

# Work-Based Learning Designation Renewal Pre-Session Work



# WBL Designation Renewal Pre-Session Workbook

## Introduction to the Work-Based Learning (WBL) Designation Renewal

Welcome to the Work-Based Learning (WBL) Designation Renewal. This content is designed to support your knowledge and skills as well as meet the need for renewal of your WBL designation. The renewal process uses a blended format of two hours of pre-session work with three hours of synchronous training.

The pre-session work is essential for grounding participants in the foundational elements of high-quality WBL programming. It includes reviewing the ISBE Work-Based Learning Manual, reflecting on current practices, and identifying goals for continuous improvement. Completion of these materials ensures that the synchronous session is focused on collaborative problem-solving, sharing best practices, and deepening understanding of the WBL continuum and Workplace Experience courses.

## Pre-Session Work Overview

To ensure the live session is meaningful, participants must complete two hours of pre-session preparation.

The pre-session work includes the following components (times included are estimates for completion):

### I. Self-Assessment – 15 minutes

- Reflect on your current WBL practices to identify strengths and growth areas.

### II. WBL Manual Review – 1 hour

- Deepen your understanding of ISBE’s expectations, including continuum components, Workplace Experience courses, legal considerations, and quality indicators.

### III. Understanding the WBL Continuum Activity and Reflection – 15 minutes

- Consider how WBL has impacted your students and your instructional approach.

### IV. SWOT Analysis and Reflection – 30 minutes

- Identify actionable next steps to strengthen your WBL program.

## I. Self-Assessment

**Directions:** Complete the following self-assessment to reflect on your current WBL program’s strengths and areas for growth. For each statement, indicate the level of implementation that best reflects your current experience:

- **Low:** Minimal or emerging practices; informal, inconsistent, or undeveloped with limited resources.
- **Medium:** Moderate implementation; some structures and planning exist, but efforts are not fully integrated or consistent.
- **High:** Strong, consistent implementation; practices are well-established, strategically planned, regularly evaluated, and supported by active resources.

Component	Answer
Community partners actively support and contribute to the Work-Based Learning program.	___ Low ___ Medium ___ High
Our program effectively integrates and applies essential and technical skills within the curriculum.	___ Low ___ Medium ___ High
Our WBL course is well-structured, with clear pacing, assessments, and activities planned for a semester or full academic year.	___ Low ___ Medium ___ High
Our school implements a comprehensive WBL continuum from 9th to 12th grade, including career awareness, exploration, and development experiences across grade levels.	___ Low ___ Medium ___ High
Our resources, materials, and assessments meaningfully support student engagement in work-based learning.	___ Low ___ Medium ___ High
Our school or district is equipped to identify and address barriers or legal concerns related to WBL as they arise.	___ Low ___ Medium ___ High
Our school or district effectively uses grant funding and financial planning to support equipment, professional development, and other program costs.	___ Low ___ Medium ___ High
Our school actively addresses access to and implementation of WBL programming for students furthest from opportunity.	___ Low ___ Medium ___ High

## II. WBL Manual Review

**Directions:** Spend approximately one hour reviewing the [ISBE Work-Based Learning Manual](#). Focus on the following key areas to deepen your understanding of expectations and implementation strategies. Reference specific pages where applicable.

### A. Preface and Introduction (pg. 4-8)

- Understand the purpose and definition of Work-Based Learning and its benefits.
- Recognize the three key components of a comprehensive WBL program and available resources.

### B. Career Awareness Activities (pg. 9-20)

- Review activities that introduce careers, including Career Days, service learning, Lunch and Learn sessions, guest speakers, and multimedia tools.
- Identify other projects that build early career awareness.

### C. Career Exploration Activities (pg. 21-38)

- Examine strategies for deeper career engagement such as career fairs, industry tours, job shadowing, and service learning.
- Explore mentorship, team-based challenges, and CTSOs as tools for career development.

### D. Workplace Experiences (pg. 39-56)

- Evaluate hands-on experiences like student-led and school-based enterprises, supervised agricultural experiences, and clinical placements.
- Understand internships and apprenticeship models, including pre-apprenticeships and registered programs.

### E. Other Work-Based Learning Opportunities (pg. 57-60)

- Review specialized programs, such as STEP and Regional Safe Schools, that support unique student needs.

### F. Work-Based Learning Program Management (pg. 61-71)

- Review required educator qualifications, how to connect with industry partners, legal considerations, and alignment with College and Career Pathways.

### G. Appendices (pg. 72-91)

- Reference detailed course descriptions, examples of WBL activities, apprenticeship guidance, and embedded WBL in CTE courses.

### III. Understanding the WBL Continuum – Activity

**Directions:** Review Sections 1-3 of the ISBE Work-Based Learning Manual. For each activity listed below, indicate whether your program currently offers it. If not, briefly describe how you might begin planning to implement it.

<b>Continuum Activities</b>	<b>YES, our program currently offers this activity</b>	<b>NO, our program currently does not offer this activity</b>	<b>PLAN: If NO, note what you can do to start planning the implementation of this experience.</b>
Lunch and Learns			
Career Days			
Service Learning			
Guest Speakers			
Worksite Tours			
Intensive Service Learning			
Projects			
Team-Based Challenges			
CTSOs			
Job Shadows			
Student/School-Based Enterprise			
Supervised Agricultural Experiences			
Clinicals			
Internships			
Apprenticeships			



#### IV. SWOT Analysis

**Directions:** Complete the SWOT analysis table to evaluate your WBL program. Consider factors such as scheduling, WBL requirements, transportation, funding, student barriers, classroom resources, and school or district support. List internal **S**trengths and **W**eaknesses, then identify external **O**pportunities and **T**hreats that could impact the program.

#### Work-Based Learning SWOT Analysis

<p style="text-align: center;"><b>Strengths</b></p>	<p style="text-align: center;"><b>Weaknesses</b></p>
<p style="text-align: center;"><b>Opportunities</b></p>	<p style="text-align: center;"><b>Threats</b></p>

