

Work-Based Learning Designation Renewal Implementation Guide



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Purpose

This guide equips Work-Based Learning (WBL) Designation Renewal trainers with practical tools to plan, deliver, and evaluate renewal sessions. It includes key resources, trainer expectations, strategies for engaging adult learners, planning and logistics, session delivery steps, and guidance for follow-up and continuous improvement.

Practical tools and guidance are organized into these key sections:

- **Key Resources for Regional Trainers**

Provides essential links and documents to help trainers align with state standards and best practices for Work-Based Learning.

- **Expectations of Regional Trainers**

Outlines the roles and responsibilities of trainers, including delivering renewal sessions and serving as local Workplace Experience course experts.

- **Facilitating Adult Learners: Key Strategies for Trainers**

Offers practical techniques to engage adult learners through relevance, collaboration, and real-world application.

- **WBL Designation Renewal Timeline Overview**

Provides a high-level snapshot of the key phases and actions involved for trainers in planning, delivering, and following up on WBL Designation Renewal sessions.

- **Planning and Preparing for WBL Designation Renewal Sessions**

Guides trainers in organizing logistics, scheduling, and customizing content to meet regional needs.

- **Delivering WBL Designation Renewal Sessions**

Details how to use presentation scripts, timing guides, and participant materials to ensure consistent, interactive training.

- **Follow-Up and Continuous Improvement After the Session**

Explains steps for issuing professional development (PD) credit, collecting evaluations, and using feedback to enhance future sessions.

Key Resources for Regional Trainers

[Illinois State Board of Education's Work-Based Learning Manual](#)

The purpose of this manual is to provide non-regulatory guidance and direction for schools when they are developing and implementing the components of Work-Based Learning (WBL) experiences as defined on the state's Work-Based Learning continuum, and as indicated in the Perkins V State Plan. These experiences provide students with opportunities to practice and enhance the skills gained in their Career and Technical Education (CTE) program of study. The manual also provides recommendations regarding the integration of WBL as a vital component of CTE programs. Key aspects of WBL, such as job shadowing, simulated skill development, workplace experiences, internships, and apprenticeships, are referenced throughout this document.

[Illinois State Board of Education's Work-Based Learning Webpage](#)

The WBL webpage provides a range of valuable resources, including the official WBL Manual, the WBL continuum, program quality indicators, legislative updates, and details on state-approved training opportunities. Whether leading regional sessions, supporting educators in a district, or implementing WBL programs in the classroom, the site serves as a key resource in advancing authentic, career-connected learning for Illinois students. Regularly visiting the WBL webpage and maintaining communication helps ensure efforts remain aligned with state priorities and best practices.

[Career and Technical Education Leadership Webpage](#)

This webpage serves as a comprehensive informational tool, offering a central space for Education for Employment System and Area Career Center directors to access key resources, stay updated on relevant events, and enhance their work with organized, easily accessible materials. This webpage includes the most updated resources for Work-Based Learning Designation Renewal.

[Illinois Career Pathways Dictionary](#)

This resource includes the State of Illinois' overarching definition for career pathways and the WBL continuum as agreed to by multiple state agencies, boards, committees, and other stakeholders.

[Recommended Technical and Essential Employability Competencies for College and Career Pathway Endorsements](#)

The Recommended Technical and Employability Competencies serve as quality indicators of an individual's readiness to enter an industry or to pursue further education. Competency statements apply to current industry needs, contain both employability skills and technical skills, and leave opportunity for specialized training and career advancement.

Expectations of Regional Trainers

Becoming a trainer for ISBE's WBL Designation Renewal allows local leaders to shape how renewal training is offered in their region. WBL Designation Renewal trainers are expected to:

Deliver WBL Designation Renewal to educators nearing WBL designation expiration.

- Trainers facilitate sessions using approved materials and methods so that educators receive the necessary content and support to successfully renew their WBL designation.

Serve as a regional Workplace Experience course "Resident Expert".

- Trainers serve as knowledgeable guides for Workplace Experience course-related questions and implementation, helping educators interpret policy, apply best practices, and integrate high-quality WBL into their instructional planning.

Collaborate with EFE director to lead WBL Designation Renewal sessions.

- Trainers should maintain regular communication with the Education for Employment (EFE) director to identify optimal timing, locations, and formats for upcoming WBL Designation Renewal sessions, ensuring alignment with regional needs and educator availability.

Facilitating Adult Learners: Key Strategies for Trainers

Adult learners value relevance, respect, and collaboration. Keep training practical, interactive, and focused on clear goals. These principles support engaging and effective sessions:

Internal Motivation

- Provide options for activities, group work, and discussion topics.
- Incorporate goal-setting exercises and opportunities for reflection.

Discussion & Sharing

- Create open formats that allow for dialogue rather than lecture-style delivery.
- Allocate extra time for questions and peer-to-peer sharing.

Authentic Examples

- Share practical, real-world applications over abstract theory.
- Share examples from local schools or industries to make content relatable.

WBL Designation Renewal Timeline Overview

The table below provides a high-level snapshot of the key phases and actions involved for trainers in planning, delivering, and following up on WBL Designation Renewal sessions. Each step will be explained in detail in the subsequent sections of this guide, along with practical tools, templates, and strategies to support successful implementation.

Phase	Key Actions
Delivery Format & Logistics	Determine session format (3-hour + pre-work or 5-hour) and delivery mode (in-person or virtual), and schedule dates, times, and locations.
Budget & Coordination	Work with EFE director to address stipends, substitutes, and travel costs.
Registration & Pre-Assessment	Distribute registration form and pre-assessment to participants; analyze results to customize session content.
Pre-Work (for 3-hour format)	Assign pre-work: needs assessment, WBL Manual review, reflection questions, and goal setting.
Session Delivery	Use scripted slide decks, timing guide, participant guide, and engagement strategies for interactive sessions.
Post-Session Evaluation	Collect evaluations and Form 77-21A; review participant feedback for improvements.
Follow-Up & PD Credit	EFE directors issue Professional Development Hours (PDHs) via ELIS or IWAS; submit attendance and evaluation summary to ISBE within 5 days.

Planning and Preparing for WBL Designation Renewal Sessions

Determine Delivery Format and Arrange Logistics

Trainers have flexibility in structuring and delivering the WBL Designation Renewal session. When planning the sessions, trainers should consider several key factors to ensure accessibility and effectiveness. These include:

- The number of educators requiring renewal
- Regional travel and transportation options
- Preferred times of year and day for participants

Additionally, EFE directors should support trainers in accounting for budget considerations, such as stipends, substitutes, and travel costs, to create a plan that is both practical and inclusive.

Session Format Options

Renewal sessions can be offered in two flexible formats to accommodate regional needs. A 3-hour session includes a required 2-hour pre-work component, making it ideal for regions with limited time availability. Alternatively, a 5-hour session can be delivered as one full-day session or divided into two 2.5-hour sessions, providing options to maximize participant engagement.

Delivery Modes

Renewal sessions can be delivered either in-person or virtually, depending on regional needs and accessibility. In-person sessions work best for areas with centrally located venues and minimal travel barriers, while virtual delivery is recommended for regions facing significant travel constraints or lacking adequate physical meeting spaces. Choosing the right mode ensures participants can engage fully without logistical challenges.

Registration and Participant Completion of the Pre-Assessment

After confirming the date and logistics, trainers should distribute a registration form along with the pre-assessment to all educators scheduled to participate in the session. Information collected on the pre-assessment is essential for trainers to customize sessions to meet the unique needs of their educators and should be completed during registration for both the 3-hour and 5-hour formats.

The pre-assessment serves as a critical tool for tailoring the WBL Designation Renewal to participant needs. It helps trainers evaluate existing knowledge and skills while introducing key concepts to educators that will be covered during the session and/or pre-work. Trainers should analyze results from the pre-assessment to identify strengths and gaps in understanding and for insights into educator experiences and challenges. These findings should guide customization of the WBL Designation Renewal by prioritizing areas where participants scored lower or expressed uncertainty, highlighting strengths through peer sharing, and organizing discussions around common challenges or recurring themes.

Distribute and Collect Pre-Work – For 3-hour Sessions only

The 3-hour session format combines two hours of pre-work with three hours of interactive facilitation. The pre-work consists of content review, reflection activities, and goal setting to ensure participants arrive prepared with foundational knowledge, allowing the live session to focus on discussion, hands-on practice, and collaborative problem-solving.

The pre-work requirements and estimated completion times include:

Self-Assessment – 15 minutes

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

ISBE WBL Manual Review – 1 hour

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

Understanding the WBL Continuum Activity and Reflection – 15 minutes

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

SWOT Analysis and Reflection – 30 minutes

- Identify actionable next steps to strengthen your WBL program.

Delivering WBL Designation Renewal Sessions

To successfully deliver the WBL Designation Renewal, trainers have access to these resources:

- Scripts for slide decks
- Timing guide
- Participant guide
- Post-evaluation

Each resource plays a distinct yet complementary role in supporting consistency, engagement, and meaningful learning outcomes for WBL Designation Renewals delivered across the state. These resources are designed as adaptable frameworks rather than rigid scripts, allowing trainers to personalize the experience while maintaining core objectives. By fostering dialogue, modeling best practices, and encouraging collaboration, trainers can create a dynamic training environment that meets the diverse needs of local educators and makes the WBL Designation Renewal process valuable and relevant.

Trainer Script for Slide Decks

The trainer script (available for both 3-hour and 5-hour formats) serves as the foundation of the training, providing a detailed, slide-by-slide narrative with introductions, transitions, discussion prompts, and activity instructions. Trainers should review the script beforehand to understand the flow and identify opportunities to personalize content for their region. During the session, the script ensures consistency and engagement by offering cues for icebreakers, reflective questions, and group discussions. After the session, trainers should reflect on the content delivery and make adjustments for future sessions.

Training Timing Guide

The timing guide (available for both 3-hour and 5-hour formats) provides a detailed schedule, mapping slide numbers to activities and time allocations. It's an essential tool for pacing, helping trainers manage breaks, transitions, and overall timing. During the session, it serves as a quick reference to keep everything on track and supports co-facilitation by clarifying roles.

Participant Guide

The participant guide is a practical resource designed to enhance engagement and support application of key concepts. It includes activities, templates, and reflection prompts aligned with the session content. Trainers should ensure every participant has access (print and/or digital) and be familiar with its layout before the session. During the session, trainers should guide participants to complete relevant exercises, which can be adapted to their local context. The participant guide also serves as a post-

session reference for planning and implementation. Completed action plans or reflections should be collected to support confirmation of WBL designation renewal and follow-up.

Post-Session Evaluations and PDHs

All participants who complete the WBL Designation Renewal should submit the post-session evaluation. Trainers should allocate 5-10 minutes at the end of each session for this step, as feedback is essential for improving future sessions. Evaluations may be completed on paper or digitally. Trainers should review responses promptly, noting any concerns or questions. If a participant raises an issue or requests additional information, trainers should follow up directly to provide clarification or support.

In addition, to receive PDHs, participants must complete [Evaluation Form 77-21A](#).

Follow-Up and Continuous Improvement After the Session

Issue Professional Development Hours for the WBL Designation Renewal

After completing the WBL Designation Renewal, the Education for Employment (EFE) director must maintain records of attendance, including IEINs, participation hours, and the evaluation forms (77-21A). Professional development hours (PDHs) can be recorded in two ways:

Option 1: Self-Reporting

- Educators enter their hours in the ELIS system. If using this approach, provide time at the end of session to guide participants through the process to ensure accuracy.

Option 2: Regional Office Submission

- Hours are submitted through the IWAS system by the regional office. Aim to complete this within five days of the session to reassure participants that their hours have been properly recorded.

For additional guidance, visit ISBE's [Professional Development Providers page](#) or [Illinois State Professional Development Provider Requirements](#).

Recordkeeping and Reporting to ISBE

Within five days of completing a WBL Designation Renewal, the EFE director must submit the following to cte@isbe.net:

Completion Log

- Includes participant attendance with IEINs, confirmation of reflection and evaluation submissions, and documentation of PD clock hours.

Evaluation Summary

- A brief overview of participant feedback and reflections highlighting any insights or concerns that could inform future improvements.

Using Feedback for Continuous Improvement

Participant evaluations and reflections are not only valuable for assessing the success of the current session, but they are also essential for improving future ones. Review feedback to identify patterns in strengths and areas for growth, such as pacing, clarity of content, or engagement strategies. Use these insights to adjust timing, refine activities, and enhance communication for the next session. Consider creating a brief action plan after each session that documents what worked well and what should be modified. This ongoing cycle of review and adjustment ensures that each session becomes more effective and responsive to educator needs.

Accessing Ongoing ISBE Support

Trainers and educators are encouraged to maintain ongoing communication with the Illinois State Board of Education for continued support with Work-Based Learning. The ISBE Career and Technical Education team provides guidance, technical assistance, and updated resources to promote consistency and quality across regional training efforts. For questions, additional materials, or assistance with implementation, facilitation, or reporting requirements, trainers and educators can contact the ISBE CTE team at cte@isbe.net.