

# Work-Based Learning Implementation Guidance



May 2024

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# Introduction and Context Setting

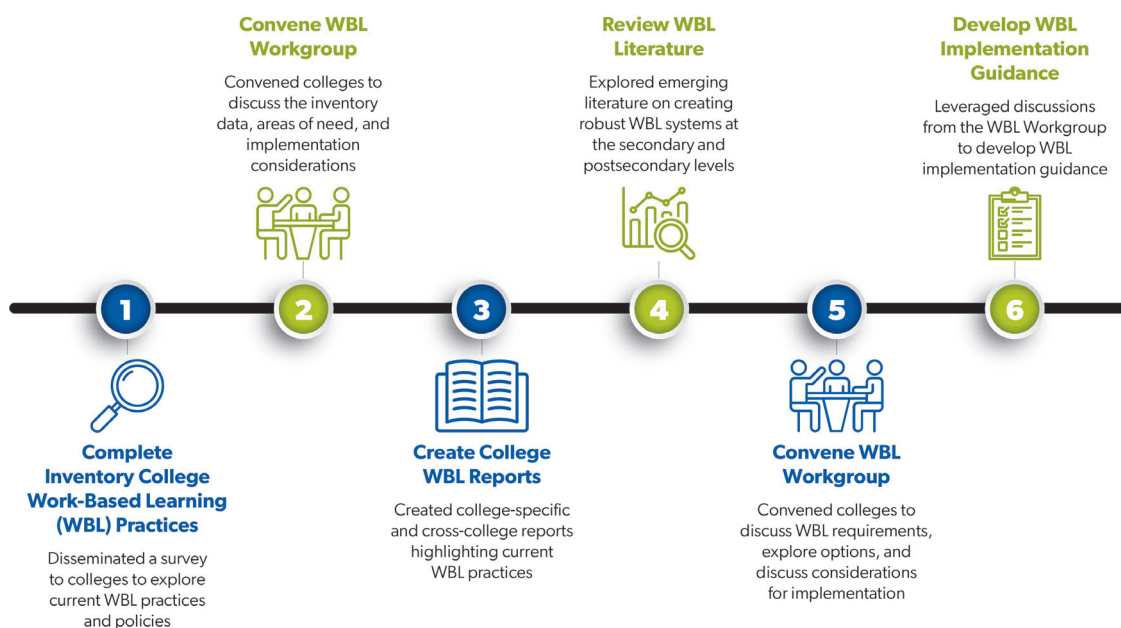
City Colleges of Chicago is committed to offering a quality education that provides our students and alumni with a pathway to upward mobility. Our vision is to be recognized as the city’s most accessible higher education engine of socioeconomic mobility and racial equity—empowering all Chicagoans to take part in building a stronger and more just city.

Work-based learning (WBL) offers a unique opportunity for students to develop critical knowledge and skills related to their chosen career pathway; apply classroom academic content with real-world, hands-on learning; and establish a foundational professional network. We look to our institutional leaders to recognize WBL as an essential component of a student’s educational experience and work collaboratively with the District and other institutions across the network to develop the requisite systems, policies, practices, and cultures to promote equitable access to quality WBL opportunities.

The purpose of this guidebook is to articulate the minimum expectations that promote rigor and consistency in how WBL opportunities are offered to students. The guidance was developed through regular input from WBL representatives from each of the colleges (Appendix A). Figure 1 illustrates the timeline of activities undertaken to develop the content of the guidebook.

The District Workforce Solutions team will provide technical assistance and facilitate regular, one-on-one meetings with each college as well as monthly, cross-college WBL leadership calls. The meetings will focus on utilization of labor market information to inform emerging or scalable WBL opportunities, employer partner health assessment, employer prospecting, data management, cross-district sharing of best practices, and workforce professional development.

**Figure 1. WBL Implementation Guidance Development Process**



# Work-Based Learning Implementation Requirements

The work-based learning (WBL) implementation requirements documented in this section address topics identified by the District as critical for maintaining rigorous WBL implementation processes, as well as topics on which WBL Workgroup participants requested additional guidance to increase coherence across institutions. The goal is to guide institutions in achieving a balance in autonomously implementing the requirements for their specific context and establishing a baseline level of WBL operations across the colleges.

Figure 2 shows the six WBL program implementation requirements. Each requirement includes action items for the colleges. The appendices include tools and resources to support the colleges in operationalizing the recommendations.

**Figure 2. WBL Program Implementation Requirements**



During the development of the WBL guidebook, the WBL Workgroup (Appendix A) identified two critical terms that required a common definition across the colleges: “defining a WBL experience” and “employability skills.” To define a WBL experience, the District reviewed existing frameworks and emerging research, and they engaged in conversations with the WBL Workgroup members. For employability skills, the District centered on the definitions established by the Illinois Postsecondary and Workforce Readiness Act public-private steering committee. The definitions adopted by the City Colleges of Chicago for use across the college campuses are outlined below.

# Definitions of Work-Based Learning

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- To be considered work-based learning (WBL), the experiences must:
  - Provide real-world insight and involvement in a specific industry.
  - Support the development and demonstration of relevant employability and technical skills.
  - Provide aligned training and tasks respective to the industry.
  - Be relevant to the student's career goals and/or degree program.
  - Be formalized and supervised.
- The official types of WBL opportunities recognized by the District are identified below. Definitions for each type of WBL are listed in Appendix B.
  - Apprenticeship (Registered or Non-Registered)
  - Capstone/Project Based
  - Clinical
  - Co-op
  - Internship (Micro/Credit/Non-Credit)
  - On-the-Job Training
  - Practicum
  - Pre-Apprenticeship
  - Volunteer Service
  - Work Study Placement Aligned to Career Pathway
  - Youth Apprenticeship
  - Youth Training Programs
- The District recognizes that colleges utilize different employability skills frameworks. As long as the WBL team has clearly defined employability skills and ways to assess those skills, colleges can use whichever framework they believe is most useful to them. The [Top Cross-Sector Essentials Competencies](#) is a suggested comprehensive list (Table 1).

The District recognizes there are many different types of career exploration and development activities in which students can engage during their academic career (e.g., job shadowing, mentoring). For the purpose of consistency, however, City Colleges is only identifying WBL opportunities aligned with these definitions.

**Table 1. Top Cross-Sector Essential Employability Competency Statements**

<b>SKILL CATEGORY</b>	<b>COMPETENCY STATEMENT</b>
<b>Teamwork and Conflict Resolution</b>	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
<b>Verbal Communication</b>	Students can use their understanding of English grammar and public speaking, listening, and responding; convey an idea; express information; and be understood by others.
<b>Written Communication</b>	Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct. Digital: Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.
<b>Problem Solving</b>	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
<b>Decision Making</b>	Students can use their understanding of problem solving to implement and communicate solutions.
<b>Critical Thinking</b>	Students can use their understanding of logic and reasoning to analyze and address problems.
<b>Adaptability &amp; Flexibility</b>	Students can use their understanding of workplace change and variety to be open to new ideas and handle ambiguity.
<b>Initiative &amp; Self-Drive</b>	Students can use their understanding of goal setting and personal impact to achieve professional goals and understand personal impact.
<b>Reliability &amp; Accountability</b>	Students can use their understanding of commitment, time management, and follow-through to ensure that a professional team functions properly and meets collective goals.
<b>Cultural Competence</b>	Students can use their understanding of diversity and inclusion to communicate and work effectively across a multitude of abilities, cultures, and backgrounds.
<b>Planning &amp; Organizing</b>	Students can use their understanding of time management to plan effectively and accomplish assigned tasks.

## REQUIREMENT #1.

# Establish a Cross-Functional WBL Team and Norms

The first step for colleges is to establish a cross-functional team that brings together staff from across the college to discuss, establish, and execute defined work-based learning (WBL) processes. This team is responsible for collaboratively making WBL-related decisions and will meet regularly to align and calibrate their decisions.

- College leaders will identify staff who can represent each of the required WBL team functions. This team will be responsible for leading WBL decision making and will complete all accountability expectations established by the District. The WBL team should include a combination of Centers of Excellence (COEs) and career and technical education (CTE) leaders. WBL team functions include:
  - **College Leadership:** Setting workforce program development priorities and goals, directing college teams, and providing accountability structures, informed by workforce and labor market information.
  - **Employer Engagement and Program Development:** Developing and managing relationships with employer partners, developing WBL programs, serving as employer point of contact, ensuring official partnership agreements are executed and renewed, facilitating student financial aid-related arrangements, and leading partner evaluation.
  - **Student Outreach and Recruitment:** Coordinating with employers to create outreach and recruitment plans, leading recruitment to source applicants, and vetting/preparing applicants for interviews and onboarding. Ensuring equitable access and clarity around opportunities for WBL enrollment.
  - **Student Coaching and Career Development:** Providing one-on-one support to students during a WBL experience, informing students about career pathway options, monitoring academic and workplace performance and progress, and evaluating WBL experience.
  - **Data Lead:** Gathering and maintaining data, ensuring evaluation processes, supporting reporting, analysis, and continuous improvement.
- The **WBL team** will establish and cultivate cultural norms of collaboration, communication, and coordination related to securing WBL opportunities and ensuring student preparedness for WBL experiences. Specific collaboration includes:

Colleges may label staff positions differently; however, the intent is to identify staff who will fulfill each of the roles described. In addition, an individual may serve in multiple roles, or multiple staff could serve a single function.

## APPENDIX C

Establishing a Cross-Functional Work-Based Learning Team is a resource for college leaders to document WBL team membership and confirm institutional WBL commitment.

- **Collaboration with the District:** Participate in monthly meetings with the District Office Workforce Solutions team and each college's Employer Engagement and Program Development Lead. In these regular meetings, participants will share information on prospects, current employer partners, and best practices around program development/student preparedness. Outcome data will be shared with the District and collected each academic term.
- **Collaboration across colleges:** For employer partners who want to recruit students from multiple colleges, the District Office Workforce Solutions team will manage the relationship and request support from college leads to recruit and support students. Those relationships will be discussed during the monthly collaboration meeting with the District Office Workforce Solutions team.
- **Collaboration across academic, career, and workforce leaders within the college:** Leaders within the college will clearly define roles and responsibilities for each employer relationship. Refer to the [Employer Engagement Resources](#) for additional guidance and resources.
- **Industry representatives:** For programs that are offered at multiple colleges, it is recommended that colleges collaborate with advisory board members across the District to ensure curricular relevance and alignment for WBL experiences. Refer to the [Advisory Council Guidance](#) for requirements and resources.



## REQUIREMENT #2.

# Define the Current and Future WBL Landscape

This requirement supports work-based learning (WBL) teams in understanding what current WBL opportunities exist for different programs and students, recognizing the depth of employer engagement in WBL, and defining short- and long-term WBL goals that are informed by labor market information and the unique demands of each college.

- The **WBL team** identifies all current WBL offerings at the college, including WBL opportunities related to academic programs and ad hoc opportunities. To understand this, the WBL team will review WBL data and document:
  - The number of programs offering WBL opportunities.
  - The number of WBL types offered (see Appendix B for definitions of different types of WBL).
  - The number (percentage) of academic programs to include WBL.
  - The number (percentage) that fall within the COE and the number (percentage) that fall within CTE.
  - The number (percentage) of students participating in WBL.
- The **WBL team** identifies all current employer partnerships at the college. To understand this, the WBL team will review employer partnership data and document:
  - The number of total employer partners.
  - The number (percentage) of employers offering WBL opportunities.
  - The number of WBL opportunities by employer.
  - The number (percentage) of employers aligned with COEs.
  - The number (percentage) of Advisory Council employers offering WBL and/or providing postgraduate job opportunities.
  - The number of employers providing postgraduate job opportunities.

### APPENDIX D

Defining the Current Work-Based Learning Landscape offers a suite of tools to support WBL teams in inventorying WBL opportunities that are currently available, understanding why students do or do not participate in WBL opportunities, and collecting employer information.

- The **WBL team** seeks to understand who is currently engaged in WBL opportunities and the barriers to student access to WBL. To understand this, the WBL team will review WBL data and disaggregate WBL participant data by:
  - The number of students engaged in WBL within the COE.
  - The number of students being hired by their WBL employer or employer partners.
  - The number (percentage) of student representation of special population groups participating in WBL.
- The **WBL team** seeks to understand the quality of WBL experiences and barriers to student access to WBL. To understand this, the WBL team will conduct focus groups or interviews with students and faculty to understand:
  - Why students do or do not participate in WBL and what facilitates or prevents WBL engagement.
  - How current WBL opportunities align with the types of WBL experiences that students are looking for.
  - How current WBL opportunities build student awareness of career pathways, support students in their career development, and help develop industry-aligned knowledge and skills.
- College leaders establish and embed WBL goals within their institutional strategic planning goals by first assessing their current WBL landscape and then using that as a baseline to define goals for the following year.

The WBL team is responsible for developing a campaign to inform faculty and students about WBL and the value of WBL for students' personal and professional goals. The team will assist faculty in incorporating WBL into academic programs and informing students how to access and engage in those opportunities.

## APPENDIX E

Defining the Future Work-Based Learning (WBL) Landscape and Developing WBL Goals and Targets to Expand Equitable Access to WBL Opportunities supports WBL teams in reflecting on their WBL inventory and developing annual goals to improve equitable access to WBL opportunities.

## REQUIREMENT #3.

# Establish Partner Engagement Protocols and Processes

The District provides robust guidance on employer engagement and requirements for managing work-based learning (WBL)-specific employer partnerships.

- The **Employer Engagement and Program Development Lead**, in collaboration with the broader WBL team, will cultivate new relationships and nurture existing ones with industry representatives. This will be done by:
  - Developing employer engagement plans that define the goals, strategy, and timeline and that identify specific employer partners who will be targeted by the college.
  - Using Salesforce to:
    1. Track partner activity and relationships.
    2. Record communications with partners.
    3. Evaluate the maturity and health of employer partnerships marked by:
      - Number of partner engagements (quantity),
      - Number of partners with next steps (quality), and
      - Number of partners engaged in more than one way (depth).

Forecast WBL opportunities available with employers.

- The **WBL team** develops a plan to regularly engage industry representatives to solicit their input on industry needs and to continuously improve WBL partnerships. The WBL team:
  - Coordinates with COE and CTE leaders to participate in advisory committee meetings as appropriate, help make suggestions for committee membership, and encourage committee members to offer WBL opportunities at their respective organizations.
  - Provides guidance related to alignment of curriculum and industry needs.

The District developed a suite of [Employer Engagement Resources](#), including a Salesforce user manual and Salesforce functionality recommendations, to support colleges in developing and deepening employer partnerships.

Agreement templates can be accessed on the internal CCC SharePoint site [WBL Agreements](#).

- The **Employer Engagement and Program Development Lead** will establish a process to ensure all employer collaborations are documented through a formal partnership agreement. Based on specific college regulations and the type of partnership with a specific employer, the lead determines what agreement template or templates to use. Available agreement templates include:
  - Clinical/Practicum Affiliation Agreement
  - Data-Sharing Agreement<sup>1</sup>
  - Internship/Apprenticeship Agreement
  - Partnership Agreement
  - Scholarship Agreement
  - Youth Apprenticeship Agreement
  
- The **Employer Engagement and Program Development Lead** will establish a cadence of check-ins suggested below:
  - *For long-term and more established partnerships:*
    - Once the program begins, check in with the employer to ensure everything is going well.
    - At the midyear point, check in with an informal evaluation and/or email to see how the WBL opportunity is going, how students are doing, and whether there’s anything the COE can do to support and/or improve things.
    - At the end of the year, a formal evaluation should be administered to gather feedback on students’ experiences with the WBL program and the COE.
    - Partnership renewal conversations should take place 4 to 5 months before the typical start of the WBL opportunity to confirm whether the employer will be engaging in WBL opportunities that year.
  - *For newer partnerships and those that require additional attention:*
    - All of the above check-ins are suggested.
    - In addition to the suggestions above, the **Employer Engagement and Program Development Lead** should consider establishing biweekly (monthly at minimum) calls with the employer to check on the progress of the WBL opportunity and address changes quickly as they come up.

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<sup>1</sup> Basic data-sharing elements should be included in any agreement where applicable, but in some instances, a separate, formal data-sharing agreement may be necessary. Data-sharing requirements between the college and employer should include (1) student completion data: grades, credentials, and certifications attained; (2) performance and experience feedback: post-WBL placement survey, interview/conversation; and (3) employment data: job offers, conversions, retention.

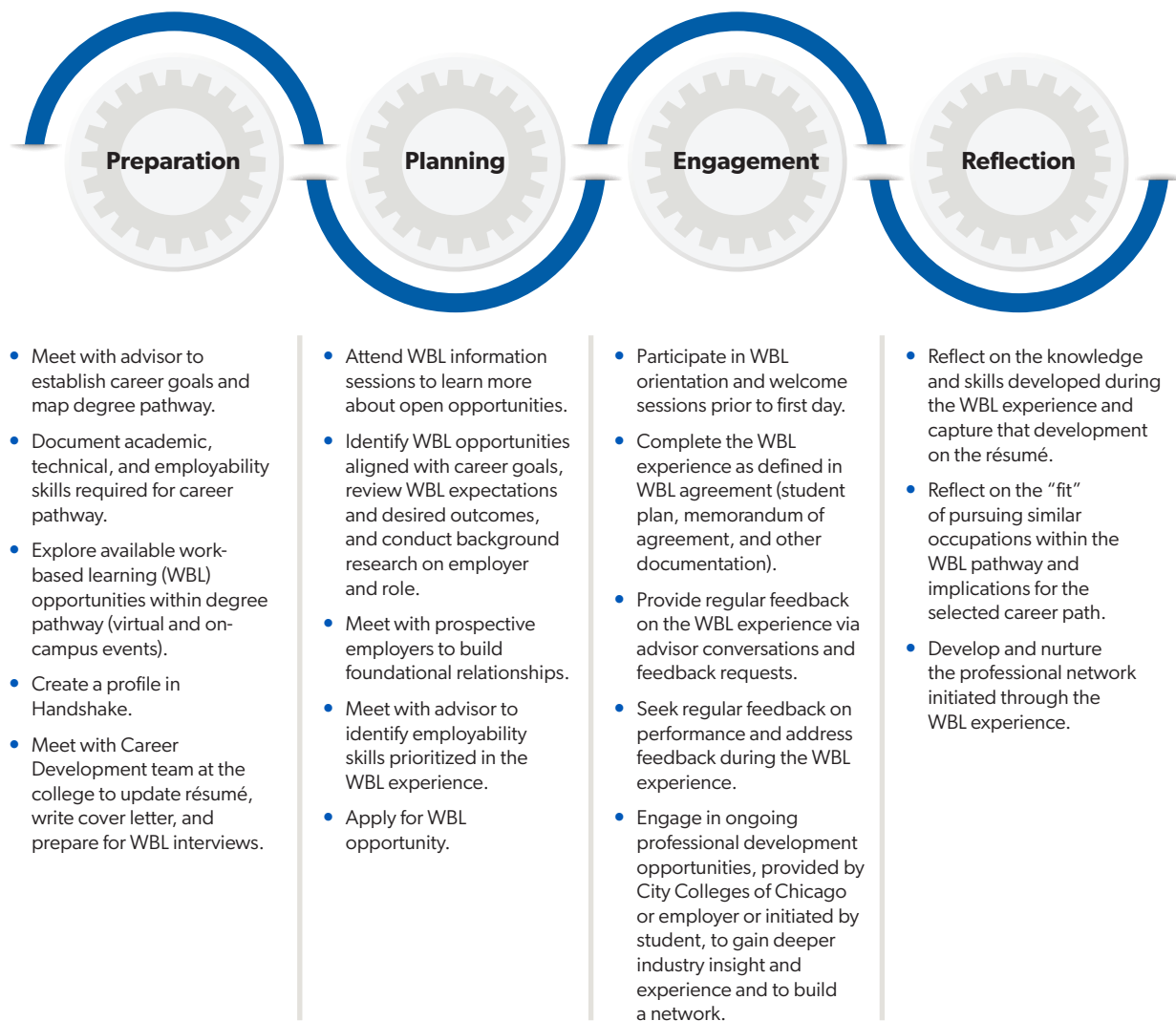
## REQUIREMENT #4.

# Coordinate Student Support Processes and Systems

The requirements in this section define the supports necessary for students to be adequately prepared for, effectively engage in, and successfully complete work-based learning (WBL) placements.

- The WBL team uses the Student WBL Journey Map (Figure 3) as a framework to establish the necessary processes, resources, and support services for students throughout their WBL experience.

**Figure 3. Student WBL Journey Map**



- The **Student Coaching and Career Development Lead** engages with students early and often to establish academic and career goals, guide students through WBL preparation activities, and connect students to on-campus resources. Supports include:
  - Supporting students in articulating their career goals and mapping their career pathway.
  - Documenting the academic, technical, and employability skills required for various career pathways.
  - Encouraging students to create a profile on Handshake and post an updated résumé.
  - Connecting students to WBL opportunities posted on CCC platforms (e.g., [Handshake](#) and the [Earn & Learn](#) website).
  - Supporting students in developing and refining WBL application materials (résumés, cover letters) and providing interview preparation resources.
  - Helping students through their employer’s onboarding process.
  - Providing students with some form of orientation before their first day with their employer.
  - Soliciting regular input from students on their WBL experience and determining supports or accommodations necessary for students to successfully participate in and complete their WBL experience.
  - Giving the WBL team and the **Employer Engagement Lead** any feedback that may need to be shared with the employer partner.
  - Providing or making resources available for continued professional development, industry engagement, mentorship, and networking.
  - Capturing and tracking student WBL placement, persistence, conversion, and retention information.

## REQUIREMENT #5.

# Develop or Adopt an Employability Skills Framework

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As defined in the Work-Based Learning (WBL) Definitions section of this guidance, the WBL team will adopt a common set of employability skills. This section defines how colleges will engage in efforts to develop, assess, and adopt these skills across their college.

- First, the **WBL team**, in collaboration with the college’s leadership and faculty, identifies the employability skills framework they will use. This decision should be based on the framework that aligns with what is already being used at the college and that best supports the college’s other priorities.

Once the employability framework has been selected, the WBL team identifies three employability skills to prioritize for the school year. The WBL team articulates how the Career Development team, instructors, and deans will support the development of the prioritized employability skills (e.g., workshops or coursework integration).

- The **WBL team** prioritizes opportunities for faculty professional development to promote the integration of employability skills development into classroom instruction.
  - Share the definition of “employability skills” with faculty.
  - Establish college-wide expectations for ways in which faculty support the development of prioritized employability skills.
  - Identify immediate and long-term needs related to supporting the development of employability skills.

For any courses that adopt work-based learning, instructors will choose their own employability skills to prioritize. The instructor will need to adopt a course-level learning outcome tied to the prioritized employability skills.

## REQUIREMENT #6.

# Integrate WBL Data Collection and Assessment Procedures

The District orchestrates formal procedures for reporting on work-based learning (WBL) participation, quality, and outcomes. This section explores the types of data expected to be collected and the forms to be used for WBL data collection and reporting.

- The **Employer Engagement and Program Development Lead** and the **Student Coaching and Career Development Lead** regularly solicit feedback on WBL experiences as part of a continuous improvement process.
  - Students are afforded ongoing opportunities to share feedback on their experience (quality of experience, fit of experience, opportunities for improvement), including surveys, reflection prompts, and regular conversations.
  - Employers are given ongoing opportunities (surveys, email communication, regular conversations) to share feedback on their WBL experience broadly and with specific student placements.
- The **Data Lead** uses the templates and forms developed by the District to complete all data reporting requirements. The WBL team develops systems and processes to collect WBL data, and the Data Lead regularly shares WBL data with the team to review and assess progress toward achieving defined WBL priorities. Table 2 lists the data collected for reporting.

**Table 2. WBL Data Collected to Meet Reporting Requirements**

DATA ELEMENTS		
<b>DATA TOPIC   Student Information</b>		
<ul style="list-style-type: none"> <li>• Student ID</li> <li>• First Name</li> <li>• Last Name</li> <li>• Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Home College</li> <li>• Academic Plan</li> <li>• Gender</li> </ul>	<ul style="list-style-type: none"> <li>• Age at Census</li> <li>• Age Group</li> <li>• ZIP Code</li> </ul>
<b>DATA TOPIC   Current WBL and Employer Information</b>		
<ul style="list-style-type: none"> <li>• Company</li> <li>• Company Industry (industry that the employer’s organization identifies as)</li> <li>• WBL Pathway (specific area of the organization that is hiring our students; this can differ from the company’s main industry)</li> </ul>	<ul style="list-style-type: none"> <li>• Fiscal Year</li> <li>• Term: Fall, Spring, Summer</li> <li>• WBL Type</li> <li>• Start Date</li> <li>• End Date</li> <li>• WBL Position Title</li> <li>• Pay</li> </ul>	<ul style="list-style-type: none"> <li>• Modality: Unpaid, Wage, Salary, Stipend</li> <li>• Hours/Week</li> <li>• Benefits</li> <li>• Status: In Progress, Completed, Separation, Withdrawn</li> </ul>
<b>DATA TOPIC   Outcomes Information</b>		
<ul style="list-style-type: none"> <li>• Employment: Not Offered, Offered and Declined, Converted to Full Time, Not Applicable</li> <li>• New Position Title</li> <li>• New Pay</li> </ul>	<ul style="list-style-type: none"> <li>• New Modality: Wage, Salary, Stipend</li> <li>• Hours/Week</li> <li>• Retention Status: 1 year, 2 years, not retained</li> </ul>	<ul style="list-style-type: none"> <li>• Certifications/credentials attained</li> <li>• Optional: Documentation of the skills developed</li> </ul>



# References

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Illinois State Board of Education. (2020). *Recommended technical and essential employability competencies for college and career pathway endorsements.*

## APPENDIX A.

# Participants in the Work-Based Learning Workgroup

INSTITUTION	CONTACT NAME AND ROLE
CCC District Office	Corey Young, Executive Director, Workforce Solutions
CCC District Office	Connie Rutledge, Director of Workforce Partnership Development
CCC District Office	Stacia Edwards, Deputy Provost
CCC District Office	Yolaine Jean, District Director of Adult Education Transitions
CCC District Office	Monica Meriweather, Director of Strategic Initiatives
CCC District Office	Elisa Juarez Lopez, Student Development Coordinator, Tech Strategy
Daley	Julie MacCarthy, Director of Career Development
Daley	David Girzadas, Dean of Advanced Manufacturing
Kennedy-King	Marjorie Hyland, Director of Workforce Partnerships (C2C)
Kennedy-King	Inesha Kelly, Dean, Dawson Technical Institute
Kennedy-King	Ingrid Priloeau Byrd, Director of Career Development
Malcolm X	Rhonda Hardemon, Director of Workforce Partnerships (C2C)
Malcolm X	Maria Gutierrez, Executive Director, Career and Workforce
Malcolm X	Veronica Sek, Director of Medical Programs
Malcolm X	Jaklyn Hanipale, Director of Health Science Clinical Education
Olive-Harvey	ET Mitchell, Director of Workforce Partnerships (C2C)
Olive-Harvey	Toynecia Davis, Coordinator of Academic/Career Programs
Olive-Harvey	Victor Sanchez, Associate Dean of Careers and Continuing Education
Olive-Harvey	Charlene Haymond-Bussell, Director of Career Planning and Placement (C2C)

INSTITUTION	CONTACT NAME AND ROLE
<b>Olive-Harvey</b>	Cheryl Freeman, Dean, College to Career Programs
<b>Olive-Harvey</b>	Vance Gray, Dean of Instruction
<b>Olive-Harvey</b>	April Fallon, Associate Dean of Instruction
<b>Olive-Harvey</b>	Amanda Gettes, Executive Dean of Urban Agriculture
<b>Truman</b>	Allison Zures, Associate Dean of Careers and Continuing Education
<b>Truman</b>	Danielle Wallington-Harris, Director of Workforce Partnerships (C2C)
<b>Truman</b>	Meredith Gallo-Murphy, Director of Career Development
<b>Harold Washington</b>	Marion Berry, Associate Dean, Center of Excellence of Business
<b>Harold Washington</b>	Kye-Anne Wilborn, Dean, Center of Excellence of Business
<b>Harold Washington</b>	Joe Hinton, Associate Dean, Career Programs
<b>Harold Washington</b>	Tonja Girtten, Workforce Partnership Coordinator
<b>Harold Washington</b>	Kayla Godinez, Workforce Success Coach
<b>Wilbur Wright</b>	Jenetta O'Neal, Director of Workforce Partnerships (C2C)
<b>Wilbur Wright</b>	Joe Reaves, Director of Career Planning and Placement (C2C)
<b>Wilbur Wright</b>	Laura Nitanda, Workforce Partnership Coordinator

## APPENDIX B.

# Types of Work-Based Learning: Definitions

### WBL TYPE | Apprenticeship (Registered or Non-Registered)

#### Description

Apprenticeships are employer-driven, typically “earn while you learn” experiences through which students combine structured, paid on-the-job training (OTJ) with job-related instruction in curricula that can lead to the attainment of industry-recognized skill standards and an industry credential.

#### Criteria

Supervised, paid; education-aligned. Part to full time. Can be registered with the U.S. Department of Labor (USDOL) or non-registered. Registered apprenticeships meet USDOL standards including employer involvement, structured OTJ, related instruction, rewards for skills gained, and an industry-recognized credential. At City Colleges of Chicago (CCC), non-registered apprenticeships are recognized provided they meet USDOL apprenticeship criteria. In some instances, an apprenticeship may require that all related technical instruction for a particular career pathway is front-loaded prior to the OTJ portion of the experience.

*Duration: One semester up to 3 years.*

### WBL TYPE | Capstone/Project

#### Description

A multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically at the end of an academic program or learning-pathway experience through which students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real-world business and industry settings.

#### Criteria

Supervised by an instructor and/or employer. Typically unpaid; credit granting.

*Duration: Varies, but typically within the period of an academic term.*

### WBL TYPE | Clinical

#### Description

An experience in the application of academic and hands-on skills learned in the classroom in a real-world setting, most often at an off-campus healthcare institution. These clinical experiences are usually a required component of professional certification or licensure.

#### Criteria

Supervised, non-paid; credit granting.

*Duration: Varies by program.*

## WBL TYPE | Co-op

### Description

Opportunity in which periods of classroom instruction alternate with periods of discipline-related work experience.

### Criteria

Supervised, paid; full time; credit granting.

*Duration: Varies by requirements agreed upon by college and employer.*

## WBL TYPE | Internship (Micro/Credit/Non-Credit)

### Description

On-site work experiences in which students practice and demonstrate developing skills and competencies aligned to their program of study. Internships are usually one-time experiences.

### Criteria

Supervised, paid or non-paid; credit or non-credit; short (micro-internship) or long term; project or placement based.

*Duration: Six weeks or longer and average of 10–20 hours per week.*

## WBL TYPE | On-the-Job Training

### Description

Given that most students are employed, it would be impossible to track and categorize all student employment as work-based learning (WBL). At CCC, on-the-job training will be recognized as a WBL opportunity when the experience is documented (number of hours worked in a certain career pathway or for skills gained) or in instances through which students receive prior learning credit for their work experience.

### Criteria

Supervised, paid; possibly credit granting (prior learning credit).

*Duration: Varies by employer.*

## WBL TYPE | Practicum

### Description

A planned and evaluated practice experience in which students synthesize, integrate, and apply practical skills, knowledge, and training learned through coursework to gain professional experience in a professional environment.

### Criteria

Supervised, non-paid; credit granting.

*Duration: Varies by program.*

## WBL TYPE | Pre-Apprenticeship

### Description

A program or set of strategies designed to prepare individuals for entry into apprenticeship programs or other job opportunities. Pre-apprenticeship programs have varied program elements; however, at their core, they place an individual on a pathway to employability, typically through an apprenticeship. Elements include inclusive recruitment of underrepresented individuals, industry-focused curriculum and training, hands-on learning/WBL, retention services for successful participation and completion, and partnerships with employers and connections to apprenticeship programs that strive for credential acquisition.

### Criteria

Paid or non-paid; credit or non-credit.

*Duration: Varies by program and employer, but typically ranges from several weeks to between 6 months and 1 year.*

## WBL TYPE | Service Learning

### Description

Career-related service learning is an opportunity through which students improve academic learning and develop personal skills through structured service or service projects that meet community needs, using the content knowledge and skills attained through their program of study. The intention of career-related service learning extends beyond simply conducting community service.

### Criteria

Supervised, non-paid; credit or non-credit.

*Duration: Single event, series of activities, or part of program.*

## WBL TYPE | Volunteer Service

### Description

An experience in which students volunteer with a non-profit organization and perform service or service projects that meet community needs using the content knowledge and skills attained through their program of study. Given that a portion of CCC's population is ineligible to work in formal, paid work settings, volunteer service may be the only way for these students to acquire work experience. At CCC, volunteer service, like employment, will be recognized as a WBL opportunity when the experience is documented (number of hours worked in a certain career pathway or for skills gained) or when students receive prior learning credit for their work experience.

### Criteria

Supervised, non-paid. Possible credit or prior learning credit.

*Duration: Varies.*

## WBL TYPE | Work-Study Placement Aligned to Career Pathway

### Description

On- or off-campus work experience in which students are paid by using their Federal Work-Study aid awards.

### Criteria

Supervised, paid.

*Duration: Varies.*

## WBL TYPE | Youth Apprenticeship

### Description

Opportunities for students in high school and postsecondary education. Youth apprenticeship provides the foundation for students to choose among multiple pathways in high school and then enroll in college, enter full-time employment, or combine work and college enrollment.

### Criteria

Supervised, paid. Students ages 16–24.

*Duration: Varies by program but ranges from 1 to 2 years.*

## WBL TYPE | Youth Training Programs

### Description

CCC offers different opportunities for youth to engage in career pathway exploration. These opportunities are for high school students who are training for internships/jobs.

Examples include:

- *Aim 2 Launch*
- *Fifth Third Bank – Jumpstart to Jobs*
- *One Summer Chicago*
- *Year Up*

### Criteria

Supervised, paid or unpaid. Students ages 17–24.

*Duration: Varies.*

## APPENDIX C.

# Establishing a Cross-Functional Work-Based Learning Team

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This document confirms that *[insert college name]* has reviewed the City Colleges of Chicago Work-Based Learning (WBL) Implementation Guidance and agrees to develop programs, policies, and procedures that support the implementation of the WBL requirements defined in the guidance.

In addition, the *[insert college name]* has adopted the definitions described in the guidance and is committed to promoting a culture of collaboration, communication, and coordination within and across institutions. Specifically, the WBL team will:

- Participate in monthly meetings with the District Office Workforce Solutions team and each college's Employer Engagement and Program Development Lead.
- Collaborate across colleges where appropriate.
- Collaborate across academic, career, and workforce leaders within the college.
- Collaborate with advisory board members across the district to ensure the relevance and alignment of the curriculum.
- Set short- and long-term WBL goals for the college.
- Capture, maintain, and report WBL employer and student data.

WBL Team sign-off:

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College Leadership

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Student Outreach &  
Recruitment Lead

---

Data Lead

---

Employer Engagement &  
Program Development Lead

---

Student Coaching &  
Career Development Lead



## APPENDIX D.

# Defining the Current Work-Based Learning Landscape

**Section 1.** Use the following tools to inventory the work-based learning (WBL) opportunities currently available to your students. Include those that are embedded into courses, as well as other WBL opportunities available to students that are not part of courses.

### WBL Current Inventory

<b>WBL Opportunity</b>	Description of employer and WBL type	<i>Example: Aon Apprenticeship Program</i>
<b>Program Offering WBL</b>	What academic plan/program is this program tied to? If this is a WBL opportunity embedded into a course, which course is it?	<i>Example: Marketing-Management AAS-Insurance</i>
<b>WBL Type</b>	Refer to WBL type/definitions	<i>Example: Apprenticeship</i>
<b>No. of Students Per Term/Year</b>	How many students participate per term/year?	<i>Example: 20–25 per year</i>
<b>Type of Student</b>	What type of students are eligible for this particular WBL (e.g., credit; no bachelor's degree; 30 credits or less) opportunity?	<i>Example: Credit; 15 credits or less</i>
<b>Length of Experience</b>	Duration	<i>Example: 2 Years</i>
<b>Employer</b>	Who is the employer? There should be a separate line for each employer.	<i>Example: Aon</i>

**Section 2.** Collect information from students and faculty on why students do or do not participate in WBL opportunities. Consider focus groups or interviews with students and seek to understand:

- Why students do or do not participate in WBL.
- What policies, requirements, or program operations facilitate and prevent WBL engagement.

**Why do students participate?**

**Why do students not participate?**

**What facilitates student participation in WBL?**

**What prevents student participation in WBL?**

**Section 3.** Collect information on the current employer landscape for WBL opportunities.

<b>Employer</b>	
<b>Employer Industry</b>	
<b>WBL Pathway</b>	
<b>WBL Type</b>	
<b>WBL Title/Role(s)</b>	
<b>Number of Opportunities per Year</b>	
<b>Conversion Rates</b>	
<b>Year Partnership Started</b>	
<b>Agreement Executed (Y/N)</b>	
<b>Health of Partnership</b>	
<b>Depth/Breadth of Partnership</b>	

## APPENDIX E.

# Developing WBL Goals and Targets to Expand Equitable Access to WBL Opportunities

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Because of the demographics of our City Colleges of Chicago (CCC) students, our programs are incredibly diverse and represent the neighborhoods in which we are located. However, we want to ensure that all CCC students who want to participate in WBL are provided the opportunity to do so, which is what we mean by “equitable access.” In order to ensure all CCC students have equitable access to WBL opportunities, we need to first understand the landscape of WBL at CCC and consider which students are not being represented and the reasons they are not represented in our WBL opportunities. Once these reasons are understood, the WBL teams at each college and the District Office team should collaborate to address these barriers to ensure more students are able to access WBL opportunities—whether it is the number of opportunities themselves or the variety of opportunities, or even the awareness of opportunities available to CCC students.

**Section 1.** Review the current WBL inventory and assessment of student access to WBL opportunities with the WBL team and reflect on the following questions:

- What is the current WBL participation rate, and how does it compare to last year’s participation? Are we close to the WBL goals/metrics we have set? Where do we need to shift to meet our goals?
- Are the list of courses with embedded WBL accurate and up to date? Are there other courses/programs that could benefit from WBL opportunities? If so, which courses/programs and why?
- What are students saying about their WBL experiences? What are some areas of growth to address any student feedback regarding the application process, onboarding, and WBL experience that would allow more students to successfully complete the WBL opportunity?
- What are employers saying about partnering with us for WBL opportunities? Are there opportunities to increase cohort sizes and/or deepen engagement with them?
- Have we engaged faculty/instructors for their connections to industry/employers that can provide WBL experiences?

**Section 2.** Based on the reflection discussion with the WBL team, determine three priorities for the future state of WBL for your college/Center of Excellence (COE).

1. The first priority should be related to increasing WBL opportunities within the COE at large.
2. The second priority should be related to student engagement in the WBL space.
3. The third priority should be related to employer engagement in the WBL space.

AREA OF FOCUS	SPECIFIC COLLEGE PRIORITIES	OWNER	SUPPORT STAFF/FACULTY
<b>Increase WBL Opportunities</b>	<b>How to increase WBL opportunities within the COE</b>		
<b>Improve Student Engagement</b>	<b>How to improve student engagement in the WBL space</b>		
<b>Improve Employer Engagement</b>	<b>How to improve employer engagement in the WBL space</b>		

**Section 3.** After identifying the three priorities, each priority should be broken down using the following tool.

**Priority 1: Increasing WBL Opportunities Within COEs**

Owner:

Goal

- Current Year:
- Next Year Target:

Strategy: What is required to meet next year's targets?

Additional Costs/Resources Needed:

**Priority 2: Improving Student Engagement in WBL Opportunities**

Owner:

Goal

- Current Year:
- Next Year Target:

Strategy: What is required to meet next year's targets?

Additional Costs/Resources Needed:

**Priority 3: Improving Employer Engagement in the WBL Space**

Owner:

Goal

- Current Year:
- Next Year Target:

Strategy: What is required to meet next year's targets?

Additional Costs/Resources Needed:

