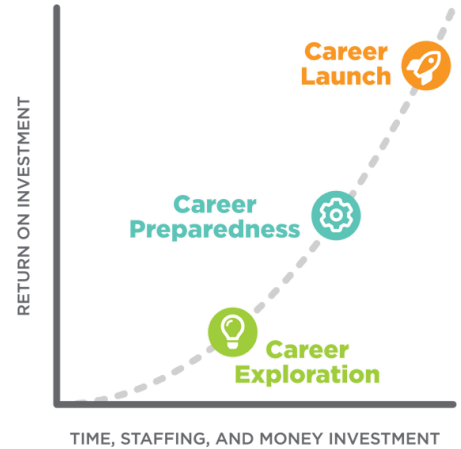


DC's Work-Based Learning Framework

The Work-Based Learning (WBL) Framework illustrates the value of high-quality WBL, the important distinctions between types of WBL, and examples of each. Educators, service providers, and partners can use the framework to align key concepts and language, effectively support youth in navigating the complex career-connected opportunities available in DC, determine the best fit, and understand what excellence looks like. More resources can be found at www.cityworksdc.org/toolkit



Brief opportunities (usually 1-4 hours) for young people to learn about various professions, fields, companies, and postsecondary interests.

TARGET PARTICIPANTS:

Youth aged 11+

ESSENTIALS OF EXCELLENCE:

- Meets Good Job criteria in associated industry¹.
- Provides insight into careers/sectors and associated skills and competencies.
- Includes postsecondary planning/interest inventory activities.
- [Aligned to Level I & II CTE course standards.](#)

EXPECTED OUTCOMES:

Participants know more about career sectors, Good Jobs, and are better equipped to develop postsecondary plans and pursue postsecondary interests.

MEASURED BY:

- Youth surveys on postsecondary interests ([example](#)).
- Completion of CTE courses (Level I & II).
- Postsecondary plan completion ([example](#)).

EXAMPLES:
Guest speakers, job shadowing, field trip, company tour, career fair.

Opportunities for youth that are short-term (usually 1 month-1 year, and about 400 hrs) work experiences to build knowledge and employability skills in an identified profession and company.

TARGET PARTICIPANTS:

Youth aged 14+

ESSENTIALS OF EXCELLENCE:

- Meets Good Job criteria in associated industry (definition in footnote).
- Provides paid, on-the-job learning.
- Provides mentorship by a host employer
- Builds [employability skills](#).
- Includes postsecondary planning/wrap-around support.
- [Aligned to Level III & IV CTE course standards.](#)

EXPECTED OUTCOMES:

Participants demonstrate growth in employability skills, further explore interests and refine postsecondary plans.

MEASURED BY:

- Internship and/or pre-apprenticeship completion.
- Participant satisfaction and competency evaluation ([example](#)).
- Employer satisfaction and competency evaluation ([example](#)).
- Completion of CTE courses (Level III & IV)
- Youth surveys demonstrating clarity on postsecondary plans.

EXAMPLES:
Internships, pre-apprenticeships.

Deep work experience and training (usually 2-3 years and 2,000 hours) with aligned classroom experience for youth to become fully prepared with relevant expertise, experience, and postsecondary credentials and certifications, making them competitive for an entry-level full-time position.

TARGET PARTICIPANTS:

Youth aged 17+

ESSENTIALS OF EXCELLENCE:

- Meets Good Job criteria in associated industry (definition in footnote).
- Provides paid, on-the-job learning.
- Provides formal oversight by a hiring employer.
- Includes ongoing assessment against established skills and competency standards
- Includes postsecondary planning/job transition support.
- Aligned to related classroom-based instruction.

EXPECTED OUTCOMES:

Culmination in a portable, industry-recognized credential and/or postsecondary credit that leads to a full-time job.

MEASURED BY:

- Completion of apprenticeship program, DOL certificate attainment.
- Attainment of portable industry-recognized credentials and/or postsecondary credits.
- Participant satisfaction and competency evaluation.
- Employer satisfaction and competency evaluation.
- Employment in a Good Job.

EXAMPLES:
Apprenticeships, Training to Job programs.

¹ A Good Job is a full-time role which 1) is in a high-demand, high-growth sector, 2) provides opportunities for skills and career advancement, and 3) provides a living wage that provides family-sustaining income and benefits (~\$46K¹ for one adult in DC). [Contact us with questions or feedback.](#) Note a [Glossary of Key Work-Based Learning Terms](#) can be found [here](#).