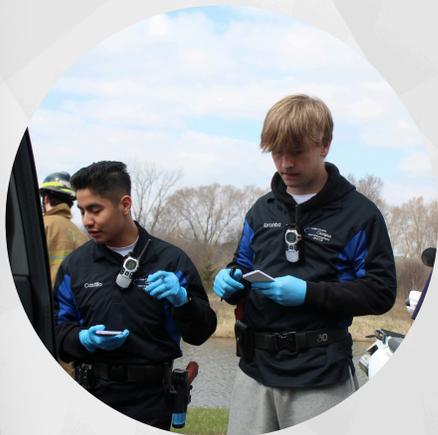




Lake County
TECH Campus
 GIVE ME **TEN** + **TECH 50**
 Work Based Learning



Tech Campus Give Me TEN + TECH50 Work-Based Learning Program

As Principal of the Lake County Tech Campus, I'm proud to introduce our Give Me Ten + Tech 50 work-based learning program – a cornerstone of our commitment to connecting education with the real world. At Tech Campus, our mission is to prepare students for meaningful careers through hands-on, industry-aligned experiences that go beyond traditional classroom learning. The Give Me Ten program provides students with their first ten hours of workplace exposure, allowing them to learn about company culture, professionalism, and career expectations. Participants who complete the Give Me Ten program and meet attendance and performance requirements are eligible to advance to +Tech 50, where they can earn up to fifty hours of paid, skill-based experience that directly complements their technical training.

These partnerships with local businesses and industry leaders like yourselves, are the foundation of our success. Each employer who welcomes a Tech Campus student plays a vital role in shaping the next generation of skilled professionals. Together, we're not only providing students with opportunities to apply their knowledge – we're inspiring confidence, building work ethic, and strengthening the regional workforce. The collaboration between education and industry is more than a program; it's an investment in our community's future.



Table of Contents

Intro to Work-Based Learning	1
Table of contents	2
Key Contact	3
Student Sign-Up Process	4
Training Site Information	5, 6
Onboarding Information	7
Student Information	8
Program Information	
Automotive Collision Repair	9, 10
Automotive Service	11, 12
Biomedical Science	13, 14
Certified Nurse Assisting	15, 16
Construction Skills & Management	17, 18
Introduction to Law Enforcement & CSI	19, 20
Culinary Arts	21, 22
Cybersecurity	23, 24
Early Education & Teaching	25, 26
Game Programming & Virtualization	27, 28
Emergency Medical Services	29, 30
Firefighting	31, 32
Industrial Technology	33, 34
Medical Assisting	35, 36
Multimedia	37, 38
Welding & Fabrication	39, 40
Student Evaluation	41, 42, 43, 44
WBL 2024-25 School Year Participants	45, 46

Key Contacts

WBL Coordinators

Reach out with any questions regarding WBL



Elizabeth Del Rio

College and Career
Pathway Endorsement
Coordinator
edelrio@techcampus.org
847-543-6040



Jack Wilson

Auto II Instructor /
WBL Coordinator
jwilson@techcampus.org
847-543-6047

Emergency Contacts:

A student is involved in an emergency incident during their training, reach out immediately to:



Derrick Burress

Principal
847-543-6003
Cell: 815-375-0274
dburress@techcampus.org



Joanne Hughes

Business Manager
847-543-6014
Cell: 847-287-5157
jhughes@techcampus.org

United Services by Permaco

“While we have had four Tech Campus students for summer, part-time, and full-time jobs with us before, we have now had our first summer employee through TECH50.



Elizabeth and other Tech Campus staff were very helpful in guiding us through the process. It's a plus that 50 hours of our intern's training and work hours were paid by Tech Campus. We plan to participate again.”

Student Sign Up Process

The process for students to participate in a Work-Based Learning (WBL) experience is structured to be clear, timely, and supportive. The timeline below outlines each step:

1. Industry Partner Interest:

An industry partner contacts the Work-Based Learning Coordinator to offer a WBL opportunity.

2. Program Instructor Notification:

Within one business day, the WBL Coordinator emails the relevant program instructor with the details of the opportunity.

3. Student Notification:

Within one business day of receiving the coordinator's email, the program instructor shares the WBL opportunity with their students, including all relevant information.

4. Student Expression of Interest:

Students have 3–5 days from the time they receive the opportunity to submit their interest in participating.

5. Meeting with WBL Coordinator:

Once a student expresses interest, the WBL Coordinator will schedule a one-on-one meeting within 2 business days. During this meeting, the student will review expectations, responsibilities, and determine suitability for the opportunity.

6. Official Commitment and Paperwork:

Following the meeting, students have 7 days to officially commit to the WBL experience, complete all required paperwork, and participate in any interview process with the industry partner.

Note: Following this timeline ensures a smooth, organized process for students, instructors, and industry partners while giving students a fair and positive opportunity to engage in work-based learning experiences.

Training Site Information

Student Schedule Options

Students attending during the school week are encouraged to participate on Tuesdays and Thursdays during one of the following time blocks:

8:00 AM - 10:00 AM

10:00 AM - 12:00 PM

1:00 PM - 3:00 PM

Additional hours may be scheduled after school, evenings, weekends, or during school breaks to accommodate flexibility.

Training Site Role



Before the Program:

- Attend an orientation session (virtual or in-person).
- Select program option, submit site details, training description, and specify the number of students requested.
- Indicate any pre-employment requirements (e.g., resume, drug screening).
- Provide any additional forms students need to complete.

Sign the host agreement prior to the student's start date

During the Program:

- Assign a supervisor to oversee and support the student
- Provide task training aligned with student skills
- Monitor attendance and communication concerns
- Ensure a safe and inclusive environment
- Offer feedback and professional insight



End of the Program

- Complete and review a student evaluation
- Submit evaluation to the Work-Based Learning Coordinator

Program Options:

Industry may choose between two work-based learning options unless otherwise specified:



Give Me TEN

(10 hours) A short-term job shadow experience designed to introduce students to workplace expectations and basic professional skills.

Give Me TEN

Provides a structured **10-hour** introduction to the workplace, designed to give high school students meaningful exposure while keeping commitment manageable. This snapshot outlines a sample five-day onboarding plan that totals approximately 10 hours. Students are high school learners and may require assistance and should be supervised throughout their work-based learning experience.

+TECH50

(16 – 50 hours) – A more in-depth, project-based learning offering mentorship, hands-on tasks, and greater career exploration.



Onboarding Information

Day 1: Welcome & Expectations

- Introductions and overview (approx. 2 hours)
- Review of work-based learning goals, responsibilities, and check-in procedures

Day 2: Site Tour & Safety Training

- Facility tour and safety protocols (approx. 2 hours)
- Demonstrations of workplace tools or equipment

Day 3: Shadowing & Feedback

- Shadowing staff members to observe tasks (approx. 2 hours)
- Time for feedback and reflection

Day 4: Career Exposure

- Project work or task participation (approx. 2 hours)
- Career insights from HR or leadership

Day 5: Project Completion & Final Evaluation

- Wrap-up of assignments (approx. 1–2 hours)
- Final evaluation and discussion of the experience



Ongoing Support Tips

- Assign a mentor for daily guidance
- Provide supervised, hands-on tasks suitable for the skill level
- Encourage career conversations and goal setting
- Offer regular feedback to foster student growth

Student Information

+TECH50 Work-Based Learning (16 – 50 hours)

Unless otherwise specified, offers more in-depth, project-based learning, and under each of our programs, we offer examples listed in each work-based learning description that are intended to illustrate the types of projects students may be exposed to during their experience. These are not requirements; actual assignments should be tailored to the student's skill level. Tech Campus students are high school learners still developing their technical and professional abilities. As such, all students should be closely supervised during their training. They may not yet have the knowledge or experience to perform these tasks independently and should not be expected to do so without proper guidance and support.

Student Stipends

As an incentive for participating in our Work-Based Learning (WBL) program, Tech Campus provides students with a stipend upon successful completion of their program hours. Tech Campus manages all stipend disbursements directly.

Student Stipend Amounts

\$250

for students completing 11 - 25
hours

\$500

for students completing the
+TECH50 program

Employers are asked to verify student hours either by submitting a completed student timesheet or by confirming via email.

Important Note:

Students cannot apply for unemployment benefits upon completion of the WBL program, as this is considered a school-related experience, not employment.

Automotive Collision Repair

Students can complete the Give Me TEN+TECH50 options as part of this program. The course introduces students to the essential techniques and tools used in the auto-body repair industry. Emphasizing repair and refinishing processes, students learn how to restore vehicles to pre-accident conditions using industry-standard methods.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.





Certifications Earned

- I-CAR Certifications
- SP2 Certifications

MIG Welding & Metal Repair:

Students gain hands-on experience using MIG welders for structural and cosmetic repairs, mastering techniques to straighten and reshape damaged metal panels. Students may assist with tack welding panels, grinding welds smoothly, prepping surfaces for further repair, or supporting frame straightening under supervision.

Automotive Refinishing & Paint Preparation:

Training covers surface preparation, masking, and the safe application of automotive finishes. Students may prep surfaces by sanding or applying primer, tape, and masking off areas for paint, clean and organize spray equipment, and assist in maintaining the paint booth.

Tool Usage & Equipment Operation:

Students develop proficiency in identifying, operating, and maintaining various hand tools, power tools, and collision shop equipment used in the trade. Students may set up and break down repair stations, retrieve and return tools, operate buffers or sanders, and assist with routine equipment maintenance and calibration.

Shop Safety & Personal Protection:

Emphasis is placed consistently on using personal protective equipment (PPE) and adherence to OSHA and industry safety practices. Students must demonstrate consistent PPE use, help keep shop floors clear of hazards, follow lockout/tagout procedures, and promote a safety-first culture.

Automotive Service

Students can complete the Give Me TEN+TECH50 options as part of this program. This course introduces students to automotive technology, emphasizing theoretical understanding and hands-on mechanical skills. Students gain experience working with essential tools, diagnostic equipment, and safety procedures while exploring various automotive systems.



Sunset Tire & Auto Service



Our intern was outstanding—always eager to learn, arriving early, and picking up new skills quickly. As our first intern, they set the bar high and made a lasting, positive impact on our team. *Automotive Services Industry Partner*

Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.



Tool Operation & Shared Equipment:

Students learn about power tools and shop equipment.

Vehicle Lifting & Shop Safety:

Proper techniques for using jacks, jack stands, drive-on lifts, and twin post hoists are taught alongside OSHA-compliant safety training. Students may set up vehicles for inspections or service tasks while actively identifying hazards and applying PPE protocols.

Repair Order, Service Documentation and Service Information:

Students learn to decode VINs, document customer concerns, and complete service orders using the 3 Cs (Concern, Cause, Correction). Students utilize All With systems to retrieve diagnostic manuals and repair instruction. Students can assist with workflow operations by preparing intake documentation, communicating repair needs to technicians, and utilizing real-time service tracking systems.

Preventive Maintenance & Component Inspection:

Students inspect belts, hoses, tires, batteries, exhaust, and under-hood systems for wear, leaks, and performance. Students perform oil changes, coolant flushes, air filter replacements, and fluid inspections. Students can assist in pre-inspection checklists, identify components needing service, and shadow senior technicians during diagnostics.

Automotive Systems, Operations, and Diagnostic Reporting :

Students study systems to understand through operations, along with diagnosis and repair.

Biomedical Science

This program immerses students in the world of biology and medicine through hands-on, investigative projects. Students explore health conditions such as heart disease, diabetes, and infections while learning how changes in body systems contribute to the development of disease. Working like real biomedical professionals, students analyze medical histories, autopsy reports, and laboratory data to solve medical mysteries and understand the human body in action.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.





Laboratory Skills

- Aseptic technique
- Bacterial plating and identification
- DNA gel electrophoresis
- Gram staining
- Micropipetting
- EMG analysis

Clinical Testing & Vital Signs:

Students practice taking and recording vital signs such as blood pressure, heart rate, and respiration. They can assist healthcare professionals by preparing patients for screenings, setting up equipment, or conducting supervised measurements during wellness checks.

Laboratory Procedures & Sample Analysis:

Students use aseptic techniques to prepare and process lab samples. They may perform bacterial plating, gram staining, micropipetting, and basic microscopy under supervision. Opportunities can include assisting with DNA gel electrophoresis or analyzing specimen results with staff guidance.

Diagnostic Screenings & Health Assessments:

Students perform and interpret basic tests such as urinalysis, EKGs, spirometry, visual perception testing, and blood typing under appropriate supervision. They may also help document findings for inclusion in patient files.

Case Study & Data Analysis:

Students review patient case histories and lab results to help identify possible diagnoses or next steps. They may collect and analyze health trend data, compile reports, and present findings to supervising staff.

Community Health & Outreach Support:

Students assist in organizing or supporting community health events. This may include demonstrating health screenings, educating participants about prevention strategies, or distributing resources under the direction of program staff.

Certified Nurse Assisting

Students enrolled in this program must complete forty-four hours of hands-on care training at an assisted living resident activity center with two of those forty-four hours being an orientation prior to participating in the work-based learning program. Students can complete a total of 16 work-based learning hours in this program. This course, through classroom instruction, lab practice, and clinical experiences, teaches students to develop the foundational knowledge and skills to assist patients with daily living activities, communicate effectively within a health care team, and uphold legal and ethical standards.



"Advocate Condell Medical Center is proud to partner with Tech Campus as a training site for their Give Me TEN+TECH50 Work-Based Learning Program. Our first cohort of 16 students in the nursing assistant program gained hands-on experience across multiple hospital departments, including the emergency department, ICU, labor and delivery, radiology, and respiratory care. At the conclusion of the program, we were pleased to hire five students into nursing assistant roles. This initiative offers students valuable job exposure and serves as a launchpad for their health care careers. I continue to be inspired by the passion and dedication of the Tech Campus students, and look forward to welcoming the next cohort." - *Rachel Loberg, Chief Nursing Officer at Advocate Condell Medical Center*



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.



Direct Patient Care:

Support patient comfort, safety, and daily living activities through hands-on experience. Students may assist with bathing, dressing, grooming, toileting, and feeding residents or patients, and/or measure and record vital signs, including temperature, pulse, respiration, and blood pressure, plus help with mobility tasks such as repositioning patients and performing safe bed-to-chair transfers using gait belts or mechanical lifts.

Professional Behavior:

Model the behaviors expected of healthcare professionals. Students should demonstrate empathy, respect, and professionalism during patient interactions, maintain patient privacy and confidentiality in compliance with HIPAA regulations, and practice infection control procedures such as hand hygiene and proper PPE usage.

Communication and Teamwork:

Collaborate with healthcare teams and practice effective communication. Students should interact professionally with patients, family members, nurses, and interdisciplinary team members, observing and reporting changes in a patient's condition to supervising nurses, and participating in shift change discussions or care planning meetings when appropriate.

Documentation and Observation:

Learn the importance of accurate and ethical recordkeeping. Students may record the care provided using facility documentation protocols (written for any patient care they may provide). Monitor patients for signs of distress, neglect, or medical issues and report findings to the appropriate supervisor.

Construction Skills & Management

Students can complete the Give Me TEN+TECH50 options as part of this program. This course offers a consistent emphasis on OSHA standards and safety best practices. Students are expected to follow all safety protocols, wear proper PPE, assist in daily site clean-up, observe hazard mitigation strategies, and participate in toolbox talks or safety walkthroughs.



From our student, “What I valued most was getting actual job site experience, refining my communications skills, learning to work effectively with others (an incredibly important skill), and doing a variety of work.” We were glad to host our first Tech Campus intern this year.



She assisted with preparations for one of our largest annual fundraisers, our golf outing, helping us organize materials and coordinate event logistics. It was a great opportunity for her to get a behind-the-scenes look at event planning and for us to support a student exploring her career path.

“While we’ve only hosted one student so far, we look forward to future opportunities to work with Tech Campus interns and help them gain real-world experience.” - *Industry Partner*

Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.



Tool Usage & Equipment Handling:

Students gain hands-on experience with construction tools and equipment, safely operating hand and power tools, assisting with setup, maintenance, material transport, and jobsite work under supervision.

Material Handling & System Understanding:

Students learn about construction materials and their role in building systems through staging, reading cut sheets, observing installations, and tracking inventory or deliveries

Temporary Structures & Site Prep:

Students assist with temporary site structures like scaffolding, bracing, ramps, or barriers, helping with measurements, marking, and assembly under guidance while learning real-world site preparation.

Specifications & Code Familiarity:

Students learn how building codes and project specifications guide work by comparing drawings to site conditions, observing inspections, assisting with documentation, and gaining supervised exposure to permits and compliance processes.

Project Planning & Scheduling:

Students explore planning principles, supporting schedule tracking, observing trades coordination, and learning how the critical path method guides project flow.

Criminal Justice Careers & Forensic Investigation

Students can complete the Give Me TEN+TECH50 options as part of this program. Introduction to Criminal Justice and Law Enforcement & CSI are two separate programs offered at Tech Campus, but many of their components overlap. Because of this, students from either program may participate in work-based learning experiences connected to both areas.

This course provides students with direct exposure to the criminal justice system, law enforcement practices, and investigative procedures, preparing them for future careers in the field.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.



Crime Scene Investigation & Documentation:

Students practice writing objective reports and documenting incidents by observing simulated traffic crashes or low-risk events, and assist with mock crime scenes, photographing evidence, taking notes, and learning tagging and chain-of-custody procedures.

Courtroom and Legal System Exposure:

Observe local legal proceedings to understand how investigations lead to prosecution. Students can shadow a court officer and observe how evidence is presented during a trial.

Professional Communication:

Students practice clear, respectful communication in law enforcement settings by writing reports, explaining procedures, and summarizing observations, with emphasis on clarity, tone, and professionalism

Observation & Incident Reporting:

Students learn to observe carefully and report accurately—skills essential to public safety work. They may monitor for suspicious activity during ride-alongs or patrol support, assist in documenting incidents, and identify safety hazards or concerns to share with supervisors. Accuracy and timeliness in reporting are consistently reinforced.

Understanding Law Enforcement and Criminal Justice Procedures:

Students should gain exposure to the foundational procedures that guide police work. Under supervision, students may assist with organizing evidence, observe the process of completing arrest paperwork, and learn the strategic planning behind patrol routes. This experience deepens their understanding of procedural justice and department protocols.

Community Engagement & Teamwork in Public Safety:

Students gain firsthand experience in community policing by engaging with residents, supporting safety events, and assisting officers in daily operations. They may observe dispatch, help with crowd management, and collaborate on safety initiatives, while also learning how legal standards and constitutional rights guide law enforcement practices such as Miranda warnings, searches, and evidence handling.

Culinary Arts

Students can complete the Give Me TEN+TECH50 options as part of this program. This course offers hands-on training in food preparation including culinary techniques, kitchen and food safety knowledge, sanitation, and customer hospitality management for success in the food service industry.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.



Food Preparation:

Assist in preparing ingredients and dishes following recipes and quality standards. Students can chop vegetables, measure ingredients, and prepare sauces under supervision.

Cooking Techniques:

Practice cooking methods such as sautéing, baking, grilling, and frying. Students can assist in cooking menu items, ensuring proper temperature and timing.

Sanitation and Safety:

Maintain cleanliness and follow food safety regulations to ensure a safe kitchen environment. Students can sanitize workstations and properly store food to prevent contamination.

Customer Service:

Assist front-of-house operations by providing friendly and efficient service to guests. Students can help serve food and interact professionally with customers.

Menu Planning Assistance:

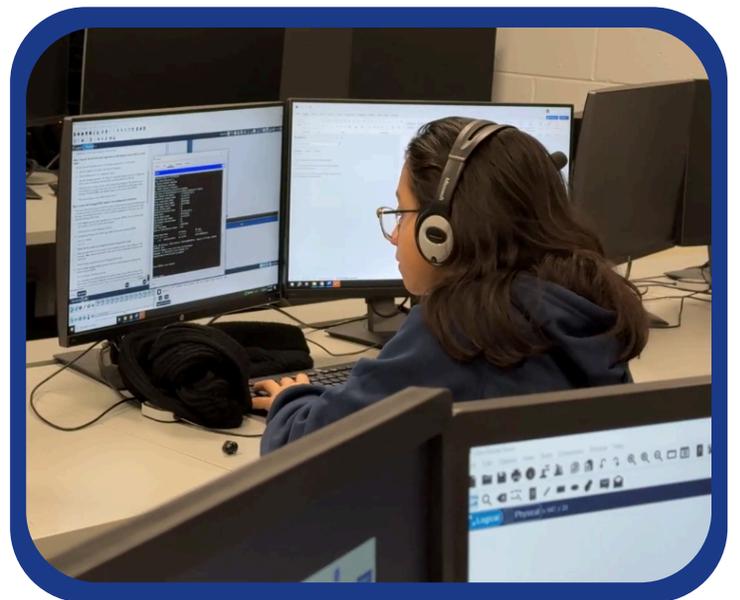
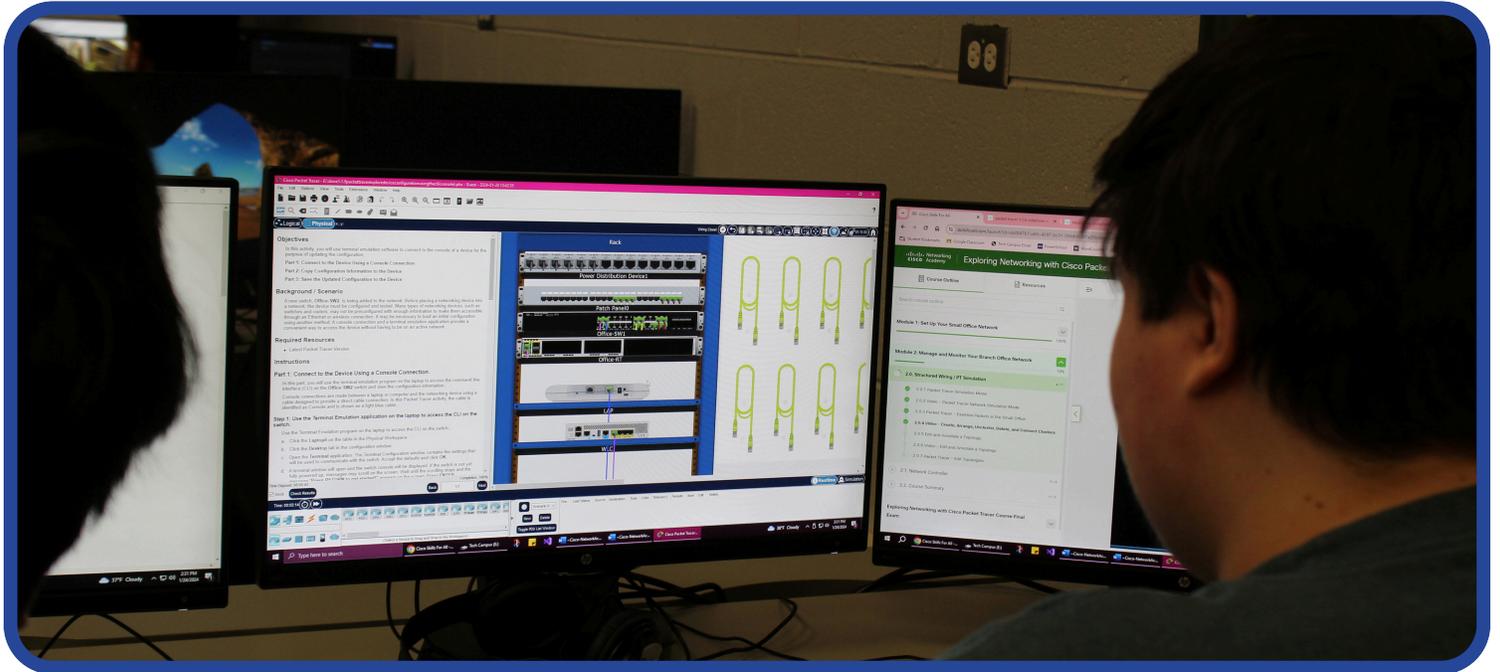
Contribute ideas for special events, daily specials, or seasonal menus. Students can suggest ingredient combinations or presentation styles.

Baking and Pastry Skills:

Learn techniques for making breads, desserts, and pastries. Students can prepare dough or decorate pastries for display. Additional items can include catering and banquet service, hot line maintenance, and coffee service.

Cybersecurity

Students can complete the Give Me TEN+TECH50 options as part of this program. This course provides students with practical experience protecting computer systems, networks, and data from cyber threats. Interns will apply classroom knowledge to real-world cybersecurity challenges, gaining hands-on skills that prepare them for information security and technology careers.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.



Network Security Monitoring:

Assist in monitoring network traffic to identify potential security breaches or suspicious activity. Students may use security tools to detect unauthorized access attempts. Set-up Local (or) Network Basic: Students will be able to set up basic networks or scan basic security in the network.

Software Validating:

Which includes configuring and updating security software. Students can help update firewall rules or run antivirus scans on company systems.

Data Backup and Recovery:

Backing critical data and testing recovery procedures. Students can verify backup files and assist with restoring test data.

Documentation and Reporting: Accurately document security procedures, incidents, and findings for technical teams. Students can prepare reports summarizing daily security alerts.

Team Collaboration:

Work with IT and cybersecurity professionals to support security projects and initiatives. Students should attend team meetings and contribute to brainstorming sessions on improving defenses.

Early Education & Teaching

Students can complete the Give Me TEN+TECH50 options as part of this program. This course prepares students for careers serving and educating young children. Students learn to plan and implement age-appropriate activities across creative arts, math, science, music, and language for preschoolers. Instruction emphasizes positive guidance, child behavior management, safety, and nutrition.



Affirm Leadership Christian Academy

We knew Camila would be a great fit during her initial interview. She was our first intern through the Tech Campus program and she exceeded our expectations as an intern! She attended school events, went above and beyond with helping our scholars achieve their



academic goals, supporting our teacher, and taking ownership of her responsibilities. She instantly became family amongst our scholars and their parents. Although she has graduated from Lake County Tech Campus, she is now a new team member for ALCA assisting teachers and teaching classes!

- Tynisha Gardner

Team Collaboration:

Students learn how to work closely with lead teachers and classroom staff to support group learning and individualized care. They may assist with lesson planning, coordinate on classroom duties, and participate in discussions around child development and classroom management.

Providing Emotional Support:

Students are encouraged to build nurturing, supportive relationships with children. They may help comfort upset children, model empathy and kindness, and support social-emotional learning through one-on-one or group interactions.

Professional Communication:

Students develop communication skills by interacting with children, teachers, and families. Tasks may include greeting parents at drop-off, relaying daily updates, or contributing to classroom discussions on individual child development.

Classroom Organization & Learning Environment:

Students can assist in preparing and maintaining inviting, age-appropriate learning spaces. They may help set up activity centers, organize materials for lessons, and ensure the classroom remains clean, accessible, and engaging for all children.

Child Activity Planning:

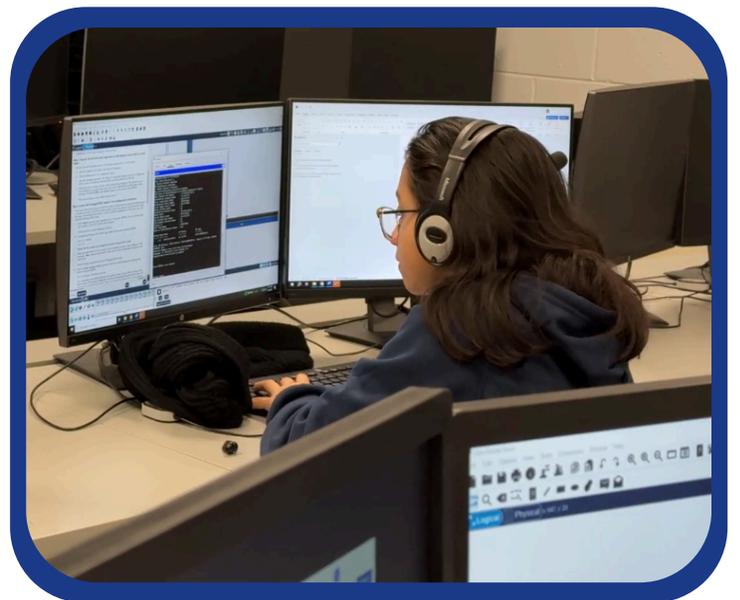
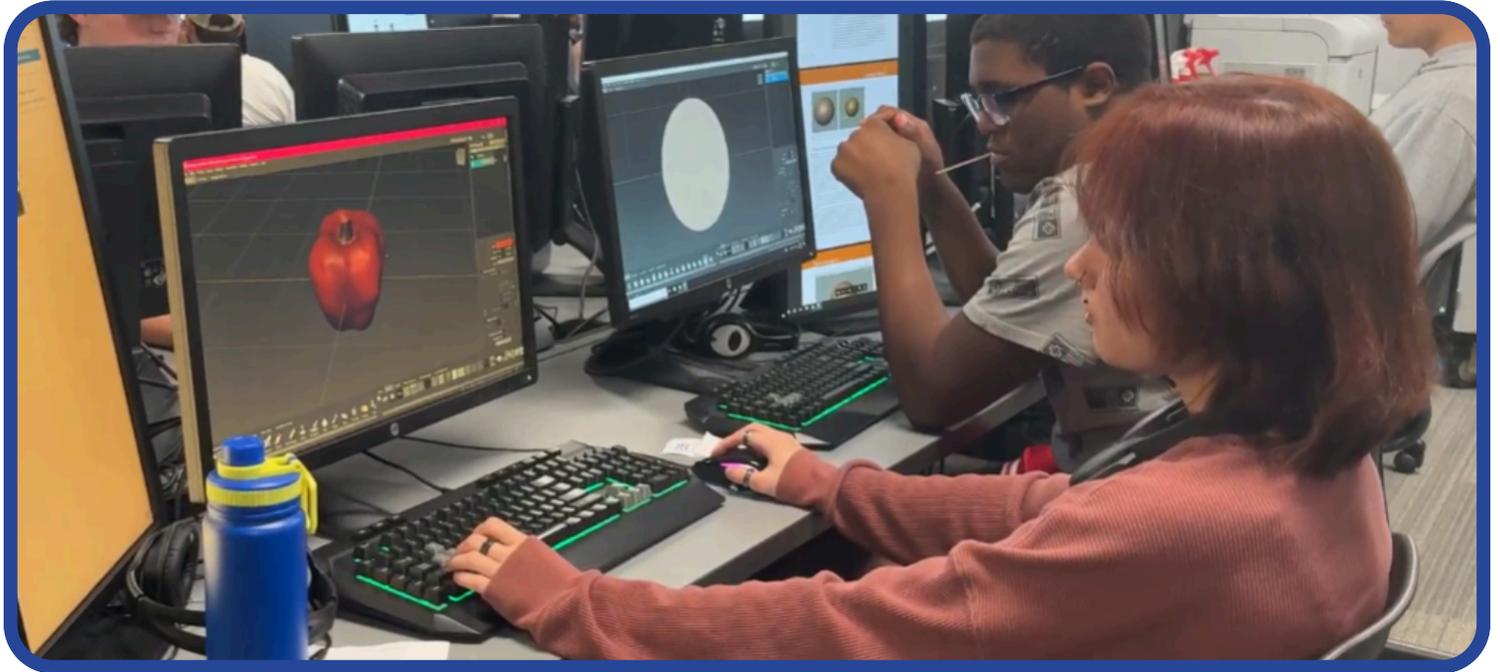
Students gain experience designing and leading developmentally appropriate activities that support early learning goals. Under supervision, they may create and facilitate art projects, sensory play, storytime, or music and movement sessions that promote creativity and fine motor development.

Observation & Child Assessment:

Varies by student intern and center school. Students have the opportunity to observe children's developmental progress and behavior. Under the guidance of educators, they may document milestones, note emerging needs, and provide observational insights that help teachers adapt instruction and support for each child's growth.

Game Programming & Virtualization

Students can complete the Give Me TEN+TECH50 options as part of this program. This course provides students hands-on experience in computer programming, game design, and virtual reality technologies.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.

Programming Fundamentals:

Write and debug code using industry-standard programming languages like C++ or C#. Students can help develop game mechanics or interactive features using programming logic.

Game Design:

Assist in designing game levels, characters, and storylines that engage users. Students can create or support concept art and storyboards for game environments.

2D and 3D Animation:

Develop animations and model characters or objects for games and simulations. Students can use software to scene elements such as characters.

Virtual Reality Application:

Work with VR tools and technologies to create, update, or maintain an immersive gaming experience. Students can build a virtual environment that users can explore using VR headsets.

Problem-Solving Shadow:

Analyze programming challenges and troubleshoot bugs or design issues efficiently. Students can identify and fix glitches in game performance or user interface.

Technical Documentation:

Document code and development processes clearly for team use and future reference. Students can write code comments and prepare user manuals for game features.

Quality Assurance:

Complete, modify, record, and report upon the results of test scripts, usability assessments, and stress load tests.

Emergency Medical Services

Students enrolled in this program must complete forty hours of training in emergency room rotations and ride-alongs with a local fire department prior to participating in the work-based learning program. Students can complete 20 hours of work-based learning in this program. This course introduces students in the fast-paced world of emergency medicine.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.

Patient Assessment & Care:

Conduct basic patient evaluations, monitor vital signs, and assist with triage under supervision. Students can take a patient's blood pressure and report symptoms to a paramedic during an ambulance call including:

- **Airway - I-Gel, BVM, OPA, NPA**
- **Splinting - SAM Splint, Traction**
- **Wound Care - Stop the Bleed**
- **Medication - BLS Medication**

Team-Based Response:

Work alongside EMTs, paramedics, and ER staff during emergency responses and patient transport. Students can assist with stretcher preparation including lifting and moving and help stabilize a patient en route to the hospital.

Emergency Equipment Use:

Operate basic EMS equipment such as oxygen tanks, backboards, and suction devices. Students can set up a non-rebreather mask for a patient experiencing shortness of breath.

Legal & Ethical Conduct:

Observe patient confidentiality and follow all health protocols and EMT code of ethics. Students should protect patient privacy when assisting with documentation during transport.

Clinical Observation:

Gain exposure to emergency medical procedures, such as IV insertion, airway management, or cardiac monitoring. Students can observe an EMT preparing IV insertion, airway management, or cardiac monitoring.

Firefighting

Students can complete the Give Me TEN+TECH50 options as part of this program. This course offers students an opportunity to apply foundational firefighting skills, participate in safety drills, and observe emergency response practices—helping to prepare them for entry-level roles in the fire service or continued education in fire science.



Anthony, a student from Wauconda, completed the Give Me TEN+TECH50 program at the Mundelein Fire Department last year. The hands-on skills and real-world experience he gained during his internship boosted his confidence and confirmed his passion for becoming a first responder.

Anthony has returned to Tech Campus for his second year in the EMS program. His future goal is to work as a part-time firefighter while attending college.

Anthony shared, “The skills I picked up during my internship really helped me figure out this is it for me—becoming a first responder. I know both the program and Tech Campus are helping me get there.”

Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.

Fire Suppression Techniques:

Understand basic strategies to control and extinguish fires using tools and tactics taught in class. Students can shadow a firefighter during a fire drill and help check and prepare extinguishers for use. *No live fire due to age restrictions and requirements.

Search and Rescue Operations:

Learn and assist in locating and rescuing individuals from dangerous environments under supervision. Students can observe search and rescue operations.

Ladder and Rope Skills:

Safely handle, raise, and climb ladders; tie and use rescue knots. Students can practice tying a figure-eight follow-through knot during equipment prep on a ladder truck.

Personal Protective Equipment (PPE) Proficiency:

Gain hands-on experience donning turnout gear and self-contained breathing apparatus (SCBA). Students can suit up with PPE and SCBA gear during a timed drill to simulate rapid deployment for emergency response.

Emergency Vehicle Operations and Safety:

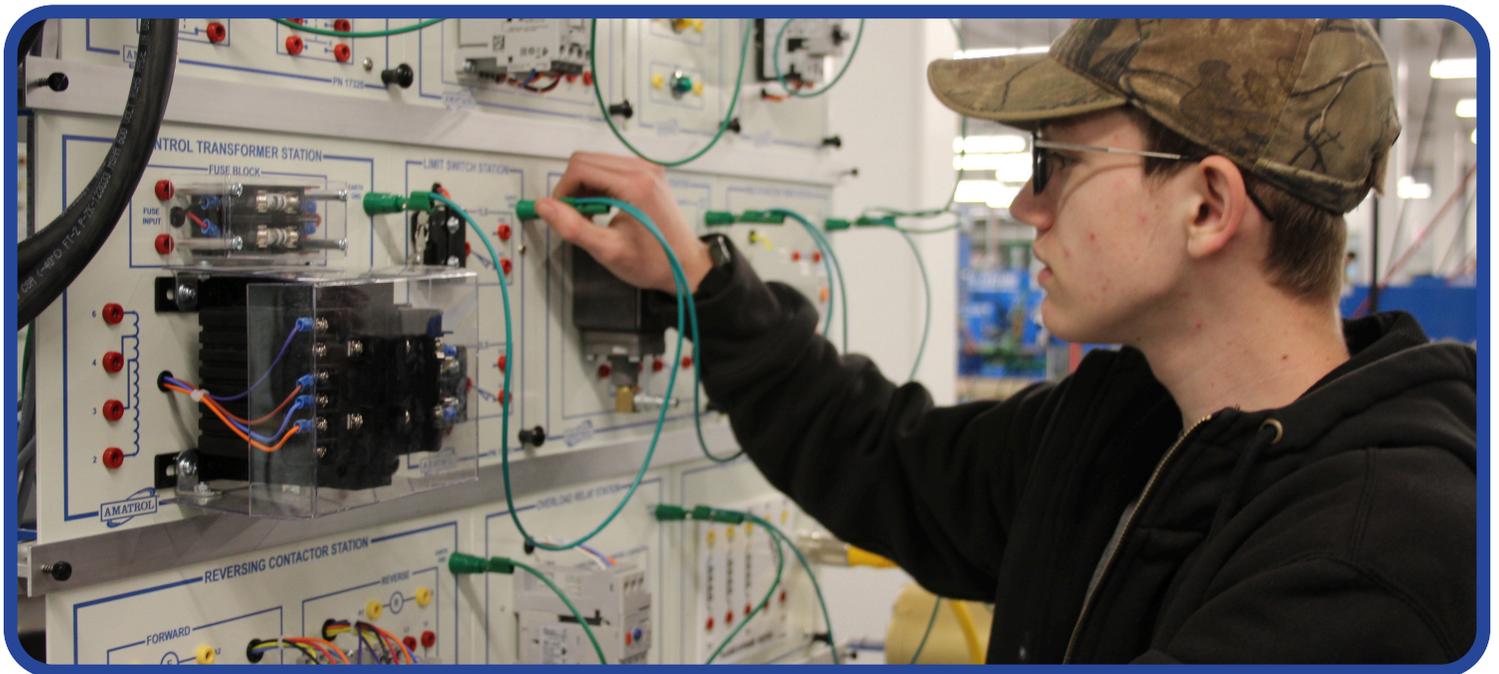
Learn safety protocols while riding on fire engines and understand the layout and function of onboard equipment. Students can assist with post-call equipment checks after returning from a call on a local department's engine.

Forcible Entry and Ventilation Tools:

Observe and assist in controlled drills involving breaking entry and ventilating structures. Students can hold and hand off tools like Halligan bars and axes while practicing forcible entry techniques on training props.

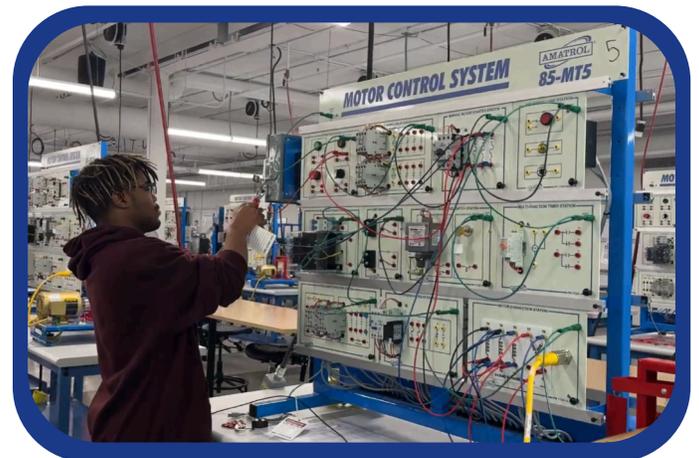
Industrial Technology

Students can complete the Give Me TEN+TECH50 options as part of this program. This course allows students to apply classroom learning in a high-tech, real-world manufacturing or maintenance setting. Through placement with local companies—including industrial manufacturers, processing plants, or contract service providers—students work alongside skilled technicians and engineers, supporting equipment maintenance, repair, and operation while building industry-recognized competencies.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.





Job Opportunities

- Electromechanical
- Equipment Assembler
- Field Service Technician
- Industrial Maintenance Technician
- Maintenance Electrician
- Maintenance Supervisor
- Plant Engineering Technician
- Predictive Maintenance Technician
- Utilities Mechanic
- Welder
- Manufacturing Technician

Mechanical System Maintenance:

Assist in maintaining and troubleshooting belts, gears, shafts, and motors in industrial equipment. Students can assist in the realignment of a misaligned conveyor system and observe how proper alignment impacts production flow.

Print Reading and Measurement:

Interpret technical drawings and use precision tools such as micrometers and calipers to ensure equipment specs. Students can use a micrometer to measure a shaft diameter and compare it against engineering drawings during routine maintenance.

Preventative and Predictive Maintenance:

Support scheduled equipment checks and collect data for predictive diagnostics. Students can assist in vibration analysis or lubricant sampling on motors to predict failures before they occur.

Safety and Compliance Procedures:

Follow safety protocols, PPE use, and lockout/tagout (LOTO) procedures during hands-on tasks. Students can participate in a lockout procedure before opening an electrical cabinet for.

Medical Assisting

Students can complete the Give Me TEN+TECH50 options as part of this program. This course provides students hands-on experience in outpatient healthcare settings such as clinics, physician offices, and specialty care facilities.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.





Certifications Earned

- CPR Certification
- Healthcare Office Assistant Certification

Front Office Procedures:

Assist in greeting patients, updating charts, and managing appointment flow. Students can practice checking patients in and confirming their information in a medical record system. Students can also assist the provider with a physical examination and complete.

Diagnostic Testing:

Support tasks such as EKG setup, glucose, urinalysis testing, and visual screenings. Students can set up and observe the performance of an EKG while learning to recognize basic rhythms.

Vital Signs Monitoring:

Take and record patient temperature, blood pressure, respiration, and pulse oximetry under supervision. Students can measure and document a patient's vitals before an exam and relay findings to the attending medical assistant or nurse.

Injections and Medication Administration:

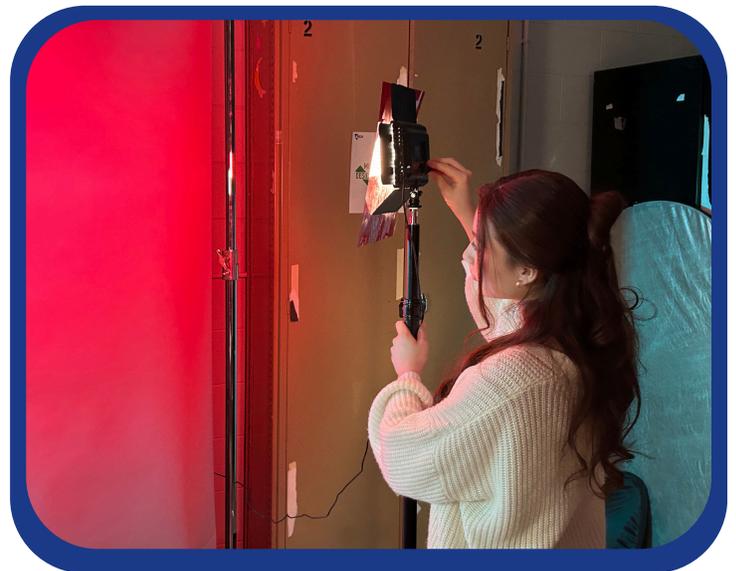
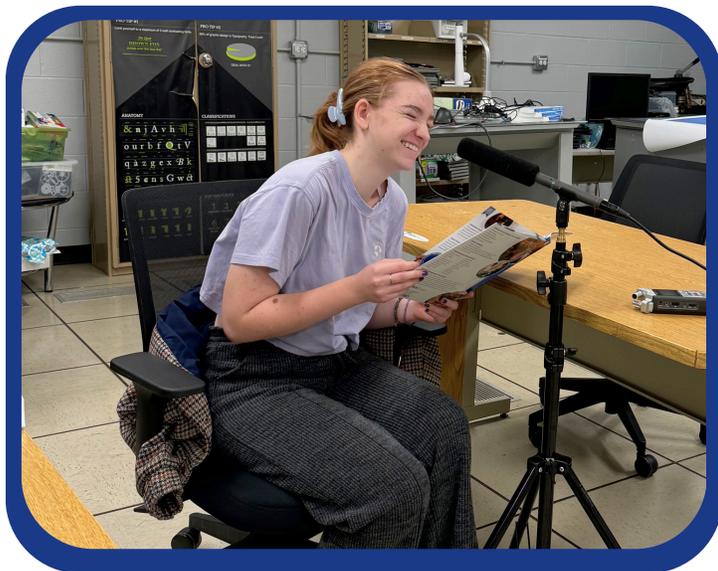
Observe professionals administer immunizations and medications following protocol. Students can shadow a medical assistant as they prepare and administer a flu vaccine.

Medical Aseptic Technique:

Students can assist healthcare providers prevent the spread of germs that cause infection. Students can assist in the step-by-step procedures to disinfect a patient exam area between visits.

Multimedia

Students can complete the Give Me TEN+TECH50 options as part of this program. This course allows students to apply their design, animation, and video editing skills in real-world creative environments.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.

Graphic Design:

Apply layout, typography, and color and design theory to real-world design tasks. Students can design a flyer, posters, or graphics using Adobe Illustrator or Photoshop for a client project or school event.

Branding and Visual Identity:

Help develop visual branding materials such as logos, icons, or business cards. Students can assist in designing a new logo and branding package for their promotional materials.

Video Production and Editing:

Capture, edit, create motion graphics and automations and export short-form videos for promotional, educational, or storytelling purposes. Students can assist in creating a highlight video using Adobe Premiere Pro, Aftereffects, and Animate.

Project Planning and Storyboarding:

Translate ideas into structured visual plans through scripting and storyboarding. Students can create a storyboard for a short promotional video and review it with a mentor before production.

Team Collaboration:

Work with photographers, videographers, or marketing staff to bring multimedia projects to life. Students can assist on a video shoot by setting up lighting and coordinating scene transitions with a team.

Podcasting:

Produce, research, and develop content for a podcast. Record and edit a multitrack sequence.

Welding & Fabrication

Students can complete the Give Me TEN+TECH50 options as part of this program. This course allows students to apply technical welding skills while practicing safety, accuracy, and teamwork.



LT Onsrud

We were pleased to offer both an Engineering Internship and a Precision Machining Internship, tailored to meet the individual interests and career goals of each student. The Tech Campus team provided exceptional support throughout the process, including well-prepared resumes and thoughtful coordination. The interns demonstrated outstanding reliability, attentiveness, and a strong capacity for learning—qualities that made a meaningful impact on our organization. We are especially pleased to announce the hiring of Abigail Hauschild, our Precision Machining Intern from Tech Campus. Her performance and professionalism exemplify the caliber of talent fostered through this program, and we are fortunate to welcome her to the LMT Onsrud team.



Training Site Opportunities for Building Career-Ready Skills:

These examples provide a general understanding of what students might participate in and are not guaranteed responsibilities. All activities should be tailored to the students' current skill level and supervised accordingly.

Welding Techniques (MIG, TIG, Stick):

Practice welding processes based on assigned projects and materials. Students can assist a welder in creating MIG welds for structural brackets on a construction site and can weld basic weldments in MIG, TIG, and Stick.

Blueprint Reading & Interpretation:

Apply blueprint reading skills and welding symbols to understand specifications. Students can read and follow a blueprint to assemble and weld a basic metal frame.

Metal Fabrication & Fit-Up:

Learn to correctly lay out and fit up parts before welding. Students can securely prepare metal pieces for welding by measuring, grinding, and tacking material.

Cutting Techniques:

Use plasma cutters and oxy-fuel torches to shape metal. Students can assist with cutting custom parts using a plasma arc cutting system under supervision.

Equipment Maintenance:

Maintain welding machines, tools, and protective gear to ensure functionality. Students can clean and inspect MIG and TIG torches, replacing tips as needed.

Material Handling & Storage:

Safely move and store metal materials and welding consumables. Students can use carts and lift tools to transport raw materials to the welding booth.

Project Planning:

Contribute to the planning and sequencing multi-step welding projects. Students should prepare a materials list and step-by-step process for a welding project.

Student Evaluation

At the conclusion of each work-based learning experience, students will be evaluated on essential employability skills as outlined by the Illinois State Board of Education. This evaluation is designed to be a positive reflection of the student's growth, reinforcing classroom learning and extending it into real-world practice.

To maintain consistency across all 19 programs, a uniform evaluation tool is used. Students will be assessed on the following core competencies:

Competency Statement	Student Demonstrates	Feedback & Comments
<p>Teamwork & Conflict Resolution: Works cooperatively with others to complete assignments and achieve goals.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A</p>	
<p>Verbal Communication: Uses clear grammar, public speaking, listening, and responding skills to convey ideas and information.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A</p>	
<p>Written Communication: Uses standard business English to ensure written work is clear, courteous, and grammatically correct.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A</p>	
<p>Digital Communication: Uses email, word processing, and digital tools to communicate effectively.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A</p>	

Competency Statement	Student Demonstrates	Feedback & Comments
<p>Problem Solving: Applies critical thinking to generate and evaluate solutions for team, customer, or company needs.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A	
<p>Critical Thinking: Uses logic and reasoning to analyze and address problems.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A	
<p>Adaptability & Flexibility: Adjusts positively to workplace change, new ideas, and ambiguity.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A	
<p>Initiative & Self-Drive: Demonstrates goal setting and personal drive to achieve professional growth.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A	
<p>Reliability & Accountability: Demonstrates commitment, punctuality, and follow-through on tasks.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N / A	

Student Evaluation

Competency Statement	Student Demonstrates	Feedback & Comments
<p>Cultural Competence: Communicates and works effectively across diverse backgrounds and abilities.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N / A</p>	
<p>Planning & Organizing: Uses time management skills to plan and complete assigned tasks.</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> N / A</p>	



Review & Submission



Review & Submission

- 1 The evaluation should be completed and reviewed in a one-on-one meeting with the student.
- 2 Both the student and evaluator will sign the form.
- 3 A copy must be emailed directly to the Work-Based Learning Coordinators:



Elizabeth Del Rio

edelrio@techcampus.org | 847-543-6040



Jack Wilson

jwilson@techcampus.org | 847-543-6047

Thank You to our 2024-25



- Arlington Heights Ford
- Advanced VTech
- Audi Exchange
- AW Tire & Auto
- Balanced Environments
- Bumper to Bumper Auto Parts
- Castle Subaru
- CIT Trucks
- Dave's Transmission
- Dukas Auto Repair
- Dwells Automotive
- Ernie's Auto Service
- Gages Lake Auto
- Gillespie Ford
- Gordy's Marine
- Great American Tire
- John's Complete Auto Service
- Jose's Auto Repair & Sales
- Knollwood Golf Club
- Kunes Ford
- LG Auto
- Liberty Subaru
- Liberty Chrysler Dodge RAM Jeep
- Liberty Marine Center
- McClures Garage
- Mikes Auto Works
- Mundelein Automotive
- Pro Autoworks
- Raymond Chevrolet
- Raymond Kia
- Ray Chevrolet
- Ray Chrysler RAM Dodge Jeep

School Year Participants

- Roger's Service
- State Road Auto Repair
- Sunset Auto & Tire
- Under The Hood Automotive
- Waukegan Tire
- Whitmore's Service
- Wickstrom Auto Group
- Certified Auto Body
- Collision Solution
- Machine Speed & Body
- CarStar/Raymond Collision Center
- Multimetal Products Corporation
- Advocate Condell Medical Center
- ICON Building Group
- BHOP E-Sports
- Real Inspection Services
- Round Lake Area School District 116
- Antioch Fire Department
- Countryside Fire Protection District
- Round Lake Fire Department
- Growing Healthy People
- Johnsburg School District
- A-TECH Ambulance, Inc
- Pinnacle Construction
- Superior Ambulance
- LMT-Onsrud
- Waukegan Fire Department
- Mundelein Fire Department
- DBR Chamber of Commerce
- CALL US FIRST
- Affirm Leadership Christian Academy





The Gorter Family Foundation is a proud supporter of the Give Me TEN and TECH50 programs at the Tech Campus. These work-based learning opportunities open doors for students to try out careers, discover their strengths, and build the confidence they need to move forward. At the same time, local industry partners get to connect with and inspire the next generation of talent. For us, this is about more than workforce development – it's about giving every Lake County student a chance to find their individual path and imagine a successful future.

Ms. Cheri Richardson
Executive Director
Gorter Family Foundation

