of each participant's contact information, emergency contact or other contact information, private information, medical/physical characteristics, other characteristics and barriers, learning and memory characteristics, self-care, medical and psychological history, family and home environment, education background, information on previous employment/volunteer services and work history, work-related information, transferable skills, availability, employment goals and priorities, job preparation and readiness, references, strengths and abilities, behaviors, skills gaps, personal needs and job preferences, career interests, barriers, desired outcomes, public assistance, and any other issues as identified. PAEP will also gather and create career readiness goals, educational goals, and employment goals, and milestones for each participant during the intake.

i. Basic Skills: PAEP will administer the Basic Skills Screening Tool and an appropriate assessment for individuals with disabilities to determine their basic skills and need.

ii. Employability: During the intake, PAEP will discuss the participant's employment goals and employment expectations. Participants will discuss what availability they have, if they want full-time or part-time, how

many days they can work, and how long of shifts can they handle. PAEP will use this information to determine what department within the hospital the participant will be placed for their work based learning internship site. It will be customized to the participant's employment needs. The LEAD Skills Trainer will also administer the Job Search Attitude Inventory (JSAI) this assessment tool is used to determine a job seeker's attitude and views about the job search process.

iii. Interest and Aptitudes: The LEAD Skills Trainer will administer the Picture Interest Career Survey (PICS). The PICS is a language-free assessment of occupational interests. It uses the RIASEC occupational interest theory developed by John Holland as its theoretical framework. It is a way for individuals with limited reading ability or special needs to explore their career interests and find a job that fits. Instead of using text-based items, PICS uses pictures to help individuals identify their interests. Test takers are presented with 36 sets of 3 pictures and choose which of the three portrayed occupations seems most interesting. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career info and potential job matches.

iv. Prior Work Experience: During the required intake assessment, the LEAD Skills Trainer will have the opportunity to get more information on the participant's prior work experience, as well as review any additional documents that may be provided such as a resume or a portfolio.

v. Digital Literacy: During the intake, PAEP staff will have participants complete some of the required assessments on the computer. This will allow staff to see how participants are able to navigate a computer and evaluate what supports will be needed for each participant. Before being accepted into the program, participants engage in a working interview to determine if they are appropriate or not for the program. During this working interview the participants complete a typing test and an email activity. This part of the program will also be taking into consideration while assessing the participant's digital literacy.

vi. Occupational Skills: During the required intake assessment, the LEAD Skills Trainer will ask a wide variety of questions getting to know the participants interest, skills, aptitudes, and any transferable skills the participants may have for the ISS. The LEAD Skills Trainer will use this information to determine which department within the hospital the participant will be placed for their work based learning internship. The internships will allow the participant to work in a real life employment setting at an entry level occupation that meets their interest and skill set. The LEAD Skills Trainer will also administer the Interest Determination, Exploration, and Assessment System (IDEAS) is administered to help identify career interests for individuals with limited work experience and to assist with planning meaningful work experiences. The IDEAS test has 16 Basic Scales that are organized according to the widely accepted RIASEC themes: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

vii. Supportive Service Needs: Historically, individuals with disabilities encounter barriers to transportation related to employment. During the required intake assessment, the LEAD Skills Trainer will ask a variety of questions to determine who will need supportive services. PAEP is requesting supportive services for participants to receive reimbursement for transportation funding to support these needs.

viii. Developmental Needs: During the required intake assessment, the LEAD Skills Trainer will ask a variety of questions to determine what type of supports or accommodations may need to be put into place to assist each participant based on their development need.

b. Career Exploration: Participants in the program will complete a variety of assessments to evaluate skills and career interests before starting the program. The results of the Picture Interest Career Survey (PICS) will also provide a good pathway towards different types of careers to explore.

c. Barriers: The LEAD Skills Trainer will administer the "Barriers to Employment Success Inventory" (BESI) to identify barriers that exist in areas of personal/financial, emotional/physical/career, decision-making/planning, job-seeking knowledge, and training and education. The inventory consists of 50 questions/statements that are rated to assist in identifying major barriers to success in the participant's job

search and recommended ways in overcoming the barriers. PAEP will provide support and accommodations based on each participant's individual needs and offer job coaching and job support to participants while they participate in work based learning internships and during the classroom portion of the day.

d. Career pathway/Identified industries: The ISS will clearly identify the participant's career pathway, educational and employment goals, appropriate achievement objectives and goals, responsible parties, end dates, and job development plan as well as other supportive services that may be needed in order to achieve the goals. The LEAD Skills Trainer will also administer the Vocational Fit Assessment (VocFit). The VocFit assessment is a job matching program that matches the participant's abilities to the WBL/Paid Job Site Training demands. This program uses an algorithm to match participants to appropriate WBL/Paid Job Site Training placements, as well as employment opportunities. The Job Match Report will identify the pros and cons of each potential job match and also assist with areas of improvements to assist in developing goals for the participant. Using the Person-Centered Planning (PCP) approach and utilizing the assessment results, PAEP will be able to place participants into internships that match their skills, interest, and location. Each participant will spend 5 hours per day at the internship. Participants complete three, 10-week long work based learning internships in three different departments within the hospital, totaling 30 weeks of work based learning to acquire a variety of competitive, marketable and transferable skills in different occupations. The greatest part of Northwestern Medicine being a host site for the skills building is that they offer a variety of skill building internships that can be easily transferred into other industries and job settings following the program. An example of work based learning internships and industries that are offered to participants will include: Cart Running, Central Supply, Diagnostic Imaging, Emergency Room, East Surgery, West Surgery, Dishwashing, Stocking, Cashier, Food Preparation, Catering, GI-Endoscopy Lab, Guest Services, Linen, Interventional Radiology, Physical Therapy, Sterilization, Facilities/Parts, Housekeeping, Transport, Child Life, Receiving Dock, Inpatient Pediatrics, and Patient Floors.

4) Service Delivery:

a.) To ensure there are no gaps in services for all participants throughout the duration of the Project SEARCH program, PAEP staff will have in person contact with participants for the entire duration of their participation. It is a requirement for each participant in the program to report to the business host site for the program-NM, Central DuPage Hospital-Monday through Friday from 7:30am-2:30pm. A classroom has been built out at the hospital for the program to be conducted. PAEP staff are on-site providing all program participants with intensive job coaching and support during their time at the hospital. To ensure each participant is receiving proper services and ensuring that goals are being met, the LEAD Skills Trainer will host an individualized monthly meeting for each participant. Additionally, at the start of the program, each participant receives a program handbook that clearly states the attendance expectations and policies as well as consequences of not following the policy.

b.) The LEAD Skills Trainer will provide intensive case management throughout the duration of the program for each participant. The LEAD Skills Trainer will document all case management from application through exit for the program. All monthly progress notes will be recorded electronically in the Illinois Workforce Development System (IWDS) by the LEAD Skills Trainer. The LEAD Skills Trainer will also maintain two complete files for each participant being served throughout the duration of the program. One of the files will contain all WIOA required documents and another file containing all PAEP required documents, both files will be housed with PAEP facility. These files will be kept locked and kept separate file drawers to ensure no HIPPA violations. All documentation that is collected and prepared for each participant will be kept in these files. The LEAD Skills Trainer will ensure that WDD staff receives all original required forms and documentation that is needed. All required reports by the Illinois Workforce Development System (IWDS) will be submitted in a timely manner and the LEAD Skills Trainer will provide status reports to ensure progress on the program.

5. Training Description and Outline:

a.) The following outlines the range hours of services necessary to complete the elements of the program successfully. (Hours based per participant.)

• Intake/Assessments	20-25 hours
• Classroom Instruction	250-300 hours
• Work Based Learning/Job Site Training	750-800 hours
• Competitive Job Support	350-450 hours
• Follow-Up	20-25 hours
Total Range per Participant	1390-1600 hours

b.) The program will use the National Project SEARCH curriculum. ***Please see attached curriculum inventory.***

c.) Program length and start/end dates: The program will run from October 1, 2025 through September 30, 2026 and beyond with year follow up.

d.) ***Please see attached customer flow chart.*** The following is a timeline and sequence of all activities:

July/Aug/Sept 2025	Meeting with NM department managers to develop internship sites for incoming participants; Individual participant initial intake interview; comprehensive assessment; career exploration and employment goals identified. Program orientation and expectations, accountability and benefits of the program reviewed.
August/Sept 2025	Individual Service Plan developed for each participant; career exploration activities to determine work based learning internship placement
Sept/Oct 2025 through March/April 2026	Participants engage in work readiness classroom instruction M-F, 7:30-9am at Central DuPage Hospital. Participants begin work based learning internships at designated departments of the hospital, M-F 9:30-2:15pm (Placed into 3, 10 week long rotations to expose participants to 3 different skill industries) PAEP provides intensive job coaching, task analysis, identification of possible job accommodations/modifications at each of these worksites-including the use of skill acquisition evaluations (monthly Employment Planning Meetings completed to evaluate progress completed)
April/May 2026	Continue work based learning internships; PAEP staff begin competitive job placement development for participants; participants transfer skills into paid, competitive job settings; PAEP provides intensive job coaching and follow up at new competitive jobs attained by participants. Participants receive High school diploma. Connect participants to community resources as requested/needed.
2026-2027	One year follow up

e.) Industry-recognized credentials will be pursued through on-the-job training opportunities or partnerships with training providers. As PAEP identifies and secures placement sites, staff will continue to prioritize credential-earning opportunities wherever possible to strengthen long-term employment outcomes for these young adults.

f.) Labor Market Information (LMI) plays a crucial role in helping individuals, including those with disabilities, make informed career decisions. PAEP recognizes and takes into consideration current job openings within the hospital setting, often ones that are high turnover to support the program's training requirements that will offer more opportunities and chances for individuals with disabilities to enter the workforce, that will require

minimal experience, and ones that offer a practical setting to try out accommodations that will ultimately lead to long-term success of the participants.

6. Job readiness training: Job readiness is the process of preparing individuals for employment, including preparing them for interviews, sharpening skills and so forth that are needed to be successful in a work environment, a much needed activity for individuals with disabilities. The components of the classroom instruction include all areas of soft skills and workplace preparation, resume writing, interview preparation, job search skills, industry-specific vocabulary, workplace communication, work ethic, and contextualized math and writing. All of these areas are addressed when participants meet in the classroom, M-F from 7:30-9am. Please reference the attached curriculum inventory that includes a complete list of job readiness topics that are presented to all participants.

7. WIOA Program Elements: All 14 identified WIOA Elements will be made available to the participants that are enrolled in the program, many being delivered on-site through the direct program and some through a partnership or referral. ***Please see attached WIOA 14 Elements Delivery Plan Form.***

1. PAEP will provide direct classroom instruction and on the job training, job coaching, job support, and instruction with work based learning opportunities that will lead to job placement. This will lead to completion of their High School diploma.
2. Participants will be referred to the local College of DuPage for resources in the area of exploring secondary school offerings. PAEP has a relationship with the Manager of Career Services of the College of DuPage, as well as on-site College of DuPage staff located within WorkNet DuPage.
3. PAEP will provide paid work based learning experiences to the participants through the proposed program. There is a substantial emphasis in providing unpaid work experiences through the proposed program. PAEP will work closely with Northwestern Medicine Director of Community Health Services to provide these services. Each participant will be placed into 3, 10-week long internships within the hospital to gain work experience. A large portion of PAEP staff time (at least 50%) will be spent on meeting with hospital department managers to identify internships and provide support to them throughout the program to support the participants in the program. As the proposed program is following the Project SEARCH model, all work experiences are unpaid. PAEP will also provide job shadowing opportunities to participants to expose them different available careers and job opportunities.
4. PAEP will provide occupational skills training along with workforce preparation activities. The workforce preparation is provided through a structured program that includes a set curriculum, group classroom training that follows the national Project SEARCH model. All work based learning internships will be provided at Central DuPage Hospital throughout different departments within the hospital that will offer participants a variety of competitive, marketable and transferable skills in different occupations. The greatest part of Northwestern Medicine being a host site for the skills building is that they offer a variety of skill building internships that can be easily transferred into other industries and job settings following the program. An example of work based learning internships and industries that are offered to participants will include: Breast Health, Cart Running, Central Supply, Diagnostic Imaging, Emergency Room, East Surgery, West Surgery, Dishwashing, Stocking, Cashier, Food Preparation, Catering, GI-Endoscopy Lab, Guest Services, Linen, Interventional Radiology, Physical Therapy, Sterilization, Facilities/Parts, Housekeeping, Transport, Child Life, Receiving Dock, Inpatient Pediatrics, and Patient Floors. Internships skills are broken into three different categories: Hospitality, Clerical, and Operations.
5. Participants will receive classroom instruction 5 days a week for 1 ½ hours each day for 30 weeks concurrently with participating in their work based learning internships. The classroom activities are designed around job readiness and employability skills including team building, workplace information, social skills, communication, interviewing skills, money management and job search skills. Participants will meet one on

one with the LEAD Skills Trainer on a monthly basis at Employment Planning Meetings to ensure that the identified employment goals are occurring at each internship.

6. PAEP will provide the opportunity for each participant to engage in outside peer-centered and leadership activities and report back to and share with other participants about their experiences and how it has positively affected their behavior. Specifically, how it has assisted them in their employment goals. PAEP will provide a classroom portion for the program that is designed for job readiness and employability skills including; hard and soft skills, team building, workplace safety, career exploration, goal setting, self-advocacy, technology, portfolio building, health and wellness, workplace information, social skills, communication, interviewing skills, money management, positive social behavior, decision making, job search skills, and preparing and maintaining employment.

7. PAEP will provide supportive services to participants in the program. Supportive services provided will include transportation.

8. PAEP has established contact with a provider identified to provide adult mentoring and comprehensive guidance and counseling. PAEP recognizes the importance of their service to assist young adults with mental health and anxiety related issues. Individuals with disabilities especially can benefit from mentorship to build and develop social relationships. Given the uniqueness of our participants, PAEP has developed a relationship with the Director at Kids Matter to provide these services.

9. PAEP will provide follow up services for at least 12 months after the completion of the program to assist participants in maintaining employment and succeeding in their position. Based on the individual needs of each participant, PAEP staff will provide follow up services in the form of monthly check-ins at the employment sites, or a monthly call/email to both the employer and the participant to find out how employment is progressing. PAEP staff will be readily available and act as a resource to identify and address any challenges or changes to their employment situation. This follow up will be thoroughly documented in their case files.

10. PAEP will provide overall guidance and career counseling to participants in the program during the intake assessment phase and throughout the program during the monthly Employment Planning Meetings. PAEP staff is also certified in Adult Mental Health First Aid USA and will utilize this training on an as needed basis for participants. During the programs classroom portion, mental health will also be covered, due to the stress and anxiety that can arise due to starting a new opportunity or new job utilizing the Mighty Minds Mental Health Toolkit that was developed by PAEP. Beyond career guidance and counseling, PAEP will utilize 211 to assist in specific areas in identifying referrals to additional areas of guidance and counseling as appropriate for each participant. Areas related to mental health will be referred to DuPage NAMI.

11. PAEP will provide financial literacy and money management education within the classroom portion of the program. This assists participants with creating budgets, learning how to save, wants vs. needs, reading a paycheck, address banking and other financial literacy education. Participants will also receive a literacy education presentation from PAEP bank partner, BMO Harris. If participants require more assistance beyond the classroom portion that covers this area, PAEP will refer to the College of DuPage for additional resources.

12. PAEP will have a guest speaker from the College of DuPage present information regarding entrepreneurial skills. PAEP will refer participants interested in learning about entrepreneurial skills to the College of DuPage.

13. PAEP will research and provide labor market information during the intake process. PAEP will also work with employers to provide HR guest speakers to talk to participants about various occupations, resources, and employment and what the current openings and market looks like. This will assist each participant in making an informed decision about the career pathway and employment goal they establish.

14. PAEP will provide direct classroom instruction and on the job training, job coaching, job support, and instruction with work based learning opportunities that will lead to job placement. This will lead to receiving

their high school diploma. PAEP will refer participants to College of DuPage and workNet for additional postsecondary training opportunities. ***Please see attached WIOA 14 Elements Delivery Plan Form.***

8. Partnerships: PAEP has identified key partners to share resources and fulfill the elements of the program that would otherwise remain underserved. Collaboration and sharing of resources to meet each of the WIOA services is a key component of the program to generate successful outcomes. The following partners have been identified to assist in obtaining the performance measures and WIOA elements: PAEP, Northwestern Medicine, The School Association of Special Education in DuPage (SASED). A detailed Memorandum of Understanding (MOU) (***See attached***) has been adopted between all entities since 2014 to assist participants in the program maximize their success. As the business host site, NM provides classroom space and work based learning internships at Central DuPage Hospital, assists with the selection of participants of the program, and provides assistance to PAEP staff for any needs of the program while on site. As a partner with the Project SEARCH program, SASED serves as the educational institution/cooperative to provide a full time instructor staff to provide the job skills, daily living and full Project SEARCH curriculum.

9. Work-based Learning: Over 75% of the program is concentrated on providing paid work based learning experiences to the participants through the proposed program.

Length and Structure: The work based learning internship activities will be 9 months out of the 12, M-F from 9am-2pm.

Employer Partnerships: The LEAD Skills Trainer works with Northwestern Medicine, Human Resources to target and meet with department managers of the hospital to create potential internship worksites. A thorough job analysis is completed for each department to identify job tasks, and potential job opportunities.

Skill Development: An example of work based learning internships and departments that are offered to participants include: Breast Health, Cart Running, Central Supply, Diagnostic Imaging, Emergency Room, East Surgery, West Surgery, Dishwashing, Stocking, Cashier, Food Preparation, Catering, GI-Endoscopy Lab, Guest Services, Linen, Interventional Radiology, Physical Therapy, Sterilization, Facilities/Parts, Housekeeping, Transport, Child Life, Receiving Dock, Inpatient Pediatrics, and Patient Floors. Internships skills are broken into three different categories: Hospitality, Clerical, and Operations.

A few examples of each department skill building experience for transferrable skills:

Linen Department: counting and filling linen carts for delivery, delivering clean linen and supplies to floors, deliver and alphabetizing doctor and surgeon lab jackets, sanitizing and cleaning the linen department.

Guest Services: delivering supplies to registration departments, making copies of registration forms, highlighting important areas of forms, bundling hospital wristbands, taking inventory of supply closet, cleaning the waiting areas.

Receiving Dock: unloading shipments from trucks, checking boxes for purchase order numbers/direct shipments, comparing item numbers and quantity of items in box with packing slip, and making deliveries around the hospital.

Emergency Department: Sanitizing rooms upon patient discharge, sanitizing high touch areas, stock patient rooms with necessary supplies, stock caddy's and stocking the blanket warmer.

Dish Room: Unloading and organizing dirty items onto belt, loading dirty items into dish machine, checking and stocking clean items, taking out garbage, prepping clean trays with paper, and rolling silverware.

Sterilization: Checking expiration dates, peeling pouch supplies, returning unused items to shelves, picking items for the operating room.

Supervision and Mentorship: PAEP will work with each department manager to provide adequate orientation and onboarding to each participant. PAEP will provide personalized and hands-on support and job coaching to the participants during the early stages of work-based learning internships. PAEP will identify workplace accommodations so the supervisor can adequately support the participants.

Alignment with Career Pathways: Using the Person-Centered Planning (PCP) approach and utilizing the assessment results, PAEP will be able to place participants into WBL/Paid Job Site Training that match their skills, interest, and location.

Assessment and Feedback: PAEP utilizes a systematic instruction and data collection forms to track skill acquisition that will be discussed with each employer supervisor on a weekly basis until the participant becomes independent. Monthly goals and progress meetings are then held to evaluate the participant and employer expectations to ensure success.

Employer Engagement Plan: PAEP has long-term relationships with employers that are dedicated to increasing workplace diversity and inclusion. PAEP plays an important role in providing expertise and education to assist them in achieving this. PAEP provides each employer with a clear framework in how to support individuals with disabilities, schedules, evaluation templates and clear goals and outcomes that reduces uncertainty and administrative burden for them.

Participant Preparation: Through the expose to 3 different internships, participants engage in scenarios similar to those they will encounter at a job, and allow for repetition to practice industry-specific skills. It allows for PAEP staff to provide intensive job coaching and systematic instruction to assist participants learn tasks, identify challenges and implement accommodations to prepare the individual to be successful prior to moving into on-the-job training and competitive job placement.

Wage Management: The work based learning internships through this program are unpaid.

10) Post-Exit Follow-Up Services: PAEP will provide follow up services for at least 12 months after the completion of the program to assist participants in maintaining employment and succeed in their position. Based on the individual needs of each participant, PAEP staff will provide follow up services through monthly check-ins at the job sites, or monthly calls to both the employer and participant to find out how employment is progressing. PAEP staff will be readily available and act as resource to identify/address any challenges or changes in their employment. This follow up will be thoroughly tracked and will include employment retention wage progression, credential attainment and be documented in their case files and the IWDS system.

11) Physical Location-EO/ADA: All aspects of the program including the classroom portion of the program and work based learning internships will be conducted at Northwestern Medicine Central DuPage Hospital located at 25 N. Winfield Road, Winfield, IL 60190 in DuPage County. The hospital is an ideal location as a host business site, as they have a classroom built out specifically for the Project SEARCH program as well as a variety of industry job skill training opportunities available for the participants. Northwestern Medicine Central DuPage hospital is ADA compliant and accessible to individuals with disabilities.

PAST AND PLANNED OUTCOMES

Program History: PAEP is extremely knowledgeable of WIOA youth services and resources. PAEP has been funded by DuPage County WIOA to implement the Project SEARCH program at Northwestern Medicine Central DuPage Hospital since 2014 and the IBA program since 2018. Additionally, PAEP has been funded through Kane County WIOA for its Project SEARCH program at Delnor Hospital since 2019. PAEP is in its sixth year of receiving funding from McHenry County WIOA to run a Project SEARCH program at Huntley Hospital. PAEP has developed a well-founded reputation and strong presence in the communities which it serves and has diversified and increased its funding sources to meet the needs of these communities. Its existing contracts with both in school and out of school youth programs through WIOA programs demonstrates PAEP's ability to administer the required WIOA elements. To date, since 2014, the Project SEARCH program administered through PAEP, supported through WIOA funding has cumulatively served over 280 individuals with disabilities, with an employment placement and retention rate of 93%.

<u>QUANTITATIVE DATA</u>	KANE WIOA- Out of School	McHENRY WIOA- Out of School	DuPAGE WIOA- Both Out and In School
---------------------------------	-------------------------------------	--	--

Program Description	Project SEARCH	Project SEARCH	Project SEARCH/IBA
PY 19-20 Benchmark vs. Outcomes	Benchmark: 12 Outcome: 9 75% of students obtained employment.	N/A	Benchmark: 24 Outcome: 21 88% of students obtained and retained their employment.
PY 20-21 Benchmark vs. Outcomes	Benchmark: 12 Outcome: 10 83% students obtained employment.	Benchmark: 8 Outcome: 8 100% students obtained and retained employment.	Benchmark: 26 Outcome: 23 88% of students obtained and retained their employment.
PY 21-22 Benchmark vs. Outcomes	Benchmark: 12 Outcome: 12 100% students obtained employment	Benchmark: 8 Outcome: 5 63% students obtained employment.	Benchmark: 27 Outcome: 25 93% of students obtained and retained their employment.
PY 22-23 Benchmark vs. Outcomes	Benchmark: 10 Outcome: 10 100% students obtained employment	Benchmark: 7 Outcome: 7 100% students obtained employment	Benchmark: 29 Outcome: 28 96% of students obtained and retained their employment.
PY 23-24 Benchmark vs. Outcomes	Benchmark: 10 Outcome: 8 80% students obtained employment.	Benchmark: 10 Outcome: 9 90% students obtained employment	Benchmark: 33 Outcome: 29 87% of students obtained and retained their employment.
PY 24-25 Benchmark vs. Outcomes	Benchmark: 10 Outcome: 8 80% students obtained employment.	Benchmark: 11 Outcome 6 54% students obtained employment thus far 100% skills gain	Benchmark: 40 Outcome: 34 85% of students obtained and retained their employment. 100% skills gain.

Documentation of Outcomes: PAEP utilizes an on-line case management system Casebooks to track all activities/outcomes. PAEP is in good standing with all current funding sources, meeting performance measures.

Please see attached Proposed Planned Outcomes Form.

Employer Collaboration: Partnerships with employers are vital to the success of the program. The program implemented by PAEP will assist businesses in identifying gaps in employment needs, change corporate business culture and help add diversity to the workforce. The program assists businesses realize that by hiring individuals with disabilities, performance and retention in some high turnover, entry level positions will increase dramatically increase.

Staffing and Capacity: The program will be led by our current full time LEAD Skills Trainer, Chloe Suter. Ms. Suter has been with PAEP since 2022 and worked as an Employment Specialist at the CDH Project SEARCH

program prior to taking on the lead role last year. She successfully led all aspects of the program including the management of performance tracking, reporting and case management.

ORGANIZATIONAL INFORMATION

PAEP is a 501(c)(3), non-profit organization that provides a variety of programs to individuals with disabilities including career counseling, job training, job readiness, job development, job placement and job coaching and support services. Each of these individualized services assists individuals with disabilities develop secure career plans, enter into and retain employment. The mission of PAEP is to improve the quality of life of people with disabilities through individualized employment services. PAEP is accredited by the Commission on Accreditation for Rehabilitation Facilities (CARF). CARF accreditation is evidence that PAEP strives to improve efficiency, fiscal health, and service delivery, creating a foundation for consumer satisfaction.

The proposed program is currently integrated into the current structure and services of PAEP. ***Please see attached organizational chart.***

The program will be led by our current full time LEAD Skills Trainer, Chloe Suter. Ms. Suter has been with PAEP since 2022 and worked as an Employment Specialist at the CDH Project SEARCH program prior to taking on the lead role last year. She successfully led all aspects of the program including the management of performance tracking, reporting and case management. Ms. Suter also holds a certification in Adult Mental Health First Aid USA to address the social-emotional needs of the program participants. Ms. Suter will be responsible for all documentation and case management from application through exit for the WIOA grant. Ms. Suter will be responsible for internally monitoring performance, collecting data, reporting and general oversight on-site for the Project SEARCH program with the assistance of PAEP Program Manager, Kiersten Lira. All staff hired to work under this program will be trained by PAEP Program Manager, Kiersten Lira.

All programs implemented by PAEP are driven by the mission and vision of the organization. The Executive Director of PAEP, Ms. Sheffield will provide overall leadership for the program. She has been with PAEP for over 23 years and has extensive knowledge of WIOA programming. Ms. Sheffield holds a Master's Degree in Rehabilitation Counseling, and is a Certified Rehabilitation Counselor. Additional management is provided by Associate Director, Roger Cave, who has been with the agency for over 22 years, holds a Bachelor's Degree in Communicative Disorders and had a brother with Down Syndrome. Finance Director, Brian Suste is a retired Senior Accountant from the County of DuPage. Mr. Suste will oversee the financial aspects of the WIOA funding and has extensive experience with grants administration, primarily WIOA.

Please see attached job descriptions and staff resumes.

FINANCIAL STRUCTURE AND COST EFFECTIVENESS

1) PAEP is requesting \$138,728 for the program. Costs were thoughtfully calculated based on the necessary line items to effectively implement the program that includes: 1) personnel, 2) fringe benefits and 3) Operating costs including payroll services, professional services, auditing services, rent, equipment, phone, electric, supplies, internet, printing and mileage. The total cost also includes direct training costs for specialized classroom instruction, work based learning, as well as transportation reimbursement for supportive services. The identified costs are necessary and reasonable for proper & efficient operation of the proposed program based on WIOA regulations and guidelines. They are attributable to the benefit of the program. The program year will run October 1, 2025 through September 30, 2026.

The average cost per participant (12) is \$11,560.67. There will be a 6:1 participant to staff ratio. The program serves individuals with disabilities, individuals that typically require one-on-one assistance to ensure adequate supports are in place to be successful. It guarantees that the participants will get the support they need to reach their highest potential.

2) PAEP is an experienced agency, working with and utilizing WIOA funding since 2014. Fiscal controls are well established for all the grant funds to ensure proper and timely obligation and expenditures. PAEP utilizes a

financial policies manual that serves as the guide for the financial policies and procedures of the agency. PAEP is financially responsible and solvent, conducting fiscal management in a manner that supports the mission, values and annual performance objectives. PAEP demonstrates good business practices and complies with applicable legal requirements to maintain and retain financial. The total annual budget for the agency for FY 24-25 was \$1,715,525. The following chart provides grants over \$100,000 and their descriptions/purpose.

SOURCE	PERIOD	\$ AMOUNT	PURPOSE/PROGRAM
DHS/DRS	July 2024-June 2025	\$163,146 \$363,040	Supported Employment Job Placement, Training Support
DuPage County WIOA	July 2024-Jne 2025	\$124,000 \$434,000	NM Central DuPage Hospital Project SEARCH Program (in-school youth) Inspired by ABILITY (out of school youth program)
Kane County WIOA	July 2024-June 2025	\$215,000	NM Delnor Hospital Project SEARCH Program (out of school youth)
McHenry County WIOA	July 2024-June 2025	\$117,750	NM Huntley Hospital (out of school youth)

3) Fiscal Department: Name: Brian Suste, Finance Director, Address: 2525 Cabot Drive, Suite 302, Lisle, Illinois 60532, Phone: 630-631-9751, Email: bsuste@parents-alliance.org

4) A large percentage of the program budget contributes to personnel and participant operational work based learning costs. Please see aforementioned work based learning section. All work based learning activities (as listed in provided job descriptions-attached) will be properly obligated and reported on staff timesheets (sample included in Cost Allocation Plan) as Work Based Learning Costs and separated from other duties. Participants will also receive paychecks for their time engaged in work based learning job site training. Hours will be logged and tracked through timesheets. PAEP has acted as the employer of record for WIOA participants for the last 7 years, successfully implementing the program. PAEP utilizes PayChex to administer payroll and ensure participants are paid accordingly. The agency has in place all lawful requirements for payroll processing, tax withholding and payments utilizing PayChex payroll services.

5) No costs charged to this budget is shared between other funding sources. All costs for the program will be covered by the WIOA grant. Indirect costs for all grants of the agency are allocated based on benefit received as delineated in the Cost Allocation Plan.

6) ***Please see attached Cost Allocation Plan***

7) PAEP does not have an approved indirect cost rate and has elected the federally recognized de minimus rate for indirect costs.

8) ***Please see attached most recent audited financial statements.***

9) PAEP audit did not have any opinions or recommendations regarding internal controls, therefore no response was provided.

10) No leveraged funds will be used or provided for the program.

11) If funding is reduced, PAEP would run a shortened version (5-10 participants) of the program as to not completely terminate the program for the next program year, utilizing its existing DRS milestone contract and other community resources (donations and other foundations/donations) to serve individuals with disabilities.

12) PAEP will comply with the Uniform Administrative Requirements and the Cost Principles as delineated in title 29 of the Code of the Federal Regulations Part 95 or Part 97 as the applicable Office Management Budget circulars, as required. PAEP is in compliance with all Federal regulations and circulars.

B. PROPOSAL COVER/YOUTH PROVIDER INFORMATION FORM

— ORIGINAL —

Proposal Cover/Youth Provider Information Form

Legal Name of Applicant Agency	Parents Alliance Employment Project		
Number of Years in Business	46 years		
FEIN Number			
Type of Organization	<input type="checkbox"/> Educational Institution <input type="checkbox"/> Private for Profit <input checked="" type="checkbox"/> Community Agency non-profit <input type="checkbox"/> Other (Describe) ____		
Address – Administrative Office	Address	2525 Cabot Dr. #205	
	City, State ZIP	Lisle, Illinois 60532	
	Web Site URL	parents-alliance.org	
Address of Program Location – This is the location where the services described in this application will be provided.	Address	2525 Cabot Dr. #120	
	City, State ZIP	Lisle, Illinois 60532	
Principal of Agency –CEO/Executive Director/President	Name	Kristen Sheffield	
	Title	Executive Director	
	Email Address	KSheffield@parents-alliance.org	
	Phone	630.697.8199	
Program Contact Person	Name	Kiersten Lira	
	Title	Program Manager	
	Email Address	Klira@parents-alliance.org	
	Phone	630.248.7726	
Funding Amount Requested	\$ 453,200		
Primary Program Name and Target Population	Inspired by Ability *Out of school youth with disabilities		
Number of Youth to be served	32		



PARENTS ALLIANCE EMPLOYMENT PROJECT

2525 Cabot Drive, Suite 205
Lisle, IL 60532
www.parents-alliance.org
630-697-8199

Executive Summary

Parents Alliance Employment Project (PAEP) is a 501(c)(3), non-profit organization, with a mission to improve the quality of life of people with disabilities through individualized employment services that has existed since 1982. PAEP provides a variety of programs to individuals with disabilities including career counseling, job training, job readiness, job development, job placement and job coaching and support services. Each of these individualized services assists individuals with disabilities develop secure career plans, enter into and retain employment. PAEP is a leading provider of many employment programs for people with disabilities including the Illinois Department of Human Services/Division of Rehabilitation Services, local High School Districts, current Project SEARCH job training programs at Northwestern Medicine Central DuPage, Delnor and Huntley Hospitals and its unique out of school Inspired by Ability job training program.

PAEP has been implementing both in and out of school youth job training and placement programs for youth with disabilities encountering barriers with funding from WIOA since 2014. PAEP is extremely knowledgeable of WIOA youth services and resources. PAEP has been funded by DuPage County WIOA to implement the Inspired by Ability program since 2018 as well as the Project SEARCH program at Northwestern Medicine Central DuPage Hospital since 2014 and has been funded through Kane County WIOA for its Project SEARCH program at Northwestern Medicine Delnor Hospital since 2019. Additionally, PAEP is in its sixth year of receiving funding from McHenry County WIOA to run a Project SEARCH program at Huntley Hospital. PAEP has developed a well-founded reputation and strong presence in DuPage county and has built relationships with local high school districts and businesses to ensure success of the program.

PAEP proposes to continue to implement the Inspired by Ability program utilizing the employment model/work based learning program design to offer an out of school youth job skills training and placement program to thirty-two (32), 18-24 year-old individuals with disabilities who have barriers to employment and are unemployed. PAEP has selected to work with thirty-two (32) individuals because the program has built a successful reputation in the community over the last 7 years in operation for students with disabilities that have exited high school with no connection to job training or placement opportunities. Since starting the program in 2018, the applications for the program have greatly increased, as the model used has shown success for this type of population. Young people with disabilities face particular barriers to becoming employed and living independently. Low educational attainment, low education and employment expectations have resulted in many young people with disabilities not making successful transitions from school to employment and independent living. The program implemented by Parents Alliance Employment Project will offer youth with disabilities the option for employment training and placement after high school if this transition has not already taken place while in school. These services will ensure that youth with disabilities will not fall through the cracks after the support systems in school are no longer available to them.

The Inspired by Ability program will have the following overall objectives: a) expose 32 out-of-school youth with disabilities to the world of work and increase job skills through work based learning internship job training sites, b) increase the knowledge and skills of 32 out-of-school youth with disabilities to prepare for employment, c) assist 32 out-of-school youth with disabilities to become gainfully employed and earn wages, d) assist 32 out-of-school youth with disabilities retain gainful employment post exit.

All 14 identified WIOA Elements will be made available to the participants that are enrolled in the program, many being delivered on-site through the direct program and some through a partnership or seamless referral. PAEP will provide an assessment of academic, skills and employment levels, development of individualized service plans, preparation of employment skills training and mentoring through job-readiness curriculum in areas of interviewing skills, resume writing, goal setting, and positive social behaviors, paid work experiences, job placement into competitive employment sites, and on-the-job training and coaching. Participants will engage in work based learning internships at community businesses to build transferable work skills that include: Independence Village (Food and Nutrition Department, Environmental Services Department, and Maintenance Department), Oak Trace (Food and Nutrition department), SWD (manufacturing) Anytime Fitness (multiple locations), UFC Gym (multiple locations), Carol Stream and Winfield Public Libraries, Aperion Care (laundry Department, Food and Nutrition Department, and Housekeeping Department), Chartwell's at Elmhurst College, WESCO, GMC Dealership, PetPeople, Thriftbooks, Culvers, Northwestern Medicine, Aramark, Westmont Yard, Hyatt, UPS, Cinemark, Tabor Hills, Main Event, Fresh Thyme, Jiffy Lube, WeatherTech, Buffalo Wild Wings as well as new businesses to provide these work experiences. Participants will be placed into unsubsidized, competitive employment with supports following training.

Outcomes:

1. Youth Placement in Employment: The proposed program has substantial emphasis on job placement following the work-based learning and job training. Participation in the work based learning environments refine their skills and allow for transferring of skills into gainful employment. 100% (32) participants will be placed into unsubsidized employment.
2. Youth Retention in Employment: 94% (30) participants will retain employment post exit for 6 months (2nd quarter)
3. Median Earnings: 88% (28) participant's earnings will be reported at or above the \$6300 target goal.
4. Skills Gain: The participants will engage in intensive skills training at each worksite that will lead to skills acquisition and gainful employment.

PROGRAM DESCRIPTION

Parents Alliance Employment Project (PAEP) proposes to continue implementation of the Inspired by Ability (IBA) program utilizing the employment model/work based learning program design to offer an out of school youth job skills training and placement program to thirty-two (32), 18-24 year-old *individuals with disabilities* who have barriers to employment and are unemployed or underemployed.

1) Outreach & Recruitment: In preparation for PY 25-26, PAEP began outreach and recruitment this past fall and has successfully recruited 32 youth with disabilities ready to start the program in September. PAEP has identified key local schools (High School Districts 200, 94, U-46, 88, 87, 204, 203, 99, and 205) and community partners (the Division of Rehabilitation Services, workNet DuPage, The DuPage County Transition Planning Committee, and the College of DuPage) along with key events that has become part of its extensive outreach and communications plan to ensure stakeholders are aware of the services and opportunities for young adults with disabilities available through PAEP. All activities of the program, including the recruitment and outreach efforts are led by PAEP's current full time Program Manager, Kiersten Lira who has successfully led both the in- and out of school WIOA funded programs.

The following is a detailed timeline and outreach plan that was conducted in an accessible, youth and family friendly manner to recruit participants for the program:

<u>DATE</u>	<u>RECRUITMENT/PROGRAM ACTIVITY</u>
October 2024	Presentation at Options Fair at Glenbard North High School
December 2024	Presentation to Hinsdale, Addison and Wheaton Parents with Special Needs Committees
January 2024	Information letter and brochure/ Open house flyer sent to community partners and high school district vocational coordinators about the program overview and application opening
February/March 2025	Program application opened; Hosted in person and virtual open house for families and school partners and other community entities; Presented at the DuPage County Transition Planning Committee
April 2025	Presented at the Future Begins Resource Fair; Families of special needs: Next Steps
April 2025	Presented to Adult Down Syndrome Center families, Meeting with College of DuPage and Division of Rehabilitation Services
May 2025	Applications accepted, reviewed and potential participants invited for interview; outreach to business partners to secure work based learning internship sites; Presentation to DuPage Workforce Board
June 2025	Hosted working interviews to assess and accept eligible participants into the program; outreach to business partners to secure work based learning internship sites
August/September 2025	Contingent offers made; Intake, assessment and development of Individual Service Strategy to be completed; outreach to business partners to secure work based learning internship sites
September 2025 through Spring 2026	Participants engage in orientation session/begin program; attend classroom/educational instruction once a week for 2 hour session; begin work based learning internships in the community to gain work skills-individualized job coaching and support provided
March-May/June 2026	Begin job development and secure competitive job placement for each participant/individualized job coaching and support provided

2) Intake-Eligibility

a) PAEP determines eligibility for participants through a thorough review of the application and interview process. In addition to the application and interview process, applicants must submit proof of disability, high school diploma and a resume. Additional required documentation per grant specifications are required and collected. Eligibility for the program includes the following: 1) Youth with disabilities between the ages of 18-24 who have received a high school diploma or equivalent prior to start date of the program, 2) reside in

DuPage County (given a priority, however a number of limited exceptions may be made), 3) individuals who have a strong desire to work competitively at the end of the worksite training, 4) individuals who will benefit from participation in a variety of work based learning and job training skills, 5) individuals who will benefit from a behavioral skills training method, 6) individuals who are independent with self-care and medication management, 7) individuals who can self-monitor on a 1:4 ratio of support and 8) individuals who have access to independent transportation (ability to utilize public transportation or rely on family members) to and from classroom setting and community job sites.

PAEP will select a total of 32 participants that will fulfill a caseload for the Inspired by Ability program. After participants are accepted into the program, the Program Manager will conduct an intake assessment to officially enroll each participant. During the intake, participants will be required to bring in all requested documentation such as high school diploma, driver's license/state identification, social security card, proof of disability, birth certificate, proof of state benefits, passport, VOIDED check, and emergency contact residing outside of the participant's home. The IBA Program Manager, Kiersten Lira will be responsible for maintaining all files/records and ensuring that PAEP is in compliance with the WIOA guidelines and requirements.

b) In addition to completing the required intake and assessments, PAEP will utilize and administer the Basic Skills Screening Tool that was internally developed by the workNet, as well as the Basic Skills Assessment that was internally developed by PAEP-both the screening tool and assessment are specific and appropriate for individuals with disabilities to measure basic math and reading skills and needs of participants. If required through the grant, PAEP will also administer the Test of Adult Basic Education (TABE) assessment. All assessments will be administered individually with each participant in person. Given that individuals with disabilities present unique social, communication, behavioral and learning deficiencies, the program emphasizes on-the-job skill development. There is no one-size-fits-all solution for skills remediation for youth with disabilities. Each participant is unique, and their learning needs will differ based on the specific disability they face. Therefore, PAEP will utilize the guiding principle for effective remediation of tailoring the teaching method to the individual participant learning style and strengths, understanding how each participant learns best. PAEP will implement academic reading and math skills remediation through a portion of the curriculum that is used during the classroom sessions on a weekly basis utilizing a learning style through visual or auditory means based on each participant's learning needs.

3) Individual Service Strategy

a: Tools, methods and assessments: After participants are accepted into the program, PAEP staff will conduct a variety of assessments that will help define and develop each participant's Individual Service Strategy (ISS). All results from the assessments will be the defining goal and measure for each participant as the ISS is developed. The results will identify a pathway for each participant with evaluating their education, employment/volunteer history, transferable skills, aptitudes, basic skills, interests, barriers, family, behavior, career readiness goals (short/long term), educational goals (short/long term), employment goals (short/long term), skills gaps, program elements being served, and employment milestone goals for the program. The results will identify employment barriers, skills deficiency, and job preferences that will assist in defining key areas to identify the necessary training, and appropriate job settings for each participant. A Person-Centered Planning (PCP) approach is utilized when providing services throughout the program. PCP is a life-planning model designed to enable individuals with disabilities to increase their personal self-determination and independence. The intake assessment will involve gathering the information of each participant's contact information, emergency contact or other contact information, private information, medical/physical characteristics, other characteristics and barriers, learning and memory characteristics, self-care, medical and psychological history, family and home environment, education background, information on previous employment/volunteer services and work history, work-related information, transferable skills, availability,

employment goals and priorities, job preparation and readiness, references, strengths and abilities, behaviors, skills gaps, personal needs and job preferences, career interests, barriers, desired outcomes, public assistance, and any other issues as identified. PAEP will also gather and create career readiness goals, educational goals, and employment goals, and milestones for each participant during the intake.

i. Basic Skills: PAEP will administer the Basic Skills Screening Tool and an appropriate assessment for individuals with disabilities to determine their basic skills and need.

ii. Employability: During the intake, PAEP will discuss the participant's employment goals and employment expectations. Participants will discuss what availability they have, if they want full-time or part-time, how many days they can work, and how long of shifts can they handle. It will be customized to the participant's employment needs. The Program Manager will also administer the Job Search Attitude Inventory (JSAI) this assessment tool is used to determine a job seeker's attitude and views about the job search process.

iii. Interest and Aptitudes: The Program Manager will administer the Picture Interest Career Survey (PICS). The PICS is a language-free assessment of occupational interests. It uses the RIASEC occupational interest theory developed by John Holland as its theoretical framework. It is a way for individuals with limited reading ability or special needs to explore their career interests and find a job that fits. Instead of using text-based items, PICS uses pictures to help individuals identify their interests. Test takers are presented with 36 sets of 3 pictures and choose which of the three portrayed occupations seems most interesting. Based on the pictures selected, PICS creates a profile of the individual that leads directly to career info and potential job matches.

iv. Prior Work Experience: During the required intake assessment, the Program Manager will have the opportunity to get more information on the participant's prior work experience, as well as review any additional documents that may be provided such as a resume or a portfolio. Due to the nature of the population PAEP will be serving, some participants in the program may not have any prior work experience or only have school based volunteer experience. For those participants, additional training prior to work based placements will be offered through simulated training opportunities with an exposure of a variety of mock occupation-based industries at the PAEP training center.

v. Digital Literacy: During the intake, PAEP staff will have participants complete some of the required assessments on the computer. This will allow staff to see how participants are able to navigate a computer and evaluate what supports will be needed for each participant. Before being accepted into the program, participants engage in a working interview to determine if they are appropriate or not for the program. During this working interview the participants complete a typing test and an email activity. This part of the program will also be taking into consideration while assessing the participant's digital literacy.

vi. Occupational Skills: During the required intake assessment, the Program Manager will ask a wide variety of questions getting to know the participants interest, skills, aptitudes, and any transferable skills the participants may have for the ISS. The Program Manager will use this information to determine where the participant will be placed for their work based learning (WBL)/paid job training site. Placement for WBL/Paid Job Site Training will be based off of the participant's skills, interest, and location. WBL/Paid Job Site Training will allow the participant to work in a real life employment setting of the entry level occupation that meets their interest and skill set. Participants will get to experience what it is like to have a job, but in a trial basis that could lead to possible employment. The Program Manager will also administer the Interest Determination, Exploration, and Assessment System (IDEAS) is administered to help identify career interests for individuals with limited work experience and to assist with planning meaningful work experiences. The IDEAS test has 16 Basic Scales that are organized according to the widely accepted RIASEC themes: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

vii. Supportive Service Needs: Historically, individuals with disabilities encounter barriers to transportation related to employment. During the required intake assessment, the Program Manager will ask a variety of

questions to determine who will need supportive services. PAEP is requesting supportive services for participants to receive reimbursement for transportation funding to support these needs.

viii. Developmental Needs: During the required intake assessment, the Program Manager will ask a variety of questions to determine what type of supports or accommodations may need to be put into place to assist each participant based on their development need.

b. Career Exploration: Participants in the program will complete a variety of assessments to evaluate skills and career interests before starting the program. The results of the Picture Interest Career Survey (PICS) will also provide a good pathway towards different types of careers to explore.

c. Barriers: The Program Manager will administer the "Barriers to Employment Success Inventory" (BESI) to identify barriers that exist in areas of personal/financial, emotional/physical/career, decision-making/planning, job-seeking knowledge, and training and education. The inventory consists of 50 questions/statements that are rated to assist in identifying major barriers to success in the participant's job search and recommended ways in overcoming the barriers. PAEP will provide support and accommodations based on each participant's individual needs and offer job coaching and job support to participants while they participate in WBL/Paid Work Site Training and in the Inspired by Ability classroom.

d. Career pathway/Identified industries: The ISS will clearly identify the participant's career pathway, educational and employment goals, appropriate achievement objectives and goals, responsible parties, end dates, and job development plan as well as other supportive services that may be needed in order to achieve the goals. The ISS will be used throughout the entire span of the program and will be revisited on a monthly basis during Employment Planning Meetings (EPM's) to ensure all participants are reaching their goals. The Program Manager will also administer the Vocational Fit Assessment (VocFit). The VocFit assessment is a job matching program that matches the participant's abilities to the WBL/Paid Job Site Training demands. This program uses an algorithm to match participants to appropriate WBL/Paid Job Site Training placements, as well as employment opportunities. The Job Match Report will identify the pros and cons of each potential job match and also assist with areas of improvements to assist in developing goals for the participant and skills to develop while participating in the Inspired by Ability program.

Using the Person-Centered Planning (PCP) approach and utilizing the assessment results, PAEP will be able to place participants into WBL/Paid Job Site Training that match their skills, interest, and location. PAEP will utilize current partnerships throughout the DuPage County area for the participants into WBL/Paid Job Site, as well as develop new business relationships. *PAEP has set up multiple WBL/Paid Job Site Training and secured employment opportunities at places such as Monarch Landing (Food and Nutrition Department, Environmental Services Department, and Maintenance Department), Wyndemere (Food and Nutrition department within all three of their buildings), Independence Village, West Chicago Park District, Carol Stream Library, SWD Inc.(Manufacturing), Tabor Hills (Food and Nutrition department and Activities Department), Thriftbooks, Pet Supplies Plus, PetPeople, Anytime Fitness (multiple locations), Elmhurst Hospital (Healthcare), Aperion Care (laundry Department, Food and Nutrition Department, and Housekeeping Department), DuPage County (Transportation Department and Human Services Department), Chartwell's at Elmhurst College and North Central College, WESCO, Steve's Car Wash, All Flowers with Expressions, Pride, Partstown, GMC Dealership, TJ Maxx (multiple locations), Marshall's (multiple locations, Aramark, Chick-Fil-A, Northwestern Medicine, Marianjoy, Hyatt, UPS, Cinemark, Mariano's, WeatherTech, UFC Gym, and Buffalo Wild Wings.*

4) Service Delivery:

a.) To ensure there are no gaps in services for all participants throughout the duration of the IBA program, PAEP staff will have in person contact with participants at minimum, once a week through the classroom portion of the program every Wednesday from 9am to 11am at the PAEP office, as well as at each job training site. PAEP staff will be on-site providing all program participants with intensive job coaching and support

during their time at their worksite. To ensure each participant is receiving proper services and ensuring that goals are being met, the Program Manager will host an individualized monthly meeting for each participant. Additionally, at the start of the program, each participant receives a program handbook that clearly states the attendance expectations and policies as well as consequences of not following the policy.

b.) The Program Manager will provide intensive case management throughout the duration of the program for each participant. The Program Manager will document all case management from application through exit for the program. All monthly progress notes will be recorded electronically in the Illinois Workforce Development System (IWDS) by the Program Manager. A Monthly Program Participation and Case Note Form will be physically dropped off and submitted monthly by the Program Manager. The Program Manager will also track and submit all Youth Work Experience Timesheet bi-monthly for participants WBL/Paid Job Site Training Sites. The Program Manager will also maintain two complete files for each participant being served throughout the duration of the program. One of the files will contain all WIOA required documents and another file containing all PAEP required documents, both files will be housed with PAEP facility. These files will be kept locked and kept separate file drawers to ensure no HIPPA violations. All documentation that is collected and prepared for each participant will be kept in these files. The Program Manager will ensure that WDD staff receives all original required forms and documentation that is needed. The Program Manager will also keep files for each of the WBL/Paid Job Site Training site that participates in the program with the appropriate paperwork. All required reports by the Illinois Workforce Development System (IWDS) will be submitted in a timely manner and the Program Manager will provide status reports to ensure progress on the program.

5. Training Description and Outline:

a.) The following outlines the range hours of services necessary to complete the elements of the program successfully. (Hours based per participant. Total Range per Participant is 630-800 hours.)

Intake/Assessments	10-15 hours
Classroom Instruction	60-70 hours
Work Based Learning/Job Site Training	400-500 hours
Competitive Job Support	150-200 hours
Follow-Up	10-15 hours

b.) Curriculum content and tools used: ***Please see attached curriculum inventory.***

c.) Program length and start/end dates: The program will run from October 1, 2025 through September 30, 2026 and beyond with year follow up.

d.) ***Please see attached customer flow chart.*** The following is a timeline and sequence of all activities:

September 2025	Individual participant initial intake interview; comprehensive assessment; career exploration and employment goals identified. Program orientation and expectations, accountability and benefits of the program reviewed. Individual Service Strategy Plan is developed for each participant; career exploration activities to determine work based learning internship placement
Sept/Oct 2025 through March/April 2026	Participants engage in work readiness classroom instruction Wednesdays, 9-11am or 1-3pm and simulated work environments on T/TH 9am to 12pm before they begin work based learning community internships; PAEP provides intensive job coaching, task analysis, identification of possible job accommodations/modifications at each of these worksites-including the use of skill acquisition evaluations to take data (monthly Employment Planning Meetings completed to evaluate progress completed)

March/April - Jun 2026	Continue work based learning training; PAEP staff begin competitive job placement development for participants; participants transfer skills into paid, competitive job settings; PAEP provides intensive job coaching and follow up at new competitive jobs attained by participants. Participants receive certification of completion. Connect participants to community resources as requested/needed.
June 2026-2027	One year follow up

e.) Industry-recognized credentials will be pursued through on-the-job training opportunities or partnerships with training providers. As PAEP identifies and secures placement sites, staff will continue to prioritize credential-earning opportunities wherever possible to strengthen long-term employment outcomes for these young adults. There is definite potential for participants to earn industry-recognized credentials such as: Certified Tire Technician, Forklift Operator Certification, OSHA 10 or OSHA 30 and others aligned with manufacturing and/or skilled trade standards.

f.) Labor Market Information (LMI) plays a crucial role in helping individuals, including those with disabilities, make informed career decisions. PAEP recognizes and takes into consideration current job openings within each business setting, often ones that are high turnover to support the program's training requirements that will offer more opportunities and chances for individuals with disabilities to enter the workforce, that will require minimal experience, and ones that offer a practical setting to try out accommodations that will ultimately lead to long-term success of the participants.

6. Job readiness training: Job readiness is the process of preparing individuals for employment, including preparing them for interviews, sharpening skills and so forth that are needed to be successful in a work environment, a much needed activity for individuals with disabilities. The components of the classroom instruction include all areas of soft skills and workplace preparation, resume writing, interview preparation, job search skills, industry-specific vocabulary, workplace communication, work ethic, and contextualized math and writing. All of these areas are addressed when participants meet in the classroom on Wednesdays for 2 hours. Many are completed through role playing, so that they can have hands on exposure and demonstrate competency. Please reference the attached curriculum inventory that includes a complete list of job readiness topics that are presented to all participants.

7. WIOA Program Elements: All 14 identified WIOA Elements will be made available to the participants that are enrolled in the program, many being delivered on-site through the direct program and some through a partnership or referral. ***Please see attached WIOA 14 Elements Delivery Plan Form.***

1. PAEP will provide direct classroom instruction and on the job training, job coaching, job support, and instruction with work based learning opportunities that will lead to job placement. This will not lead to a secondary school diploma or recognized postsecondary credential. However, participants will receive a certificate of completion from PAEP for completing the Inspired by Ability program. PAEP will refer participants to the Regional Office of Education.
2. Participants will be referred to the local College of DuPage for resources in the area of exploring secondary school offerings. PAEP has a relationship with the Manager of Career Services of the College of DuPage, as well as on-site College of DuPage staff located within WorkNet DuPage.
3. PAEP will provide paid work based learning experiences to the participants through the proposed program. PAEP will work closely with local businesses that it already has relationships developed with as aforementioned in the identified industries section. Following the work based and job skills learning experience, PAEP will place participants into real, paid gainful employment that match their identified career goals and skills that have been acquired through the job skills learning experience.

4. PAEP will be providing each participant with a structured program that includes a set curriculum, group classroom training, and work based learning job skills training that will be teaching the participant job specific skills in a variety of occupations. PAEP will be providing intensive on-the-job training, coaching and support. The occupational skills training will lead to participants being placed into unsubsidized employment.
5. PAEP will be providing each participant with an individualized structured program that will include a set curriculum, group classroom training, and paid work experiences to expose participants to the workforce. PAEP will provide the opportunity each week for participants to engage in classroom discussion to discuss different experiences participants may encounter during their paid work experiences and allow other participants to offer advice or suggestions.
6. PAEP will provide the opportunity for each participant to engage in outside peer-centered and leadership activities and report back to and share with other participants about their experiences and how it has positively affected their behavior. Specifically, how it has assisted them in their employment goals. PAEP will provide a classroom portion for the program that is designed for job readiness and employability skills including; hard and soft skills, team building, workplace safety, career exploration, goal setting, self-advocacy, technology, portfolio building, health and wellness, workplace information, social skills, communication, interviewing skills, money management, positive social behavior, decision making, job search skills, and preparing and maintaining employment.
7. PAEP will provide supportive services to participants in the program. Supportive services provided will include transportation.
8. PAEP has established contact with a provider identified to provide adult mentoring and comprehensive guidance and counseling. PAEP recognizes the importance of their service to assist young adults with mental health and anxiety related issues. Individuals with disabilities especially can benefit from mentorship to build and develop social relationships. Given the uniqueness of our participants, the Program Manager has developed a relationship with the Director at Kids Matter to provide these services.
9. PAEP will provide follow up services for at least 12 months after the completion of the participation to assist participants in maintaining employment and succeeding in their position. Based on the individual needs of each participant, PAEP staff will provide follow up services in the form of monthly check-ins at the employment sites, or a monthly call/email to both the employer and the participant to find out how employment is progressing. PAEP staff will be readily available and act as a resource to identify and address any challenges or changes to their employment situation. This follow up will be thoroughly documented in their case files.
10. PAEP will provide overall guidance and career counseling to participants in the program during the intake assessment phase and throughout the program during the monthly Employment Planning Meetings. PAEP staff is also certified in Adult Mental Health First Aid USA and will utilize this training on an as needed basis for participants. During the programs classroom portion, mental health will also be covered, due to the stress and anxiety that can arise due to starting a new opportunity or new job utilizing the Mighty Minds Mental Health Toolkit that was developed by PAEP. Beyond career guidance and counseling, PAEP will utilize 211 to assist in specific areas in identifying referrals to additional areas of guidance and counseling as appropriate for each participant. Areas related to mental health will be referred to DuPage NAMI.
11. PAEP will provide financial literacy and money management education within the classroom portion of the program. This assists participants with creating budgets, learning how to save, wants vs. needs, reading a paycheck, address banking and other financial literacy education. Participants will also receive a literacy education presentation from BMO Harris Bank, PAEP's banking partner. If participants require more assistance beyond the classroom portion that covers this area, PAEP will refer to the College of DuPage for additional resources.

12. PAEP will have a guest speaker from the College of DuPage present information regarding entrepreneurial skills. PAEP will refer participants interested in learning about entrepreneurial skills to the College of DuPage.

13. PAEP will research and provide labor market information during the intake process. PAEP will also work with employers to provide HR guest speakers to talk to participants about various occupations, resources, and employment and what the current openings and market looks like. This will assist each participant in making an informed decision about the career pathway and employment goal they establish.

14. PAEP will provide direct classroom instruction and on the job training, job coaching, job support, and instruction with work based learning opportunities that will lead to job placement. This will not lead to a secondary school diploma or recognized postsecondary credential. However, participants will receive a certificate of completion from PAEP for completing the program. PAEP will refer participants to College of DuPage and workNet for additional postsecondary training opportunities.

8. Partnerships: The foundation of the work based learning is having strong partnerships with businesses to provide ample work based training opportunities for the program participants. PAEP has built strong partnerships within the business community, has partnered with many of these businesses for over 10 plus years and have been equipped with the tools and training necessary to support individuals with disabilities and welcome them into their workplaces. Please refer to the aforementioned business partners in identified industries. *Please see attached MOU agreements.*

9. Work-based Learning: Over 75% of the program is concentrated on providing paid work based learning experiences to the participants through the proposed program.

Length and Structure: The work based learning internship activities will be 9 months out of the 12, 3-4 days per week with a minimum of 10-15 hour per week per participant. Participants will be paid minimum wage for each hour and PAEP will be the employer of record to distribute paychecks.

Employer Partnerships: PAEP has existing relationships with over 50+ businesses that are ready to host participants in the program to provide work based learning internships. Please see above sections partnerships, and career pathways/identified industries and attached MOU agreements for existing partnerships that will offer work based learning opportunities to IBA participants.

Skill Development: PAEP staff collaborate with employers to complete a job analysis and identify experiences that align with each participant's skills and interests. Industry knowledge skills learned will vary depending on the industry that the participant is in and will teach participants specific job tasks in each sector. Additionally, participants will learn soft skills and career readiness skills like teamwork, time management, adaptability, professional etiquette, how to receive feedback and resume and interview prep.

Supervision and Mentorship: PAEP will work with each employer to provide adequate orientation and onboarding to each participant. PAEP will provide personalized and hands-on support and job coaching to the participants during the early stages of work-based learning internships. PAEP will work with each employer to identify workplace accommodations so the employer supervisor can adequately support the participants.

Alignment with Career Pathways: Using the Person-Centered Planning (PCP) approach and utilizing the assessment results, PAEP will be able to place participants into WBL/Paid Job Site Training that match their skills, interest, and location.

Assessment and Feedback: PAEP utilizes a systematic instruction and data collection forms to track skill acquisition that will be discussed with each employer supervisor on a weekly basis until the participant becomes independent. Monthly goals and progress meetings are then held to evaluate the participant and employer expectations to ensure success.

Employer Engagement Plan: PAEP has long-term relationships with employers that are dedicated to increasing workplace diversity and inclusion. PAEP plays an important role in providing expertise and education to assist them in achieving this. PAEP provides each employer with a clear framework in how to

support individuals with disabilities, schedules, evaluation templates and clear goals and outcomes that reduces uncertainty and administrative burden for them.

Participant Preparation: For participants identified as needing additional training prior to work based placements, PAEP will offer a variety of mock occupation-based industries for 4-6 hours per week. The program will offer 5 industry settings including food service, hospitality, fitness, manufacturing, and retail. The simulated work environments will duplicate the look, feel, and operation of each industry and provide access to equipment and materials that imitate tools used at particular job sites. The participants will engage in scenarios similar to those they will encounter at a job, and allow for repetition to practice industry-specific skills within a protected and safe environment where they can make and learn from their mistakes. It will allow for PAEP staff to provide intensive job coaching and systematic instruction to assist participants learn tasks, identify challenges and implement accommodations to allow the individual to be successful prior to moving into on-the-job training and competitive job placement.

Wage Management: PAEP will serve as the employer of record and manage payroll for participants.

10) Post-Exit Follow-Up Services: PAEP will provide follow up services for at least 12 months after the completion of the program to assist participants in maintaining employment and succeed in their position. Based on the individual needs of each participant, PAEP staff will provide follow up services through monthly check-ins at the job sites, or monthly calls to both the employer and participant to find out how employment is progressing. PAEP staff will be readily available and act as resource to identify/address any challenges or changes in their employment. This follow up will be thoroughly tracked and will include employment retention wage progression, credential attainment and be documented in their case files and the IWDS system.

11) Physical Location-EO/ADA: Most aspects of the program including the classroom portion of the program and where training will be conducted will be out of PAEP's main offices at 2525 Cabot Drive, Suites 205 & 120 in Lisle, DuPage County. The space will offer an ideal location for the classroom training to take place. It will offer an array of career related resources and simulated work environments and is ADA compliant. The work based learning/job training and placement portion of the program will take place at a number of different designated employer paid/business sites throughout DuPage County area.

PAST AND PLANNED OUTCOMES

Program History: PAEP is extremely knowledgeable of WIOA youth services and resources. PAEP has been funded by DuPage County WIOA to implement the Project SEARCH program at Northwestern Medicine Central DuPage Hospital since 2014 and the IBA program since 2018. Additionally, PAEP has been funded through Kane County WIOA for its Project SEARCH program at Delnor Hospital since 2019. PAEP is in its sixth year of receiving funding from McHenry County WIOA to run a Project SEARCH program at Huntley Hospital. PAEP has developed a well-founded reputation and strong presence in the communities which it serves and has diversified and increased its funding sources to meet the needs of these communities. Its existing contracts with both in and out of school youth programs through WIOA programs demonstrates PAEP's ability to administer the required WIOA elements. To date, since 2014, the Project SEARCH program administered through PAEP, supported through WIOA funding has cumulatively served over 280 individuals with disabilities, with an employment placement and retention rate of 93%.

<u>QUANTITATIVE DATA</u>	KANE WIOA- Out of School	McHENRY WIOA- Out of School	DuPAGE WIOA- Both Out and In School
Program Description	Project SEARCH	Project SEARCH	Project SEARCH/IBA
PY 19-20 Benchmark vs.	Benchmark: 12 Outcome: 9	N/A	Benchmark: 24 Outcome: 21

Outcomes	75% of students obtained and retained employment.		88% of students obtained and retained their employment.
PY 20-21 Benchmark vs. Outcomes	Benchmark: 12 Outcome: 10 83% students obtained and retained employment.	Benchmark: 8 Outcome: 8 100% students obtained and retained employment.	Benchmark: 26 Outcome: 23 88% of students obtained and retained their employment.
PY 21-22 Benchmark vs. Outcomes	Benchmark: 12 Outcome: 12 100% students obtained employment	Benchmark: 8 Outcome: 5 63% students obtained employment.	Benchmark: 27 Outcome: 25 93% of students obtained and retained their employment.
PY 22-23 Benchmark vs. Outcomes	Benchmark: 10 Outcome: 10 100% students obtained employment	Benchmark: 7 Outcome: 7 100% students obtained employment	Benchmark: 29 Outcome: 28 96% of students obtained and retained their employment.
PY 23-24 Benchmark vs. Outcomes	Benchmark: 10 Outcome: 8 80% students obtained and retained employment.	Benchmark: 10 Outcome: 9 90% students obtained employment	Benchmark: 33 Outcome: 29 87% of students obtained and retained their employment.
PY 24-25 Benchmark vs. Outcomes	Benchmark: 10 Outcome: 8 80% students obtained and retained employment.	Benchmark: 11 Outcome 6 54% students obtained employment thus far 100% skills gain	Benchmark: 40 Outcome: 34 85% of students obtained and retained their employment. 100% skills gain.

Documentation of Outcomes: PAEP utilizes an on-line case management system Casebooks to track all activities/outcomes. PAEP is in good standing with all current funding sources, meeting performance measures. Please see attached Proposed Planned Outcomes Form.

Employer Collaboration: Partnerships with employers are vital to the success of the program. The work based learning opportunities with employers oftentimes act like a trial work period, leading to employment following their experience, lending to positive outcomes for the program.

Staffing and Capacity: The program will be led by our current full time Program Manager, Kiersten Lira. Ms. Lira has been with PAEP for over 9 ½ years, and has successfully led both the in and out of school WIOA funded programs including the management of performance tracking, reporting and case management.

ORGANIZATIONAL INFORMATION

PAEP is a 501(c)(3), non-profit organization that provides a variety of programs to individuals with disabilities including career counseling, job training, job readiness, job development, job placement and job coaching and support services. Each of these individualized services assists individuals with disabilities develop secure career plans, enter into and retain employment. The mission of PAEP is to improve the quality of life of people with disabilities through individualized employment services. PAEP is accredited by the Commission on Accreditation for Rehabilitation Facilities (CARF). CARF accreditation is evidence that PAEP strives to improve efficiency, fiscal health, and service delivery, creating a foundation for consumer satisfaction.

The proposed program is currently integrated into the current structure and services of PAEP. ***Please see attached organizational chart.***

The program will be led by our current full time Program Manager, Kiersten Lira. Ms. Lira has been with PAEP for over 9 ½ years, and has successfully led both the in-school WIOA funded Project SEARCH program as well the out of school, Inspired by Ability program for the last seven years. Ms. Lira holds a Bachelor Degree in Health Sciences with emphasis in Rehabilitation Services, and is a Certified Employment Support Professional (CESP). Ms. Lira also holds a Substitute Teacher Certification for DuPage County area from the Illinois State Board of Education and holds a certification in Adult Mental Health First Aid USA to address the social-emotional needs of the program participants. Ms. Lira will be responsible for all documentation and case management from application through exit for the WIOA grant. Ms. Lira will be responsible for internally monitoring performance, collecting data, reporting and general oversight on-site for the Inspired by Ability program. Ms. Lira has over 8 years of experience with managing WIOA grants. All staff hired to work under this program will be trained by Ms. Lira.

All programs implemented by PAEP are driven by the mission and vision of the organization. The Executive Director of PAEP, Ms. Sheffield will provide overall leadership for the program. She has been with PAEP for over 23 years and has extensive knowledge of WIOA programming. Ms. Sheffield holds a Master's Degree in Rehabilitation Counseling, and is a Certified Rehabilitation Counselor. Additional management is provided by Associate Director, Roger Cave, who has been with the agency for over 22 years, holds a Bachelor's Degree in Communicative Disorders and had a brother with Down Syndrome. Finance Director, Brian Suste is a retired Senior Accountant from the County of DuPage. Mr. Suste will oversee the financial aspects of the WIOA funding and has extensive experience with grants administration, primarily WIOA.

Please see attached job descriptions and staff resumes.

FINANCIAL STRUCTURE AND COST EFFECTIVENESS

1) PAEP is requesting a total of \$453,200 for the program. Costs were thoughtfully calculated based on the necessary line items to effectively implement the program that includes: 1) personnel, 2) fringe benefits and 3) Operating costs including payroll services, professional services, auditing services, rent, equipment, phone, electric, supplies, internet, printing and mileage. The total cost also includes direct training costs for specialized classroom instruction, work based learning, participant wages as well as transportation reimbursement/supportive services. The identified costs are necessary and reasonable for proper & efficient operation of the proposed program based on WIOA regulations and guidelines. They are attributable to the benefit of the program. The program year will run October 1, 2025 through September 30, 2026. The average cost per participant (32) is \$14,162.50. There will be a 6:1 participants to staff ratio. The program serves individuals with disabilities, individuals that typically require one-on-one assistance to ensure adequate supports are in place to be successful. It guarantees that the participants will get the support they need to reach their highest potential.

2) PAEP is an experienced agency, working with and utilizing WIOA funding since 2014. Fiscal controls are well established for all the grant funds to ensure proper and timely obligation and expenditures. PAEP utilizes a financial policies manual that serves as the guide for the financial policies and procedures of the agency. PAEP

is financially responsible and solvent, conducting fiscal management in a manner that supports the mission, values and annual performance objectives. PAEP demonstrates good business practices and complies with applicable legal requirements to maintain and retain financial. The total annual budget for the agency for FY 24-25 was \$1,715,525. The following chart provides other grants over \$100,000 and their descriptions/purpose.

SOURCE	PERIOD	\$ AMOUNT	PURPOSE/PROGRAM
DHS/DRS	July 2024-June 2025	\$163,146 \$363,040	Supported Employment Job Placement, Training Support
DuPage County WIOA	July 2024-June 2025	\$124,000 \$434,000	NM Central DuPage Hospital Project SEARCH Program (in-school youth) Inspired by ABILITY (out of school youth program)
Kane County WIOA	July 2024-June 2025	\$215,000	NM Delnor Hospital Project SEARCH Program (out of school youth)
McHenry County WIOA	July 2024-June 2025	\$117,750	NM Huntley Hospital (out of school youth)

3) Fiscal Department: Name: Brian Suste, Finance Director, Address: 2525 Cabot Drive, Suite 302, Lisle, Illinois 60532, Phone: 630-631-9751, Email: bsuste@parents-alliance.org

4) A large percentage of the program budget contributes to personnel and participant operational work based learning costs. Please see aforementioned work based learning section. All work based learning activities (as listed in provided job descriptions-attached) will be properly obligated and reported on staff timesheets (sample included in Cost Allocation Plan) as Work Based Learning Costs and separated from other duties. Participants will also receive paychecks for their time engaged in work based learning job site training. Hours will be logged and tracked through timesheets. PAEP has acted as the employer of record for WIOA participants for the last 7 years, successfully implementing the program. PAEP utilizes PayChex to administer payroll and ensure participants are paid accordingly. The agency has in place all lawful requirements for payroll processing, tax withholding and payments utilizing PayChex payroll services.

5) No costs charged to this budget is shared between other funding sources. All costs for the program will be covered by the WIOA grant. Indirect costs for all grants of the agency are allocated based on benefit received as delineated in the Cost Allocation Plan.

6) ***Please see attached Cost Allocation Plan***

7) PAEP does not have an approved indirect cost rate and has elected the federally recognized de minimus rate for indirect costs.

8) ***Please see attached most recent audited financial statements.***

9) PAEP audit did not have any opinions or recommendations regarding internal controls, therefore no response was provided.

10) No leveraged funds will be used or provided for the program.

11) If funding is reduced, PAEP would run a shortened version (5-10 participants) of the program as to not completely terminate the program for the next program year, utilizing its existing DRS milestone contract and other community resources (donations and other foundations/donations) to serve individuals with disabilities.

12) PAEP will comply with the Uniform Administrative Requirements and the Cost Principles as delineated in title 29 of the Code of the Federal Regulations Part 95 or Part 97 as the applicable Office Management Budget circulars, as required. PAEP is in compliance with all Federal regulations and circulars.



THE COUNTY OF DUPAGE
FINANCE - PROCUREMENT
IN-SCHOOL AND OUT-OF-SCHOOL YOUTH SERVICES 25-084-WIOA
BID TABULATION

		√	√	√	
Criteria	Available Points	LITE	Little Friends, Inc.	Parents Alliance	Wheaton Warrenville CUSD 200
Firm Qualifications	20	13	14	18	15
Key Qualifications	30	20	25	29	23
Project Understanding	30	22	26	29	25
Price	20	20	20	20	20
Total	100	75	85	97	83

Fee and Rate Proposal (Design Only)	\$ 120,000.00	\$ 120,000.00	\$ 591,928.00	\$ 120,000.00
Percentage of points	100%	100%	100%	100%
Points awarded (wtd against lowest price)	20	20	20	20

NOTES

1) DuPage Area Occupational Education System has withdrawn its bid.

RFP Posted on 7/1/2025	VC, HK
Bid Opened On 8/4/2025, 2:30 PM by	
Invitations Sent	79
Total Requesting Documents	6
Total Bid Responses Received	5



DuPage County
Finance Department
Procurement Division
421 North County Farm Road
Room 3-400
Wheaton, Illinois 60187-3978

REQUIRED VENDOR ETHICS DISCLOSURE STATEMENT

Section I: Contact Information

Please complete the contact information below.

BID NUMBER:	24-084W10A
COMPANY NAME:	Parents Alliance Employment project
CONTACT PERSON:	Kristen Sheffield
CONTACT EMAIL:	Ksheffield@parents-alliance.org

Section II: Procurement Ordinance Requirements

Every contractor, union, or vendor that is seeking or has previously obtained a contract, change orders to one (1) or more contracts, or two (2) or more individual contracts with the County, shall provide to the Procurement Division a written disclosure of all political campaign contributions made by such contractor, union, or vendor to any incumbent County Board member, County Board chairman, or Countywide elected official whose office the contract to be awarded will benefit within the current and previous calendar year. The contractor, union, or vendor shall update such disclosure annually during the term of a multi-year contract and prior to any change order or renewal requiring approval by the county board. For purposes of this disclosure requirement, "contractor or vendor" includes owners, officers, managers, lobbyists, agents, consultants, bond counsel and underwriters counsel, subcontractors, and corporate entities under the control of the contracting person, and political action committees to which the contracting person has made contributions.

Has the Bidder made contributions as described above?

☐ Yes

☒ No

If "Yes", complete the required information in the table below.

RECIPIENT	DONOR	DESCRIPTION (e.g., cash, type of item, in-kind services, etc.)	AMOUNT/VALUE	DATE MADE

All contractors and vendors who have obtained or are seeking contracts with the County shall disclose the names and contact information of their lobbyists, agents and representatives and all individuals who are or will be having contact with county officers or employees in relation to the contractor bid and shall update such disclosure with any changes that may occur.

Has the Bidder had or will the Bidder have contact with lobbyists, agents, representatives or individuals who are or will be having contact with county officers or employees as described above.

☐ Yes

☒ No

If "Yes", list the name, phone number, and email of lobbyists, agents, representatives, and all individuals who are or will be having contact with county officers or employees in the table below.

NAME	PHONE	EMAIL

Section III: Violations

A contractor or vendor that knowingly violates these disclosure requirements is subject to penalties which may include, but are not limited to, the immediate cancellation of the contract and possible disbarment from future County contracts. Continuing and supplemental disclosure is required. The Bidder agrees to update this disclosure form as follows:

- If information changes, within five (5) days of change, or prior to county action, whichever is sooner;
- 30 days prior to the optional renewal of any contract;
- Annual disclosure for multi-year contracts on the anniversary of said contract
- With any request for change order except those issued by the county for administrative adjustments

The full text of the County's Ethics Ordinance is available at:

[Ethics | DuPage Co, IL](#)

The full text of the County's Procurement Ordinance is available at:

[ARTICLE VI. - PROCUREMENT | Code of Ordinances | DuPage County, IL | Municode Library](#)

Section IV: Certification

By signing below, the Bidder hereby acknowledges that it has received, read, and understands these requirements, and certifies that the information submitted on this form is true and correct to the best of its knowledge.

Printed Name: Kristen A. Sheffield Signature: !

Title: Executive Director Date: 7/25/25



File #: ED-P-0002-25

Agenda Date: 9/16/2025

Agenda #: 7. B.

AWARDING RESOLUTION ISSUED TO
WHEATON WARRENVILLE CUSD 200
TO PROVIDE JOB TRAINING AND EMPLOYMENT SERVICES
FOR YOUTH CLIENTS IN DUPAGE COUNTY
FOR WORKFORCE DEVELOPMENT DIVISION
(CONTRACT TOTAL AMOUNT \$200,000)

WHEREAS, proposals have been taken and evaluated in accordance with County Board policy; and

WHEREAS, the Economic Development Committee recommends County Board approval for the issuance of a contract to Wheaton Warrenville CUSD 200, to provide Job Training and Employment Services for Youth Clients, for the period of October 1, 2025 through September 30, 2026, for Workforce Development Division.

NOW, THEREFORE BE IT RESOLVED, that said contract is to provide Job Training and Employment Services for Youth Clients, for the period of October 1, 2025 through September 30, 2026 for Workforce Development Division per RFP # 25-084-WIOA, be, and it is hereby approved for the issuance of a contract purchase order by the Procurement Division to Wheaton Warrenville South CUSD 200, 130 West Park Avenue, Wheaton, IL 60189, for a contract total amount of \$200,000.

Enacted and approved this 23rd Day of September, 2025 at Wheaton, Illinois.

DEBORAH A. CONROY, CHAIR
DU PAGE COUNTY BOARD

Attest: _____

JEAN KACZMAREK, COUNTY CLERK



Procurement Review Comprehensive Checklist
Procurement Services Division
This form must accompany all Purchase Order Requisitions

SECTION 1: DESCRIPTION

General Tracking		Contract Terms	
FILE ID#:	RFP, BID, QUOTE OR RENEWAL #: 25-084-WIOA	INITIAL TERM WITH RENEWALS: 1 YR + 3 X 1 YR TERM PERIODS	INITIAL TERM TOTAL COST: \$200,000.00
COMMITTEE: ECONOMIC DEVELOPMENT	TARGET COMMITTEE DATE: 09/16/2025	PROMPT FOR RENEWAL:	CONTRACT TOTAL COST WITH ALL RENEWALS: \$200,000.00
	CURRENT TERM TOTAL COST: \$200,000.00	MAX LENGTH WITH ALL RENEWALS: FOUR YEARS	CURRENT TERM PERIOD: INITIAL TERM
Vendor Information		Department Information	
VENDOR: Wheaton Warrenville CUSD 200	VENDOR #:	DEPT: WDD	DEPT CONTACT NAME: Lisa Schvach
VENDOR CONTACT: Dr. Jeff Schuler	VENDOR CONTACT PHONE: 630.882.2002	DEPT CONTACT PHONE #: 630.955.2066	DEPT CONTACT EMAIL: lschvach@worknetdupage.org
VENDOR CONTACT EMAIL: jeff.schuler@cusd200.org	VENDOR WEBSITE:	DEPT REQ #:	
Overview			
DESCRIPTION Identify scope of work, item(s) being purchased, total cost and type of procurement (i.e., lowest bid, RFP, renewal, sole source, etc.). The Workforce Innovation and Opportunity Act (WIOA) provides funding for job training and employment services to the residents of DuPage County.			
JUSTIFICATION Summarize why this procurement is necessary and what objectives will be accomplished The WIOA program is designed to assist DuPage County residents achieve self-sufficient employment in in-demand occupations.			

SECTION 2: DECISION MEMO REQUIREMENTS

DECISION MEMO NOT REQUIRED	Select an item from the following dropdown menu to identify why a Decision Memo (Section 3) is not required.
DECISION MEMO REQUIRED	Select an item from the following dropdown menu to identify why a Decision Memo (Section 3) is required.
RFP (REQUEST FOR PROPOSAL)	

SECTION 3: DECISION MEMO

STRATEGIC IMPACT	Select an item from the following dropdown menu of County's strategic priorities that this action will most impact. ECONOMIC GROWTH
SOURCE SELECTION	Describe method used to select source. A Request for Proposal was issued to secure contracts to serve WIOA youth in DuPage County
RECOMMENDATION AND TWO ALTERNATIVES	Describe staff recommendation and provide justification. Identify at least 2 other options to accomplish this request, including status quo, (i.e., take no action). 1.) Provide a contract to Wheaton Warrenville CUSD 200 2.) Seek new bids through an RFP The recommendation is to award a contract to Wheaton Warrenville CUSD 200 as they have extensive experience serving youth in DuPage County.

SECTION 4: SOLE SOURCE MEMO/JUSTIFICATION

JUSTIFICATION	Select an item from the following dropdown menu to justify why this is a sole source procurement.
NECESSITY AND UNIQUE FEATURES	Describe the product or services that are not available from other vendors. Explain necessary and unique features or services. Attach letters from manufacturer, letters from distributor, warranties, licenses, or patents as needed. Be specific.
MARKET TESTING	List and describe the last time the market has been tested on the applicability of the sole source. If it has not been tested over the last 12 months, explain why not.
AVAILABILITY	Describe steps taken to verify that these features are not available elsewhere. Included a detailed list of all products or services by brand/manufacturer examined and include names, phone numbers, and emails of people contacted.

SECTION 5: Purchase Requisition Information

<i>Send Purchase Order To:</i>		<i>Send Invoices To:</i>	
Vendor: Wheaton Warrenville CUSD 200	Vendor#:	Dept: HR	Division: WDD
Attn: Ian Smith	Email: ian.smith@cusd200.org	Attn: Thaddeus Zychowski	Email: tzychowski@worknetdupage.org
Address: 130 West Park Ave	City: Wheaton	Address: 2525 Cabot Drive Suite 302	City: Lisle
State: IL	Zip: 60189	State: IL	Zip: 60532
Phone: 630.682.2464	Fax:	Phone:	Fax:
<i>Send Payments To:</i>		<i>Ship to:</i>	
Vendor: Wheaton Warrenville CUSD 200	Vendor#:	Dept:	Division:
Attn: Ian Smith	Email: ian.smith@cusd200.org	Attn:	Email:
Address: 130 West Park Ave	City: Wheaton	Address:	City:
State: IL	Zip: 60189	State:	Zip:
Phone:	Fax:	Phone:	Fax:
Shipping		Contract Dates	
Payment Terms: PER 50 ILCS 505/1	FOB: Destination	Contract Start Date (PO25): Oct 1, 2025	Contract End Date (PO25): Sep 30, 2026
Contract Administrator (PO25):			

Purchase Requisition Line Details											
LN	Qty	UOM	Item Detail (Product #)	Description	FY	Company	AU	Acct Code	Sub-Accts/ Activity Code	Unit Price	Extension
1	1	EA		Youth Training Program	FY26	5000	2840	53820	25-681006	200,000.00	200,000.00
FY is required, assure the correct FY is selected.										Requisition Total	\$ 200,000.00

Comments	
HEADER COMMENTS	Provide comments for P020 and P025.
SPECIAL INSTRUCTIONS	Provide comments for Buyer or Approver (not for P020 and P025). Comments will not appear on PO.
INTERNAL NOTES	Provide comments for department internal use (not for P020 and P025). Comments will not appear on PO.
APPROVALS	Department Head signature approval for procurements under \$15,000. Procurement Officer Approval for ETSB.

The following documents have been attached: ☐ W-9 ☒ Vendor Ethics Disclosure Statement

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
	Email Address	ian.smith@cusd200.org
	Phone	630-682-2464
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.



**THE COUNTY OF DUPAGE
FINANCE - PROCUREMENT
IN-SCHOOL AND OUT-OF-SCHOOL YOUTH SERVICES 25-084-WIOA
BID TABULATION**

		√	√	√	
Criteria	Available Points	LITE	Little Friends, Inc.	Parents Alliance	Wheaton Warrenville CUSD 200
Firm Qualifications	20	13	14	18	15
Key Qualifications	30	20	25	29	23
Project Understanding	30	22	26	29	25
Price	20	20	20	20	20
Total	100	75	85	97	83

Fee and Rate Proposal (Design Only)	\$ 120,000.00	\$ 120,000.00	\$ 591,928.00	\$ 120,000.00
Percentage of points	100%	100%	100%	100%
Points awarded (wtd against lowest price)	20	20	20	20

NOTES
1) DuPage Area Occupational Education System has withdrawn its bid.

RFP Posted on 7/1/2025	VC, HK
Bid Opened On 8/4/2025, 2:30 PM by	
Invitations Sent	79
Total Requesting Documents	6
Total Bid Responses Received	5



DuPage County
Finance Department
Procurement Division
421 North County Farm Road
Room 3-400
Wheaton, Illinois 60187-3978

REQUIRED VENDOR ETHICS DISCLOSURE STATEMENT

Section I: Contact Information

Please complete the contact information below.

BID NUMBER:	24-084-WIOA
COMPANY NAME:	Wheaton Warrenville CUSD 200
CONTACT PERSON:	Ian Smith
CONTACT EMAIL:	ian.smith@cusd200.org

Section II: Procurement Ordinance Requirements

Every contractor, union, or vendor that is seeking or has previously obtained a contract, change orders to one (1) or more contracts, or two (2) or more individual contracts with the County, shall provide to the Procurement Division a written disclosure of all political campaign contributions made by such contractor, union, or vendor to any incumbent County Board member, County Board chairman, or Countywide elected official whose office the contract to be awarded will benefit within the current and previous calendar year. The contractor, union, or vendor shall update such disclosure annually during the term of a multi-year contract and prior to any change order or renewal requiring approval by the county board. For purposes of this disclosure requirement, "contractor or vendor" includes owners, officers, managers, lobbyists, agents, consultants, bond counsel and underwriters counsel, subcontractors, and corporate entities under the control of the contracting person, and political action committees to which the contracting person has made contributions.

Has the Bidder made contributions as described above?

☐ Yes

☒ No

If "Yes", complete the required information in the table below.

RECIPIENT	DONOR	DESCRIPTION (e.g., cash, type of item, in-kind services, etc.)	AMOUNT/VALUE	DATE MADE

All contractors and vendors who have obtained or are seeking contracts with the County shall disclose the names and contact information of their lobbyists, agents and representatives and all individuals who are or will be having contact with county officers or employees in relation to the contractor bid and shall update such disclosure with any changes that may occur.

Has the Bidder had or will the Bidder have contact with lobbyists, agents, representatives or individuals who are or will be having contact with county officers or employees as described above.

☐ Yes

☒ No

If "Yes", list the name, phone number, and email of lobbyists, agents, representatives, and all individuals who are or will be having contact with county officers or employees in the table below.

NAME	PHONE	EMAIL

Section III: Violations

A contractor or vendor that knowingly violates these disclosure requirements is subject to penalties which may include, but are not limited to, the immediate cancellation of the contract and possible disbarment from future County contracts. Continuing and supplemental disclosure is required. The Bidder agrees to update this disclosure form as follows:

- If information changes, within five (5) days of change, or prior to county action, whichever is sooner;
- 30 days prior to the optional renewal of any contract;
- Annual disclosure for multi-year contracts on the anniversary of said contract
- With any request for change order except those issued by the county for administrative adjustments

The full text of the County's Ethics Ordinance is available at:

[Ethics | DuPage Co. IL](#)

The full text of the County's Procurement Ordinance is available at:

[ARTICLE VI. - PROCUREMENT | Code of Ordinances | DuPage County, IL | Municode Library](#)

Section IV: Certification

By signing below, the Bidder hereby acknowledges that it has received, read, and understands these requirements, and certifies that the information submitted on this form is true and correct to the best of its knowledge.

Printed Name: Dr. Jeff Schuler Signature _____

Title: Superintendent Date: 7/31/25



File #: ED-P-0003-25

Agenda Date: 9/16/2025

Agenda #: 7. C.

AWARDING RESOLUTION ISSUED TO
LEADERS IN TRANSFORMATIONAL EDUCATION (LITE)
TO PROVIDE JOB TRAINING AND EMPLOYMENT SERVICES FOR YOUTH IN DUPAGE COUNTY
FOR WORKFORCE DEVELOPMENT DIVISION
(CONTRACT TOTAL AMOUNT \$120,000)

WHEREAS, proposals have been taken and evaluated in accordance with County Board policy; and

WHEREAS, the Economic Development Committee recommends County Board approval for the issuance of a contract to Leaders in Transformational Education (LITE), to provide Job Training and Employment Services for Youth Clients, for the period of October 1, 2025 through September 30, 2026, for Workforce Development Division.

NOW, THEREFORE BE IT RESOLVED, that said contract is to provide Job Training and Employment Services for Youth Clients, for the period of October 1, 2025 through September 30, 2026 for Workforce Development Division per RFP # 25-084-WIOA, be, and it is hereby approved for the issuance of a contract purchase order by the Procurement Division to Leaders in Transformational Education (LITE), 446 59th Street, Lisle, IL 60532, for a contract total amount of \$120,000.

Enacted and approved this 23rd Day of September, 2025 at Wheaton, Illinois.

DEBORAH A. CONROY, CHAIR
DU PAGE COUNTY BOARD

Attest: _____

JEAN KACZMAREK, COUNTY CLERK



Procurement Review Comprehensive Checklist
Procurement Services Division
This form must accompany all Purchase Order Requisitions

SECTION 1: DESCRIPTION

General Tracking		Contract Terms	
FILE ID#:	RFP, BID, QUOTE OR RENEWAL #: 25-084-WIOA	INITIAL TERM WITH RENEWALS:	INITIAL TERM TOTAL COST: \$120,000.00
COMMITTEE: ECONOMIC DEVELOPMENT	TARGET COMMITTEE DATE: 09/16/2025	PROMPT FOR RENEWAL:	CONTRACT TOTAL COST WITH ALL RENEWALS: \$120,000.00
	CURRENT TERM TOTAL COST: \$120,000.00	MAX LENGTH WITH ALL RENEWALS: FOUR YEARS	CURRENT TERM PERIOD: INITIAL TERM
Vendor Information		Department Information	
VENDOR: Leaders In Transformational Education (LITE)	VENDOR #:	DEPT:	DEPT CONTACT NAME:
VENDOR CONTACT: Candace Thier	VENDOR CONTACT PHONE: 708.227.0508	DEPT CONTACT PHONE #:	DEPT CONTACT EMAIL:
VENDOR CONTACT EMAIL: candacet@liteleaders.org	VENDOR WEBSITE: www.liteleaders.org	DEPT REQ #:	
Overview			
DESCRIPTION Identify scope of work, item(s) being purchased, total cost and type of procurement (i.e., lowest bid, RFP, renewal, sole source, etc.). The Workforce Innovation and Opportunity Act (WIOA) provides funding for job training and employment services to residents of DuPage County.			
JUSTIFICATION Summarize why this procurement is necessary and what objectives will be accomplished The WIOA program is designed to assist DuPage County residents achieve self-sufficient employment in in-demand occupations.			

SECTION 2: DECISION MEMO REQUIREMENTS

DECISION MEMO NOT REQUIRED	Select an item from the following dropdown menu to identify why a Decision Memo (Section 3) is not required.
DECISION MEMO REQUIRED	Select an item from the following dropdown menu to identify why a Decision Memo (Section 3) is required.
RFP (REQUEST FOR PROPOSAL)	

SECTION 3: DECISION MEMO

STRATEGIC IMPACT	Select an item from the following dropdown menu of County's strategic priorities that this action will most impact. ECONOMIC GROWTH
SOURCE SELECTION	Describe method used to select source. A Request for Proposal was issued to secure contracts to serve WIOA youth in DuPage County.
RECOMMENDATION AND TWO ALTERNATIVES	Describe staff recommendation and provide justification. Identify at least 2 other options to accomplish this request, including status quo, (i.e., take no action). 1). Provide contract to Leaders in Transformation (LITE) 2.) Seek new bids through an RFP The recommendation is to award a contract to Leaders in Transformational Education (LITE) as they have experience serving youth in DuPage County.

SECTION 4: SOLE SOURCE MEMO/JUSTIFICATION	
JUSTIFICATION Select an item from the following dropdown menu to justify why this is a sole source procurement.	
NECESSITY AND UNIQUE FEATURES	Describe the product or services that are not available from other vendors. Explain necessary and unique features or services. Attach letters from manufacturer, letters from distributor, warranties, licenses, or patents as needed. Be specific.
MARKET TESTING	List and describe the last time the market has been tested on the applicability of the sole source. If it has not been tested over the last 12 months, explain why not.
AVAILABILITY	Describe steps taken to verify that these features are not available elsewhere. Included a detailed list of all products or services by brand/manufacturer examined and include names, phone numbers, and emails of people contacted.

SECTION 5: Purchase Requisition Information			
<i>Send Purchase Order To:</i>		<i>Send Invoices To:</i>	
Vendor: Leaders in Transformational Education	Vendor#:	Dept:	Division:
Attn: Candace Thier	Email: candacet@liteleaders.org	Attn:	Email:
Address: 446 59th Street	City: Lisle	Address:	City:
State: IL	Zip: 60532	State:	Zip:
Phone: 708.227.0508	Fax:	Phone:	Fax:
<i>Send Payments To:</i>		<i>Ship to:</i>	
Vendor: Leaders in Transformational Education	Vendor#:	Dept:	Division:
Attn: Candace Thier	Email: candacet@liteleaders.org	Attn:	Email:
Address: 446 59th Street	City: Lisle	Address:	City:
State: IL	Zip: 60532	State:	Zip:
Phone: 708.227.0508	Fax:	Phone:	Fax:
Shipping		Contract Dates	
Payment Terms: PER 50 ILCS 505/1	FOB: Destination	Contract Start Date (PO25): Oct 1, 2025	Contract End Date (PO25): Sep 30, 2026
Contract Administrator (PO25):			

Purchase Requisition Line Details											
LN	Qty	UOM	Item Detail (Product #)	Description	FY	Company	AU	Acct Code	Sub-Accts/ Activity Code	Unit Price	Extension
1	1	EA		Youth Training Program	FY26	5000	2840	53820	25-681006	120,000.00	120,000.00
FY is required, assure the correct FY is selected.										Requisition Total	\$ 120,000.00

Comments	
HEADER COMMENTS	Provide comments for P020 and P025.
SPECIAL INSTRUCTIONS	Provide comments for Buyer or Approver (not for P020 and P025). Comments will not appear on PO.
INTERNAL NOTES	Provide comments for department internal use (not for P020 and P025). Comments will not appear on PO.
APPROVALS	Department Head signature approval for procurements under \$15,000. Procurement Officer Approval for ETSB.

The following documents have been attached: ☐ W-9 ☒ Vendor Ethics Disclosure Statement



DuPage County
Finance Department
Procurement Division
421 North County Farm Road
Room 3-400
Wheaton, Illinois 60187-3978

PROPOSAL FORM

Section I: Contact Information

Complete the contact information below.

RFP NUMBER:	24-084-WIOA
COMPANY NAME:	Leaders In Transformational Education
MAIN ADDRESS:	446 59th st
CITY, STATE, ZIP CODE:	Lisle, IL. 60532
TELEPHONE NO.:	708-227-0508
CONTACT PERSON:	Candace Thier
CONTACT EMAIL:	candacet@liteleaders.org

Section III: Certification

The undersigned certifies that they are:

- ☐ The Owner or Sole Proprietor ☐ A Member authorized to sign on behalf of the Partnership ☒ An Officer of the Corporation ☐ A Member of the Joint Venture

Herein after called the Offeror and that the members of the Partnership or Officers of the Corporation are as follows:

_____ (President or Partner)	_____ (Vice-President or Partner)
_____ (Secretary or Partner)	_____ (Treasurer or Partner)

Further, the undersigned declares that the only person or parties interested in this Proposal as principals are those named herein; that this Proposal is made without collusion with any other person, firm or corporation; that he has fully examined the proposed forms of agreement and the contract specifications for the above designated purchase, all of which are on file in the office of the Procurement Officer, DuPage County, 421 North County Farm Road, Wheaton, Illinois 60187, and all other documents referred to or mentioned in the contract documents, specifications and attached exhibits, including Addenda No. _____, _____, and _____ issued thereto.

Further, the undersigned proposes and agrees, if this Proposal is accepted, to provide all necessary machinery, tools, apparatus, and other means of construction, including transportation services necessary to furnish all the materials and equipment specified or referred to in the contract documents in the manner and time and at the price therein prescribed.

B. PROPOSAL COVER/YOUTH PROVIDER INFORMATION FORM**Proposal Cover/Youth Provider Information Form**

Legal Name of Applicant Agency	Leaders In Transformational Education	
Number of Years in Business	11 years	
FEIN Number		
Type of Organization	Educational Institution Private for Profit xCommunity Agency Other (Describe) ____	
Address – Administrative Office	Address	446 59th st
	City, State ZIP	Lisle, Illinois 60532
	Web Site URL	https://liteleaders.org
Address of Program Location – This is the location where the services described in this application will be provided.	Address	1323 Bond St.
	City, State ZIP	Naperville, IL 60563
Principal of Agency –CEO/Executive Director/President	Name	Candace Thier
	Title	CEO
	Email Address	candacet@liteleaders.org
	Phone	708-227-0508
Program Contact Person	Name	De'Chon Jones
	Title	Program Supervisor
	Email Address	dechonj@liteleaders.org
	Phone	331-228-0816
Funding Amount Requested	\$ 120,000.00	
Primary Program Name and Target Population	LITE Workforce 16 - 24 years old youth	
Number of Youth to be served	15	

Executive Summary

Leaders In Transformational Education (LITE) was established as a 501C3 organization in 2014 and began serving the communities of Aurora in 2016 with a grant from the Department of Human Services (IDHS). Since our initial award from IDHS, LITE has been granted awards from the department annually. Our organization was founded by four diverse women that worked in community based social service organizations with a collective of over fifty years of experience providing service and managing programming for teens, young adults and their families. Our experience delivering services to at-risk youth, involved with child welfare, and the justice system led to focusing on a specific population. LITE has delivered workforce programming in 2019 with vendor support services. These services were paid work experiences for youth following basic employability skills training and technical training for the work. In 2020 with the pandemic our workforce changed to virtual career exploration with twice per month professionals conducting presentations and Q&A sessions. Beginning 2021, LITE began programming to place youth in summer jobs and on career tracks. Youth are ages 16 – 24 who are either out of school or disengaged and are unable to gain a foothold in the workforce. Our programming and services have evolved from coordinating paid work experiences for summer, paid event support activities, job placements, and assisting with entry into post-secondary education to more formalized workforce development.

Summary of proposed program

The LITE youth workforce program is aligned with our mission to provide the services and programming to support 16 – 24 years old youth in gaining the experience, knowledge, and skills to obtain higher earnings and identify their career pathway. Our programming for high school age youth is focused on immersive career exploration, interactive life skill development, and hands-on work experiences. Our in-school youth cohort attend programming afterschool two days per week for two hours per session. Our out of school youth, alternative school, older youth's cohort attend early evening programming two days for two hours each day. Youth are assigned to a LITE coach who provides case management and facilitates programming. Each cohort is ten participants. This number of youths allows for more individualized attention toward building rapport and following up on post program placements. We anticipate serving one cohort of ten youth for this proposal.

This proposal is the first one LITE has submitted for a WIOA program. Although, LITE has provided programming to assist low-income at-risk youth with workforce development services. Since LITE's inception our organization has provided youth with hands on training to obtain paid work experiences through our own vendor support program. The vendor support program was yearlong facilitation of job readiness, interview skills, job search, and resume writing skills. Our LITE coaches would be on site observing youth conduct jobs to assist event organizers and vendors set up, breakdown, and aid with the entire time of the event. Youth would earn an incentive and debrief the tasks they completed and how those tasks would translate to resume

and interview response. LITE worked with Goodwill hiring managers to fill open positions by providing a bootcamp with full day skill building and job readiness for a two-week period. Goodwill hiring managers hired our youth to fill positions. LITE has worked with employers to build out special programs to prepare youth to fill positions and provide support services. Sha-Poppin Gourmet popcorn hired these youth. Currently, LITE has youth employed at the Maywood Park District and Sha-Poppin for the summer. Each summer LITE has worked with businesses and programs to place youth into paid internships with ten youth placed in summer jobs across Aurora in the summer of 2024.

As with all LITE programs we partner with organizations that provide equal reciprocal supports and service toward the common goal of supporting youth to achieve their goals. Our current partners for this proposal include R & R Trade school, Illinois Ready Mix Concrete Association, Menta alternative school group, Eternity World Community, and 360 Youth Services. We are continuing to develop relationships to support our programs and businesses.

Objectives of program

The LITE program is designed to assess youth competency and capacity to engage in workforce development. The target population has several factors that delay readiness to enter the workforce. These assessed factors include low academic performance, poor interpersonal skills, low comprehension of basic life skills, and low or limited awareness of how to acquire a job or advance to post-secondary education. Our focus is to build skills and knowledge of our participants to successfully navigate daily living, enter the workforce, and retain employment. Our top five objectives align with the LITE mission and the WIOA performance standards.

First objective: 100% of enrolled youth will be assessed to determine level of competency to successfully complete program objectives, this is completed with a formal Casey life skill and employability skill assessment, and informal observations made by the LITE coach.

Second objective: 100% of enrolled youth will participate in life skill development and Trade certification programs. We anticipate 100% of engaged youth will gain the life skills needed to manage themselves and the work environment to maintain employment. We anticipate 100% of these youth will complete all requirements for the concrete certification program.

Third objective: enroll youth who complete the skills and certification program into secondary Trade certification in preparation for on-the-job training, internship, pre-apprenticeship.

Fourth objective for youth 18 and older youth to secure an unsubsidized job placement. We anticipate 85%- 90% of older youth will obtain a job and remain continuously employed.

Fifth objective for youth 16-17 years old is to complete secondary or alternative education and the above objectives with exception to engage in career exploration and short-term work experiences.

Program Description

Outreach & Recruitment

LITE conducts year-round recruitment activities to serve our target population. This population is not easy to reach and engage into services on a volunteer basis, however we have employed several strategies that have proven to engage and enroll participants. LITE staff participate in community events where we promote programming. We meet with school administrators, community-based organizations who serve the population. LITE coaches go to the community spaces such as libraries, fairs, and youth group areas. LITE recruitment sources include youth in care residential programs, alternative education programs, local government youth service departments, police departments, high schools, shelters, and partner youth serving organizations.

The programming that we promote is based on assessments and interviews with youth groups helping us identify service needs and programmatic interests. One of the key tools for recruitment and retention is our learn and earn model.

LITE programs participants are voluntary and require continuous outreach and recruitment. Outreach efforts and marketing of our programs is a multi-layered process targeting the broader community with awareness, youth serving entity presentations, and peer to peer promotions.

Timeline of recruitment activities

August – September	Program supervisor, LITE coaches to table at back-to-school events and submit flyers about the program to community coalitions and at meeting. Distribute flyers and facilitate presentations to employer groups, schools, and youth serving organizations. Our partnership with 360 youth services is a primary referral source for this program and LITE has a relationship with The Bridge alternative school. CEO will outreach to The Bridge to discuss programming and referral process.
August 2 nd – August 15 th	Back to school events will be opportunity to distribute promotional materials, meet with parents and youth serving organizations.
August – September	LITE CEO and COO meetings with school administration at the Menta school group, employers, and directors of community-based organizations. Promotion through social media and tags announce program, CEO and communications consultant. Program supervisor and LITE coaches to meet with youth and present the program and 1 st cohort start date.
September-October	Program supervisor, CEO, and COO continued outreach to schools and youth groups for on-going recruitment.
September – December	Recruitment for a second cohort for start mid-January. Outreach and recruitment will repeat throughout the year.
January – February	Additional recruitment activities if needed for this fiscal year.

Communications and outreach plan

LITE program supervisor, coaches, and CEO present in person to youth groups at schools, community-based youth serving programs, and neighborhood groups. Participants will receive a QR code to access information about the program, hours and locations, the length of program, and the outcomes. The structure of the program with the continuum of service throughout the process and supports available for their success. LITE coaches will be available to answer questions and make connections to potential participants. A registration link will be available on the LITE website and on distributed flyers.

Intake – Eligibility

All youth must register for LITE programming. The registration form collects demographics, education level, work experience, and contact information including home address. Following the initial registration, LITE coaches contact the youth and begin the intake process. During the initial contact the LITE coach will verify the program and services of interest followed by determining eligibility for the workforce program. Coaches will obtain economic level through Medicaid verification, copy of social security card or birth certificate to determine ability to work, and school reports to aid in determining academic level. Most of our current target population is in foster care or about to age out of the system. Our target population are low-income individuals who live in poor communities. The Program supervisor and Chief Behavioral Officer will make final determinations of eligibility. All participant records are kept electronically within our Microsoft 365 enterprise software. LITE coaches upload documents into individualized participant files.

Youth that meet the general eligibility requirements will then complete a TABE assessment to determine competency level and additional literacy needs prior to placement into pre-apprenticeship. All eligible youth will participate in life skills development following the completion of the Casey Life Skills assessment. The initial phases of the program will identify academic capacity and service needs in addition to life skills service needs. Youth will be engaged in services to improve levels of reading and/or math along with life skills to improve social emotional regulation, financial literacy, and employability skills as identified through assessment.

The LITE coaches will administer the Casey life skills assessment and LITE will have youth complete the TABE assessment at the local community college. This initial stage of the intake process to be completed within the first 30 days of engagement. Youth identified as needing academic skill remediation will be referred to tutorial services available through the local community college or if needed private service.

Individual Service Strategy

All youth enrolled in programming with LITE have a Life Plan (individualized service strategy). LITE coaches begin the development of the Life Plan at the Intake phase. They gather

information informally through interview and rapport building. This followed by administering assessments and placing the identified need onto the Life Plan. The tools and methods of assessments used to evaluate the key areas for youth success are as follows.

Basic academic skills: LITE works with youth in secondary alternative education programs and works with the school to assist with obtaining formal assessment of basic academic skills. Out of school youth will complete the TABE assessment administered by the local community college. Upon receipt of academic competency reports, LITE coaches and youth will add to their Life plan action steps to improve any areas of deficit.

Employability readiness: LITE will administer the Illinois Worknet Self-evaluation of essential skills. This tool will provide insights about 10 essential skills to include computer literacy and 9 soft skills.

Interest and aptitudes: The CCI Quick Pic survey on the Illinois Worknet site will be completed with the assistance of a LITE coach to obtain a board area of potential career pathways the youth maybe interested in pursuing.

Prior Work Experience: Our registration forms gather prior work experience and if the participant knows their dream job. Work experience information is further gathered at intake through LITE coach interview.

Digital literacy: This information is obtained from the self-evaluation of essential employability skills tool.

Occupational skills: LITE will utilize the Occupational Sort tool from Illinois Worknet for youth to assess their likes and dislikes of tasks or factors.

Supportive service needs: Throughout the program, LITE coaches will assess supportive service needs to ensure barriers are mitigated or removed from hindering the youth from complete the program and obtaining work experience and/or employment.

Developmental needs: The Casey Life Skills assessment will provide a basis for LITE to identify basic and advance life skill needs. In the event a participant demonstrates developmental delays preventing them from fully participating in the program, LITE will contact community service providers to conduct an assessment and provide recommendations for appropriate referral.

Career Exploration Activities

LITE's formal interest assessment and informal information gathering about youth interests provides a base for identifying and coordinating career exploration activities. LITE career exploration is immersive with hands on activities to provide youth with an experience to fully understand the type of activity involved with career. LITE's concrete certification program has 8 learning modules with a tour of a concrete manufacturing company and a final project where youth create a mini skate park using concrete. Career exploration across other industries include

meeting with professionals for presentation and Q&A time. We take youth on tours to companies and colleges to experience career options. Each career exploration is planned and structured to ensure youth prepare for the experience and the industry has hands on activities to support greater understanding of the work.

Identifying and Addressing Barriers

Through the course of building relationship between the youth and LITE coach, informal and formal assessments are completed to gain a full understanding of barriers or challenges preventing youth from gaining or maintaining self-sufficient employment. LITE coaches are trained in motivational interviewing techniques to assess strengths and challenges. Coaches observe how youth are participating in services and engage in one-to-one sessions to identify barriers to completing any of the course activities and attendance. Based upon the barrier, LITE coaches contact community resources to address needs that LITE cannot mitigate. One of the most critical components of working with this population is to build trust between the LITE coach and youth. When trust is built, the youth and coach work together toward gaining and maintain self-sufficiency.

Approach to Integrating Career Pathways

LITE youth begin their self-sufficient journey with completion of assessment and exploration of interests and aptitudes. Our initial evaluation of academic capacity provides a starting point for needed skills for any career. LITE pairs up the initial academic capacity building with life skills development. While youth are building these skills, we explore interest and aptitudes with formal assessment from the Illinois Worknet system, in the career pathways that where we have partnerships for pre-apprenticeship, internships, and work experience placements. We focus our internal efforts on recruitment of youth interested in trades from construction, hospitality, and manufacturing.

Service Delivery

LITE coaches working with youth and provide case management as well as one-to-one sessions. Our coaches inform the youth of the expectations of the program at their orientation session. The orientation includes the requirement of attendance, participation, and documentation the client must submit. LITE's maintains contact with youth weekly and follows up on progress for each action and objective on the case plan. All documents required for submission weekly are housed electronically in our Microsoft 365 platform in each individual client file.

Training Description and Outline

- Total hours of instruction and programming: 80 hours of instruction & pre-apprentice 192
- Curriculum content and instructional tools or platforms used: evidence base curriculum life skills in person and virtual, Illinois Worknet materials and platform in person and virtual.

- Program duration, including anticipated start and end dates: Start date October 1st – March with pre-apprentice from February - June
- Customer flow chart illustrating the timeline and sequence of all program activities
- Industry-recognized credentials participants will have the opportunity to earn:
 - OSHA 10, CPA, IBHE -HVAC preparation for Universal EPA license, forklift
- Relevant labor market information that supports the training’s alignment with in-demand occupations: Depart of Labor review and local job market openings are used to identify in-demand occupations and opening for our age group.

Job Readiness Training

LITE coaches are experience job readiness trainers. The LITE coaches work with cohort groups of up to ten youth and conduct workshops and classroom style instruction for each of the job readiness components. They provide one -on -one additional assistance for youth to have a completed resume, interview preparation, and contextualized math and writing skills. LITE coaches set appointments to meet in person or virtually to ensure availability and flexibility to meet one-on-one. Group sessions are scheduled at least two days per week for two hours each day to work on components.

Soft skills and workplace preparation: Our soft skills training includes communication, conflict resolution, personal and professional ethics and teamwork. Each unit is one week in length at two days per week for two hours each session and is in person led by the LITE coach.

- A. Personal Ethic/Work Ethic Unit
 - a. Integrity- Respect, Perseverance, Positive attitude
 - b. Dependability, Regular Attendance
 - c. Commitment
 - d. Professionalism
- B. Communication Skills Unit
 - a. Active Listening
 - b. Clear Communication
- C. Teamwork Unit
 - a. Critical Thinking
 - b. Effective and Cooperative Work
- D. Life skills Unit (6 weeks)
 - a. Financial literacy- (4 weeks)
 - b. Conflict resolution- (2 weeks)

Each one-week unit listed below will be two hours twice per week in person followed by virtual sessions for youth needing additional assistance.

- **Resume writing:** LITE coaches provide youth with instruction about the resume and purpose. They are given examples and are instructed how to write their resume based on their personal history and tailoring the document to the desired job position.
- **Interview preparation:** LITE coaches will help the youth understand the interview process; they will provide a connection with the listed activities on their resume and job requirements with the type of question they may be asked to explain.
- **Job search skills:** LITE coaches introduce the job search resource available through Illinois Worknet and how to search job openings for the career exploration partners.
- **Industry-specific vocabulary:** While preparing youth for the job they will apply, vocabulary used for the industry and used on the job description will be defined and used during interview preparation.
- **Workplace communication:** This skill is a part of the soft skills training described above.
- **Work ethic:** This component is part of the soft skills training described above.
- **Contextualized math and writing:** The requirements for employment are reviewed by the LITE coach and youth, the specific needs for employment and type of job requirements such as carpentry math are identified and tutorial assistance provided.

Introduction to Trades with concrete certification program following life skills and employability. After the initial thirteen weeks, some youth will move directly into pre-apprenticeships however in-school youth will continue for five more weeks of the concrete certification program.

Program Elements

- A. The tutoring, study skills training will be done through the schools for our in-school population. LITE has partnerships with alternative school across our service area. In the event our out of school or at risk of out of school youth will be provided with tutorial assistance through partners including the Alive Center and local community colleges. LITE has an MOU with the Alive Center of which LITE has an established partnership. LITE works closely with the Alive Center and is present at the program. LITE will collect information about the grades and progress made by LITE participants in the tutoring program.
- B. LITE works closely with alternative education programs; Menta School Group, West 40, the Bridge program. LITE has an established relationship with Menta and West 40. Although we have been in discussion with the Bridge program, we are in planning. LITE has worked with community colleges to include Waubensee and the College of DuPage for academic testing, remedial educational services, and enrollments into the school. LITE will collect enrollment information and meet with partner agencies to assess progress of participants.
- C. LITE will provide several program elements any remaining elements not provided by LITE will be provided by partner organizations. The following program elements provided by

LITE are paid and unpaid work experiences that include placement and monitoring of summer employment opportunities, internships, pre-apprenticeships, job shadowing and on the job training. Our previous work with places such as Goodwill, Sams Club, Music Matters, and Concrete companies (Ozinga and Prairie) are places we will formalize this year. We will work toward acquiring the MOUs from the above partners over the course of the next few months.

- D.** LITE and R&R Trade have been working together since May 2025 and formalizing our relationship with an MOU this fall. LITE staff are onsite at the school while youth are receiving occupational training. Youth that complete will receive industry accepted certificates.
- E.** LITE is providing the workforce preparation and training utilizing the Illinois Worknet resources and LITE staff facilitating additional job readiness skills.
- F.** LITE is providing leadership development through our evidence based civic engagement and leadership curriculum and providing pro-social activities, community service opportunities, and specialized programming. All youth participate in soft skill and life skill sessions with our LITE coaches.
- G.** Supportive services that are tangible and impact youth ability to overcome barriers to successful outcomes will be attended to by LITE. Supportive services that LITE does not have access to will be coordinated by LITE as needed.
- H.** Our LITE coaches are engaged with youth throughout any program and beyond the program as a positive adult mentor. There will be a dedicated LITE coach for this program who will maintain relationship and provide during and after program mentorship.
- I.** Follow up services will be completed by LITE coaches.
- J.** Comprehensive guidance and counseling for youth is done through referral. Although LITE coaches will provide facilitation of life skills that present information about healthy lifestyles, local providers for substance abuse and mental health are on our list of providers for referral.
- K.** LITE facilitates financial literacy and partners with Chase and Fifth-Third Bank to present topics about money management to our youth.
- L.** Entrepreneurial skills training- LITE has worked with a local provider to present basic concepts and understanding about starting a business and will outreach for service to these youth.
- M.** LITE employees will utilize the IDES and Worknet resources for information about labor market and employment in formation and in-demand industry sectors. Although LITE is focus on the Trades that includes construction, additional occupations of interest to our youth have been hospitality and the arts.
- N.** LITE participants have gone on to post-secondary educational institutions. LITE has taken these youth on college tours, met with advisors, and met with professors and associates for Q & A sessions on campus. Our team all have degrees and help youth navigate the process.

Partnerships

LITE's partnership with R & R Trade schools will offer youth with training that leads to certifications in the Trades. LITE is in progress MOU with R & R Trade awaiting signed copy to be returned. LITE has worked with the Mid-American Carpentry Pre-Apprenticeship program over the years however does not have an MOU.

Work-based Learning

- Length and structure-youth participating in pre-apprenticeships for the average duration of 24 weeks will be paid \$15/hour. This rate of pay will be applicable for paid internships and job shadowing events, the length of time for these are based on employer structure.
- Employer partnerships-several years working with the Illinois Ready Mix Concrete Assoc. provides direct connection to all local companies for sponsorships to apprenticeship. Several years with Sha-Poppin youth job placements, local business for entry level positions. We have developed relationships to allow for youth to gain hands on work experience and a learning environment to advance employability skills.
- Skill Development-youth will demonstrate employability skills, technical skills of the business, demonstrate work etiquette and entrepreneurship, youth will build knowledge of the job duties and responsibilities to convert on their resumes and interview skills.
- Supervision and Mentorship-LITE coaches will maintain mentoring contact with youth and meet weekly along with check in to youth and employers. Employers will provide performance information to the coaches. Coaches and employers will work together to mitigate any concerns to support retention of youth.
- Alignment with Career Pathways-as described above, the alignment with the labor reports and local job openings.
- Assessment and Feedback-coaches will check in with employers to document youth performance on the job. Technical skills and employability skills will be assessed. Assessments will occur quarterly or mid work experience timeframe.
- Employer Engagement Plan-LITE contacts employers via chambers, events, and recommendations to discuss the program. We seek work experience employers that have a reputation for working with youth recognizing the entry level status and that the program is a skill building opportunity. Career path employers are approached to discuss their needs and how we work together to place a ready and capable youth. LITE keeps open communication and check ins.
- Participant Preparation-Throughout youth training, LITE assesses youth readiness, demonstrated skills, and work environment fit. Youth with a good fit are prepared with orientation, tours, and requirements of the job.
- Wage Management-LITE anticipates being the employer of record and manage the payroll of the participants.

Post-Exit Follow-Up Services

Follow-Up Strategy and Timeline: Coaches will check-in monthly to see if any barriers have developed and provide resource to mitigate if needed. The follow up of participants can be challenging due to youth changing phone numbers frequently. The youth we work with respond to texting well. Our coaches work with youth to have a professional email address and will contact youth using the email and social media.

Employment Retention Support: LITE coaches continuously assess youth readiness for employment and demonstrating basic employability skills. Youth that have not demonstrated these skills will continue to work with coaches to prepare for the work environment. Coaches provide opportunities for youth to fully explore a career path to determine their commitment to the work involved in for the positions they are most qualified to apply. The match for a job, type of work, work environment, and supervisory style. LITE guidance includes training youth an appropriate way to address on the job concerns to include communicating with supervisors and the human resources department.

Post-Secondary Support: Youth interested in pursuing post-secondary education for in-school youth are guided to their school counselors for assistance and support. LITE has scheduled on campus meetings with the college/university departments for presentations and meetings with students to gain a full understanding of the courses and what they needed to do to prepare and be successful students. All LITE coaches have college degrees from various institutions across the state and provide introductions and supports. Coaches check in with youth attending post-secondary education institutions via email, text, and on breaks.

Case Management and Documentation: Each LITE participant has an individual client file where case notes are maintained for every contact with youth. Their case plan of ISS will include follow up and track additional service needs.

Engagement Techniques: In addition to the follow up strategies described above, LITE will also reach out to parents in the event we are unable to contact the youth. Building a relationship with our employers, pre-apprentice programs, and schools allow us access to meet with youth on site.

Supportive Services: During our check in contacts with youth during the follow up period, coaches will inquire about any new or additional needs to maintain attendance and participation in education and training programs. Check ins with employed youth will include inquire about any support service needs. The initial support will be to connect youth to community resources and funding.

Outcome Tracking: Outcome tracking during and post program include tracking length of time youth constantly remains employed of which the evidence in the form of a copy of pay stub or letter from supervisor or human resources to verify retention and wage progression. Youth in educational programs or certifications will submit a copy of the transcript or certificate of completion.

Physical Location -EO/ADA: LITE programming is conducted at multiple sites. LITE coaches utilize spaces in communities such as Santori Library: 101 S River St Aurora, 360 Youth Service 1305 Oswego Rd, Naperville on site, Park District buildings. All the listed locations are ADA accessible. A new facility is being scouted currently to house training programs.

Past and Planned Outcomes

Program History: Although LITE has not operated a WIOA funded youth program, LITE has facilitated workforce development programs targeting youth. LITE began facilitating workforce development programs beginning 2018 with vendor support work experiences. Youth received employability skill training to include soft skill development, specific work experience technical training, safety training, and job readiness following the work experience. Youth vendor support involved all 16 – 24 years old participants. LITE coaches were on site and observed youth performance and processed their demonstrated skills. Coaches met with youth to help them translate the skills demonstrated into language for resume building and interview preparation. LITE college and university tours set up to meet youth interests in fields of study. LITE has conducted job readiness boot camps with hiring manager on site the last day, each summer following the end of COVID restrictions, LITE prepared and helped to place youth into summer employment with follow up and evaluation of demonstrated skills. LITE brought youth to Mid America pre- apprenticeship for carpentry tours and had two youth tests for the program. LITE trained and prepared youth for employment at Sha-Poppin, a marketing company, Sams Club, Goodwill, and local florist shops. Youth participants in all the above-mentioned training and education programs serve both in-school and out of school youth. Funding sources for the include Illinois Criminal Justice Information Authority, Dept. of Human Services, and fundraising.

Quantitative Data

Total number of youths enrolled: 255

Breakdown of services provided: paid summer work experience, academic assistance to include tutoring, career exploration with hand on learning and meeting with professionals and tours, life and employability skills training, job readiness workshops, pro-social skill development, and job placements.

Number of participants who completed the program: 181

Number and percentage of participants who:

- Entered employment: 157 working part time, 21 working full time
- Retained employment for at least 90 days: 135 or 75 % of those that entered employment remained for at least 90 days.
- Entered post-secondary education or training: attending college/university 36 or 20% of participants

- Earned a credential: forklift certification pre-apprenticeship completion 9 participants or 5%
- Achieved measurable skill gains: 145 or 80% youth demonstrated measurable skills gained

Documentation of Outcomes: LITE methodology for tracking outcomes of our employed youth was monthly contact with employers and collection of timesheets. LITE coaches would receive verification from youth entering post-secondary education through communication with parents, acceptance letters, and social media posts. Youth that completed certifications would provide a copy of the certification received. Documentation is kept on file in client files and reported on quarterly reports to funders. If there were any youth performance challenges the coaches would increase frequency of one-to-one sessions and reassess the current program compatibility.

Employer and Partner Collaboration: LITE partners include Trade companies, local business, and larger chain companies for summer work experiences and career pathway placements. LITE has worked with community partners to assist with education and certification program referrals. College and university partners have assisted with personalize tours and admissions counselor meetings.

Staffing and Capacity: LITE coaches involved with past performance and program delivery will participate in supporting this program. LITE has four coaches that delivered programming for the above youth outcomes. They will continue to facilitate aspects of the current proposed program. LITE will hire a full time LITE coach dedicated to the program for case management, facilitating aspects of the training, job placements, and follow up. LITE tracks performance through spreadsheets and client case files. Each staff member has specific key performance indicators of which their performance reviews are based. Formal reporting to funders is conducted by the administration team. The data is collected and reviewed prior to completing quarterly reports.

Organizational Information

Leaders In Transformational Education (LITE) is a community-based nonprofit with the mission to build creative pathways within low-income communities through education and training resulting in higher earning potential for Opportunity Youth. Our vision- all youth are self-sufficient. LITE has worked with this population for 10 years in Kane and Cook Counties. LITE programming is active year-round with cohorts of youth being served. LITE operations are Monday – Friday with each cohort meeting twice per week for two hours per meeting. Youth have an assigned LITE coach that conducts case management, facilitation of skill building, coordinates pro-social activities and immersive career exploration. LITE coaches conduct job readiness sessions, life skills sessions, and one-to-one mentoring. All LITE coaches maintain individualized client files completing case notes, assessments, Life or service plans, and required documentation of eligibility. LITE coaches have either a bachelor's or master's degree and have worked in various industries from Logistics to Social Services.



DuPage County
Finance Department
Procurement Division
421 North County Farm Road
Room 3-400
Wheaton, Illinois 60187-3978

PROPOSAL FORM

Section I: Contact Information

Complete the contact information below.

RFP NUMBER:	24-084-WIOA
COMPANY NAME:	Leaders In Transformational Education
MAIN ADDRESS:	446 59th st
CITY, STATE, ZIP CODE:	Lisle, IL. 60532
TELEPHONE NO.:	708-227-0508
CONTACT PERSON:	Candace Thier
CONTACT EMAIL:	candacet@liteleaders.org

Section III: Certification

The undersigned certifies that they are:

☐ The Owner or Sole
Proprietor

☐ A Member authorized to
sign on behalf of the
Partnership

☒ An Officer of the
Corporation

☐ A Member of the Joint
Venture

Herein after c

_____) _____

(Vice-President or Partner)

(Secretary or Partner)

(Treasurer or Partner)

Further, the undersigned declares that the only person or parties interested in this Proposal as principals are those named herein; that this Proposal is made without collusion with any other person, firm or corporation; that he has fully examined the proposed forms of agreement and the contract specifications for the above designated purchase, all of which are on file in the office of the Procurement Officer, DuPage County, 421 North County Farm Road, Wheaton, Illinois 60187, and all other documents referred to or mentioned in the contract documents, specifications and attached exhibits, including Addenda No. _____, _____, and _____ issued thereto.

Further, the undersigned proposes and agrees, if this Proposal is accepted, to provide all necessary machinery, tools, apparatus, and other means of construction, including transportation services necessary to furnish all the materials and equipment specified or referred to in the contract documents in the manner and time and at the price therein prescribed.



**THE COUNTY OF DUPAGE
FINANCE - PROCUREMENT
IN-SCHOOL AND OUT-OF-SCHOOL YOUTH SERVICES 25-084-WIOA
BID TABULATION**

		√	√	√	
Criteria	Available Points	LITE	Little Friends, Inc.	Parents Alliance	Wheaton Warrenville CUSD 200
Firm Qualifications	20	13	14	18	15
Key Qualifications	30	20	25	29	23
Project Understanding	30	22	26	29	25
Price	20	20	20	20	20
Total	100	75	85	97	83

Fee and Rate Proposal (Design Only)	\$ 120,000.00	\$ 120,000.00	\$ 591,928.00	\$ 120,000.00
Percentage of points	100%	100%	100%	100%
Points awarded (wtd against lowest price)	20	20	20	20

NOTES
1) DuPage Area Occupational Education System has withdrawn its bid.

RFP Posted on 7/1/2025	VC, HK
Bid Opened On 8/4/2025, 2:30 PM by	
Invitations Sent	79
Total Requesting Documents	6
Total Bid Responses Received	5



DuPage County
Finance Department
Procurement Division
421 North County Farm Road
Room 3-400
Wheaton, Illinois 60187-3978

REQUIRED VENDOR ETHICS DISCLOSURE STATEMENT

Section I: Contact Information

Please complete the contact information below.

BID NUMBER:	
COMPANY NAME:	Leaders In Transformational Education
CONTACT PERSON:	Candace Thier
CONTACT EMAIL:	candacet@liteleaders.org

Section II: Procurement Ordinance Requirements

Every contractor, union, or vendor that is seeking or has previously obtained a contract, change orders to one (1) or more contracts, or two (2) or more individual contracts with the County, shall provide to the Procurement Division a written disclosure of all political campaign contributions made by such contractor, union, or vendor to any incumbent County Board member, County Board chairman, or Countywide elected official whose office the contract to be awarded will benefit within the current and previous calendar year. The contractor, union, or vendor shall update such disclosure annually during the term of a multi-year contract and prior to any change order or renewal requiring approval by the county board. For purposes of this disclosure requirement, "contractor or vendor" includes owners, officers, managers, lobbyists, agents, consultants, bond counsel and underwriters counsel, subcontractors, and corporate entities under the control of the contracting person, and political action committees to which the contracting person has made contributions.

Has the Bidder made contributions as described above?

☐ Yes

☒ No

If "Yes", complete the required information in the table below.

RECIPIENT	DONOR	DESCRIPTION (e.g., cash, type of item, in-kind services, etc.)	AMOUNT/VALUE	DATE MADE



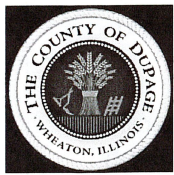
Change Order

421 N. COUNTY FARM
ROAD
WHEATON, IL 60187
www.dupagecounty.gov

File #: 25-2231

Agenda Date: 9/16/2025

Agenda #: 8. A.



REQUEST FOR CHANGE ORDER FORM

Procurement Services Division

Consent
EDC 9/16
CB 9/23

Date: Sep 9, 2025

File ID #: 25-2231

Purchase Order #: 6029-0001 SERV	Original Purchase Order Date: Oct 1, 2022	Change Order #: 7	Department: HR-WDD
Vendor Name: World Relief		Vendor #: 11674	Dept. Contact: Lisa Schvach
Action Requested and Reason for Change: Extend World Relief's contract to from 09/30/2025 to 01/31/2026. Order Request:			

IN ACCORDANCE WITH 720 ILCS 5/33E-9

- ☐ (A) Were not reasonably foreseeable at the time the contract was signed.
- ☐ (B) The change is germane to the original contract as signed.
- ☒ (C) Is in the best interest for the County of DuPage and authorized by law.

INCREASE/DECREASE		
A	Starting Contract Value	\$190,652.00
B	Net \$ Change for Previous Change Order	\$551,416.00
C	Current Contract Amount (A + B)	\$742,068.00
D	Amount of this Change Order <input type="checkbox"/> Increase <input type="checkbox"/> Decrease	\$0.00
E	New Contract Amount (C + D)	\$742,068.00
F	Cumulative Change Order Amount (B + D)	\$551,416.00
G	Cumulative Percent of all Change Orders (B+D/A); (60% maximum on construction contracts)	289.23%

DECISION MEMO NOT REQUIRED - Check Applicable Box(es)

- ☐ Cancel Entire Order ☐ Close Contract ☐ Contract Extension (59 Days) ☐ Consent Only
- ☐ Change Budget Code From: _____ to: _____
- ☐ Increase/Decrease Quantity From: _____ to: _____
- ☐ Price Shows: _____ should be: _____ ☐ Move Funds Between Lines
- ☐ Decrease Remaining Encumbrance and Close Contract ☐ Increase Encumbrance and Close Contract ☐ Decrease Encumbrance ☐ Increase Encumbrance

DECISION MEMO REQUIRED - Check Applicable Box(es) and Fill In All Answers Below

- ☒ Increase Contract Expiration Greater Than 59 Days From Sep 30, 2025 to Jan 31, 2026 ☐ Cancel Contract
- ☐ Cumulative Increase Greater Than \$10,000 (Row 'F' Above) ☐ Other - Explain In Summary Explanation Box Below

Summary Explanation - Provide a summary of the action. Explain why it is necessary and what is to be accomplished.

The Workforce Innovation and Opportunity Act (WIOA) provides funding for job training and employment services to residents of DuPage County. The monies utilized for the aforementioned grant are Federal dollars; DuPage County acts as the fiscal agent for the distribution of monies for WIOA program.

Original Source Selection/Vetting Information - Describe method used to select source; for instance, bid, RFP, sole source, etc.

Request for Proposals were previously issued to secure the existing contracts for WIOA youth program in DuPage County.

Recommendations/Alternatives - Describe staff recommendation and provide justification. Identify at least 2 other options to accomplish this request.


1) Extend World Relief DuPage/Aurora contract.

2) Seek new bids through a new RFP.

Our recommendation is to extend the end date of the World Relief DuPage/Aurora contract from 9/30/25 to 01/31/26. The extension is required to continue existing programming. World Relief DuPage/Aurora has extensive experience serving youth in DuPage County. World Relief DuPage/Aurora has previously contracted with DuPage County for youth programming and has demonstrated successful outcomes.

Fiscal Impact/Cost Summary - Include projected cost for each fiscal year, approved budget amount and account number

APPROVALS - Initials Only

JB	2033	Sep 9, 2025	LS	2066	Sep 9, 2025
Prepared By	Phone Ext.	Date	Recommended for Approval	Phone Ext.	Date
		9/10/2025			
Reviewed by Procurement Officer	Date		Completed by Buyer	Date	