

# CWS To & Through College

Learning Goal: *Students will value their CWS experience, connect it to their interests, and build toward post-secondary readiness.*

## HOW TO USE THIS GUIDE

This guide pairs each skill with everyday tasks your student can practice on the job and questions you can ask to deepen their reflection. You don't need a formal lesson — just notice, name, and ask.

**NOTICE** growth as it happens · **NAME** the skill being demonstrated · **ENCOURAGE** reflection · **CELEBRATE** progress

## Understanding the Program

*Understanding how the Corporate Work Study Program works and why the partnership matters.*

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| <b>GRADE 9</b><br>Understands partner/school relationship; develops gratitude.                                                                                                                                                                                                                                      | <b>GRADE 10</b><br>Cultivates gratitude for the program; represents CWS professionally. | <b>GRADE 11</b><br>Serves as an advocate for CWS within company and campus.                                                                                                                                                                                                                                    | <b>GRADE 12</b><br>Serves as a community advocate for CWS; interested in alumni network. |
| <b>WAYS TO PRACTICE &amp; SUPPORT</b> <ul style="list-style-type: none"> <li>Explain how your company's partnership with the school works, in plain terms.</li> <li>Ask them to describe the CWS program to a new visitor or family member.</li> <li>Share why your company chose to participate in CWS.</li> </ul> |                                                                                         | <b>QUESTIONS TO EXPLORE WITH THE STUDENT</b> <ul style="list-style-type: none"> <li>What do you think your company gets out of this partnership?</li> <li>How would you explain this program to someone who's never heard of it?</li> <li>What are you most grateful for in this experience so far?</li> </ul> |                                                                                          |

## CWS & Your Future

*Connecting day-to-day work experience to personal interests and future goals.*

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| <b>GRADE 9</b><br>Identifies skills they are using at work.                                                                                                                                                                                                                                               | <b>GRADE 10</b><br>Articulates preference between individual and group work. | <b>GRADE 11</b><br>Articulates work-type preferences; connects CWS to future interests.                                                                                                                                                                                                               | <b>GRADE 12</b><br>Owns their work; has a clear narrative to post-secondary goals. |
| <b>WAYS TO PRACTICE &amp; SUPPORT</b> <ul style="list-style-type: none"> <li>Ask them to list the skills they've used at work this month.</li> <li>Discuss whether they prefer working alone or with a team, and why.</li> <li>Connect a task they did this week to a future goal or interest.</li> </ul> |                                                                              | <b>QUESTIONS TO EXPLORE WITH THE STUDENT</b> <ul style="list-style-type: none"> <li>What skill from today do you think you'll use again someday?</li> <li>Do you prefer working independently or with others — why?</li> <li>How does this experience connect to what you want to do next?</li> </ul> |                                                                                    |

## Industry Knowledge NEW

*Understanding one's industry, employer, and the career pathways available within it.*

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| <b>GRADE 9</b><br>Names employer's industry and one thing that makes it unique.                                                                                                                                                                                                                                                                  | <b>GRADE 10</b><br>Describes entry-level pathways; identifies one role above their own. | <b>GRADE 11</b><br>Compares industry to other Indy sectors; understands credential requirements.                                                                                                                                                                                                      | <b>GRADE 12</b><br>Identifies 2+ post-secondary pathways and realistic wage expectations. |
| <b>WAYS TO PRACTICE &amp; SUPPORT</b> <ul style="list-style-type: none"> <li>Explain what makes your company or industry unique in the Indianapolis market.</li> <li>Have them research one entry-level role and one role a few years further along.</li> <li>Compare your industry to another one represented among their CWS peers.</li> </ul> |                                                                                         | <b>QUESTIONS TO EXPLORE WITH THE STUDENT</b> <ul style="list-style-type: none"> <li>What makes our company different from others in this industry?</li> <li>What's a role here you could see yourself growing into?</li> <li>What credentials or education does that role usually require?</li> </ul> |                                                                                           |

## Post-Secondary Readiness NEW

*Building the resume, profile, and narrative needed for college or career next steps.*

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| <b>GRADE 9</b><br>Understands CWS is valued; begins a basic resume.                                                                                                                                                                                                                                                                            | <b>GRADE 10</b><br>Resume shows growth/action verbs; articulates value to applications. | <b>GRADE 11</b><br>Clear post-secondary narrative; uses LinkedIn, resume, relationships together.                                                                                                                                                                                                          | <b>GRADE 12</b><br>Post-graduation ready: polished resume, complete LinkedIn, confident narrative. |
| <b>WAYS TO PRACTICE &amp; SUPPORT</b> <ul style="list-style-type: none"> <li>Help them add one accomplishment, with a real action verb, to their resume.</li> <li>Ask them to explain how this experience would sound in a college or job interview.</li> <li>Review their resume or LinkedIn together and suggest one improvement.</li> </ul> |                                                                                         | <b>QUESTIONS TO EXPLORE WITH THE STUDENT</b> <ul style="list-style-type: none"> <li>How would you describe this experience to a college admissions officer?</li> <li>What's one accomplishment from this year you'd put on a resume?</li> <li>What's still missing from your resume or profile?</li> </ul> |                                                                                                    |