

# Work-Based Learning Renewal Train the Trainer Pre-Assessment and Answer Key



# Work-Based Learning Designation Renewal Pre-Assessment Guide

## Pre-Assessment Guide explanation

The Illinois State Board of Education developed this Pre-Assessment Guide to help Education for Employment (EFE) directors and regional trainers evaluate the knowledge and needs of their regional Work-Based Learning educators. The guide is organized into seven key categories that directly impact teaching and learning in WBL programs:

- General Work-Based Learning Knowledge
- Workplace Experience Courses (11th-12th grade)
- Individual Career Plans (ICP)
- Skills Development and Curriculum (Essential Employability Skills and Technical Skills)
- Role of Community Partners
- Legal Issues
- WBL Facilitation Insights

Each of these categories is essential to building and sustaining effective WBL programming. By assessing educators across these areas, EFEs and regional trainers can identify where their WBL educators are in their professional development journey. This process not only highlights current strengths and areas for growth but also provides valuable insight for planning future WBL Designation Renewals. This pre-assessment is to be provided to participants who complete both the 5-hour and 3-hour WBL Designation Renewals.

This document includes both the **pre-assessment** and **answer guide**. Together, these tools are designed to help EFEs and regional trainers gather meaningful information on educator readiness and tailor professional development conversation around their needs to better support high-quality WBL implementation.

## Format for the Pre-Assessment

EFE directors and regional trainers have the flexibility to administer this pre-assessment in the format that best fits their region's needs. The questions and tools provided in this guide can be adapted into a digital survey format using platforms such as Microsoft Forms, Google Forms, or other online tools, which allow for efficient collection and analysis of responses. Alternatively, regions may choose to implement the assessment as a traditional paper-and-pen activity, making it easier to complete in group settings or during in-person training. The determination of which format to use is left to regional discretion, ensuring that the process aligns with local capacity, resources, and educator preferences.

## How to use the information from the Pre-Assessment

The pre-assessment provides a snapshot of where your WBL educators currently stand in their professional knowledge and practice. Pre-assessment results should guide the content of WBL Designation Renewal, helping regional trainers prioritize topics based on educators' existing knowledge.

- For example, if the pre-assessment shows gaps in understanding of legal issues or employer-student relationship management, sessions should prioritize and spend extra time on providing clear policy guidance and practical tools for building strong partnerships. Similarly, if educators are less confident in curriculum integration or technical skill assessment, customized sessions should include demonstrations, model lessons, or resources for essential and technical skill development.

The open-ended responses in the pre-assessment provide valuable qualitative insight into the challenges and successes educators are experiencing. These reflections should be used to tailor whole-group discussions, examples, and breakout sessions during WBL Designation Renewals. Analyzing gaps in knowledge and identifying areas where educators need additional support can help regional trainers anticipate questions and effectively plan for subsequent WBL Designation Renewals. Ultimately, the pre-assessment is a valuable tool for regional trainers to provide relevant, targeted, and responsive WBL Designation Renewals, ultimately strengthening the quality and consistency of WBL programming across the region.

# Work-Based Learning Designation Renewal Pre-Assessment

Name:

Date:

## Section I: General WBL Knowledge

### 1. What is the definition of Work-Based Learning (WBL) according to Perkins V?

- a) Job placement for high school graduates
- b) Simulated classroom activities aligned to student goals
- c) Sustained interactions with industry professionals in real or simulated settings
- d) Career counseling sessions

### 2. What are the primary goals of WBL programs? (Mark all that apply.)

- a) To improve the means of production in our economy
- b) To engage students with industry experts
- c) To improve the image of school Career and Technical Education programs
- d) For students to demonstrate essential and technical skills

### 3. Which of the following is a benefit of WBL?

- a) Increased awareness that students don't need college to be successful
- b) Increased self-confidence and career awareness
- c) Expanded opportunities where math, English, and science can be utilized in WBL learning settings
- d) Guaranteed employment

### 4. What are the three key components of comprehensive WBL programs?

- a) Curriculum, testing, and graduation
- b) Mentoring, application of skills, and alignment of classroom learning
- c) Funding, staffing, and scheduling
- d) Career fairs, job shadowing, and internships

**5. What is the purpose of a Career and Technical Student Organization (CTSO)?**

- a) To provide students with opportunities to socialize outside of school
- b) To offer students industry-relevant experiences that build skills, leadership, and career readiness
- c) To replace traditional classroom instruction with online learning
- d) To prepare students exclusively for college entrance exams

**6. Which of the following statements best illustrates the difference between Work-Based Learning (WBL) and Cooperative Education?**

- a) WBL focuses solely on technical skills, while Cooperative Education integrates technical and essential skills
- b) WBL engages students from Grades K-12 and emphasizes career development, while Cooperative Education primarily targets Grades 9-12 and overlooks academic and professional connections
- c) WBL excludes postsecondary continuation, while Cooperative Education increases likelihood of postsecondary employment
- d) WBL aligns with Perkins IV, while Cooperative Education aligns with Perkins V and the Postsecondary and Workforce Readiness (PWR) Act

**Section II: Workplace Experience Course**

**7. What is the minimum number of hours required for a Workplace Experience course?**

- a) 30 hours
- b) 45 hours
- c) 60 hours
- d) 90 hours

**8. Which of the following is a component of a high-quality Workplace Experience course? (Mark all that apply.)**

- a) Practicum and professional skills assessment
- b) Standardized testing and traditional summative assessments
- c) Workplace site visits and guest speakers
- d) Paid experiences at any job a student currently works at

**9. Which of the following are examples of assessments used in WBL programs? (Mark all that apply.)**

- a) Resume development or individual portfolio components
- b) Final portfolios and/or career certifications
- c) Employer evaluations and student reflections
- d) Career fair attendance and job placement check-off forms

### **Section III: Individual Career Plans (ICP)**

**10. As part of a Workplace Experience course, students are asked to have an Individual Career Plan (ICP). What is the purpose of the ICP?**

- a) To track attendance and create a one-stop place for students to access their records
- b) To outline a student's career goals and formalize processes that track a student's college and career readiness
- c) To record grades, track students' scores, and collect documents that develop transferable skills
- d) To apply for college, collect college documents, and assist students in college entrance requirements

**11. Which of the following is included in an ICP?**

- a) Social media profile, personal statements, and middle school career surveys
- b) Career-focused instructional sequence, resume development, and career cluster information
- c) Sports achievements, financial aid, and discipline records
- d) Parent contact information, FAFSA information, and health records

### **Section IV: Skills Development & Curriculum**

**12. What are essential employability skills?**

- a) Skills learned only in college
- b) Foundational skills like communication, teamwork, and adaptability
- c) Technical skills like welding and coding
- d) Skills required for graduation

**13. Which of the following is an example of a technical skill?**

- a) Resume writing
- b) Public speaking
- c) Basic principles of hardware
- d) Time management

**14. What is the difference between essential employability skills and technical skills?**

- a) Essential skills are industry-specific, while technical skills are general
- b) Essential skills are transferable across all career sectors, while technical skills are sector-specific
- c) Essential skills are learned in college, while technical skills are learned in high school
- d) Essential skills are not required for WBL programs

## **Section V: Role of Community Partners**

**15. What is one role of a community partner in WBL?**

- a) To grade student assignments
- b) To provide mentorship and workplace experiences
- c) To provide ways their business would run a WBL program
- d) To donate money when approached for dollars

**16. Which strategies are effective for recruiting new community partners? (Mark all that apply.)**

- a) Conducting a gap analysis
- b) Using a school's alumni list to reach out to potential partners
- c) Replacing partners annually
- d) Hosting back-to-school events that invite new partners

**17. How can a community partner support essential skill development in WBL?**

- a) By going through checklists of tasks completed
- b) By offering mentorship and feedback on workplace skills
- c) By grading student assignments
- d) By offering feedback on how students dress

## Section VI: Legal Issues

**18. What is a key legal consideration when placing students in workplace settings?**

- a) Students must be paid minimum wage
- b) Students must be placed in a safe work setting
- c) Students must work full-time
- d) Parents must sign away liability

**19. Which of the following is true regarding liability in WBL programs?**

- a) Schools are never liable
- b) Consult with your attorney and insurance carrier early in the development of Work-Based Learning experiences
- c) Employers are always responsible
- d) Students waive their rights

**20. Which of the following is a recommended legal safeguard before a student begins a Work-Based Learning experience?**

- a) The employer must provide mentorship training only after the student starts work
- b) The school implements an Individual Work-Based Training Agreement outlining roles and responsibilities
- c) Students must purchase their own workers' compensation coverage
- d) The school representative should visit the worksite only after the student has been placed

## Section VII: WBL Facilitation Insights

Please indicate your level of agreement with the following statements regarding your preparedness to teach Workplace Experience courses. Use the 4-point Likert scale provided.

| Statement   | Response (Select One)   |   |
|---|---|---|
| I feel adequately prepared to teach Workplace Experience courses.   | <input type="checkbox"/> Strongly Disagree<br><input type="checkbox"/> Disagree | <input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| I am familiar with current policies and regulations related to Workplace Experience courses.                                    | <input type="checkbox"/> Strongly Disagree<br><input type="checkbox"/> Disagree | <input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| I am comfortable facilitating employer-student relationships.   | <input type="checkbox"/> Strongly Disagree<br><input type="checkbox"/> Disagree | <input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |
| I can effectively assess student performance while integrating essential and technical skills in a Workplace Experience course. | <input type="checkbox"/> Strongly Disagree<br><input type="checkbox"/> Disagree | <input type="checkbox"/> Agree<br><input type="checkbox"/> Strongly Agree |

Please respond to each of the following questions to share insights into the challenges and successes of your experience.

**1. Which strategies or practices have you found most effective in enhancing the quality and impact of WBL courses?**

**2. What professional development topics would be most valuable to you in strengthening your WBL delivery?**

**3. What barriers have you faced in implementing WBL programs, and what support would help you overcome them?**

# WBL Designation Renewal Pre-Assessment Answer Key

Reference: [ISBE Work-Based Learning Manual](#) (updated 2025)

## Section I: General WBL Knowledge

1. What is the definition of Work-Based Learning according to Perkins V?

**Answer: C - Sustained interactions with industry professionals in real or simulated settings**

**Reference:** WBL Manual page 5

**Explanation:** According to Perkins V, Work-Based Learning (WBL) involves sustained interactions with industry professionals that occur in real-world or simulated work environments. This definition emphasizes the importance of meaningful engagement over time, rather than brief or one-time experiences. The inclusion of simulated settings reflects the growing role of technology in education, allowing students to gain practical experience through virtual platforms, simulations, or other tech-enabled environments when real-world placements are not feasible. This approach ensures that students still develop relevant skills and industry exposure, even outside traditional workplace settings.

2. What is the primary goal of WBL programs? (Mark all that apply.)

**Answer: B and D - To provide students with real-world career experiences and give them an opportunity to demonstrate mastery of essential and technical skills**

**Reference:** WBL Manual page 5

**Explanation:** The primary goals of Work-Based Learning (WBL) programs, as outlined in the WBL Manual, are to:

- (1) provide students with real-world career experiences, and
- (2) offer opportunities to demonstrate mastery of essential and technical skills. These goals are designed to bridge classroom learning with practical application, helping students connect academic content to actual workplace expectations. Real-world experiences tap into students' intrinsic motivation by making learning more relevant and engaging. Additionally, allowing students to demonstrate mastery of skills in authentic settings supports career readiness and helps educators assess competency in a meaningful way.

3. Which of the following is a benefit of WBL?

**Answer: B - Increased self-confidence and career awareness**

**Reference:** WBL Manual pages 5-6

**Explanation:** One of the key benefits of Work-Based Learning (WBL) is increased self-confidence and career awareness. Through authentic, hands-on experiences in real or simulated work environments, students gain a clearer understanding of workplace expectations and career pathways. These experiences help students build confidence in their abilities by applying skills in meaningful contexts. Further, career awareness developed through WBL helps students make informed decisions about their future education and employment goals.

4. What are the three key components of comprehensive WBL programs?

**Answer: B - Mentoring, application of skills, and alignment of learning**

**Reference:** WBL Manual page 6

**Explanation:** Comprehensive WBL programs include mentoring, application of skills, and alignment of learning. These components are supported by research and policy as essential for connecting classroom instruction to career development through guided, hands-on experiences.

5. What is the purpose of a Career and Technical Student Organization (CTSO)?

**Answer: B - To offer students industry-relevant experiences that build skills, leadership, and career readiness.**

**Reference:** WBL Manual page 37

**Explanation:** CTSOs give students industry-relevant experiences that build technical skills, leadership, and career readiness. Through collaboration with educators and industry partners, students gain feedback, expand professional networks, and solve real-world problems aligned with current industry needs.

6. Which of the following statements best illustrates the difference between Work-Based Learning (WBL) and Cooperative Education?

**Answer: B - WBL engages students from Grades K-12 and emphasizes career development, while Cooperative Education primarily targets Grades 9-12 and overlooks academic and professional connections.**

**Reference:** WBL Manual page 6

**Explanation:** Work-Based Learning is designed to start early (Grades K-12) and integrates pathways with practical experiences, fostering both academic and professional connections. In contrast, Cooperative Education was traditionally limited to Grades 9-12 and often overlooked these broader connections.

## **Section II: Workplace Experience Course**

7. What is the minimum number of hours required for a Workplace Experience course?

**Answer: C - 60 hours**

**Reference:** WBL Manual page 70

**Explanation:** A minimum of 60 hours is required for a Workplace Experience course to ensure the experience is meaningful, allows time for skill development and assessment, and meets state and federal standards.

8. Which of the following are components of a high-quality Workplace Experience course? (Mark all that apply.)

**Answer: A and C - Practicum and professional skills assessment; and workplace site visits and guest speakers**

**Reference:** WBL Manual pages 62 and 16

**Explanation:** A high-quality Workplace Experience course includes a practicum component, direct instruction, and professional skills assessment. In addition, students can benefit from guest speakers (either in the classroom, virtual, or onsite) to introduce students to experts in the field.

9. Which of the following are examples of assessments used in WBL programs? (Mark all that apply.)

**Answer: A, B, and C - Resume development or individual portfolio components; final portfolios and/or career certifications; and employer evaluations and student reflections**

**Reference:** WBL Manual

A - Pages 63

B - Pages 85-86

C - Pages 51-52

**Explanation:** WBL assessments may include resumes, portfolios, certifications, employer evaluations, and student reflections. These tools support skill development and continuous growth by connecting learning to real-world expectations.

### Section III: Individual Career Plans (ICP)

10. As part of the WBL course offering, students are asked to have an Individual Career Plan (ICP). What is the purpose of the ICP?

**Answer: B - To outline a student's career goals and learning pathway**

**Reference:** Postsecondary and Workforce Readiness Act, 110 ILCS 148/80(d)(1) - College and Career Pathway Endorsements

**Explanation:** While Individual Career Plans outline a student's career goals and learning pathway, they also include evidence that students have completed key college and career planning documents like financial aid (FAFSA), a resume, student goals, and personal statements. This documentation ensures that students are college and career ready.

**11. Which of the following is included in an ICP?**

**Answer: B - Career-focused instructional sequence, resume development, and career cluster information**

**Reference:** Postsecondary and Workforce Readiness Act, 110 ILCS 148/80(d)(1) – College and Career Pathway Endorsements

**Explanation:** The best answer is B. An ICP includes a career-focused instructional sequence, resume development, and career cluster information – all essential for planning a student’s career path. Items like health records, social media posts, or discipline records are not appropriate for inclusion.

**Section IV: Skills Development & Curriculum**

**12. What are essential employability skills?**

**Answer: B - Foundational skills like communication, teamwork, and adaptability**

**Reference:** WBL Manual page 8

**Explanation:** Essential employability skills – like communication, teamwork, and adaptability – are foundational for success in any workplace. These skills help individuals navigate challenges, collaborate effectively, and adjust to changing work environments.

**13. Which of the following is a technical skill example?**

**Answer: C - Operating CNC machinery**

**Reference:** WBL Manual page 8

**Explanation:** Operating CNC machinery is a technical skill example. These skills are specific to a career sector.

**14. What is the difference between essential employability skills and technical skills?**

**Answer: B - Essential skills include communication and teamwork, while technical skills are job-specific**

**Reference:** WBL Manual page 8

**Explanation:** Essential skills like communication and teamwork are transferable across careers, while technical skills are job-specific and tied to a particular industry or role.

## Section V: Role of Community Partners

15. What is one role of a community partner in WBL?

**Answer: B - To provide mentorship and workplace experiences**

**Reference:** WBL Manual page 54

**Explanation:** Community partners provide mentorship and workplace experiences. Their feedback offers students deeper insight into skills and career paths, making learning more meaningful and relevant.

16. Which strategies are effective for recruiting new community partners? (Mark all that apply.)

**Answer: A, B, and D - Conducting a gap analysis, using a school's alumni list to reach out to potential partners, and hosting back-to-school events that invite new partners**

**Reference:** WBL Manual page 63

**Explanation:** Effective recruitment strategies include gap analysis to identify missing industry sectors or partners. However, using your available resources to plan other events and resources should be done as well.

17. How can a community partner support essential skill development in WBL?

**Answer: B - By offering mentorship and feedback on workplace skills**

**Reference:** WBL Manual page 65

**Explanation:** Community partners support essential skill development by offering mentorship and feedback. Through workplace interactions, they model key skills like communication and adaptability, helping students grow professionally.

## Section VI: Legal Issues

18. What is a key legal consideration when placing students in workplace settings?

**Answer: B - Students must be placed in a safe work setting**

**Reference:** WBL Manual pages 66-68

**Explanation:** Students must be placed in a safe work setting – a key legal requirement in WBL. Educators can ensure safety by visiting sites beforehand, reviewing safety plans, and providing OSHA training to students.

**19. Which of the following is true regarding liability in WBL programs?**

**Answer: B - Consult with your attorney and insurance carrier early in the development of Work-Based Learning experiences**

**Reference:** WBL Manual page 67

**Explanation:** When young people are engaged in Work-Based Learning activities, liability issues may exist for the school and the worksite. These issues are often similar to those an employer would have for employees, volunteers, and visitors to their facility. It is recommended to always consult with your attorney and insurance carrier early in the development of Work-Based Learning experiences.

**20. Which of the following is a recommended legal safeguard before a student begins a Work-Based Learning experience?**

**Answer: B - The school implements an Individual Work-Based Training Agreement outlining roles and responsibilities**

**Reference:** WBL Manual page 67

**Explanation:** The ISBE Work-Based Learning Manual specifies that an Individual Work-Based Training Agreement is a suggested legal safeguard to define the responsibilities of the employer, student, parent/guardian, and school representative. This agreement helps mitigate liability and ensure compliance with labor laws.