

Work-Based Learning Training Plan and Partnership Agreement Template (Grades 9-10 with Employability Skills)

Template Overview

This Work-Based Learning Training Plan and Partnership Agreement helps Work-Based Learning (WBL) coordinators, employers, and students design meaningful learning experiences by outlining the purpose of the placement, identifying relevant competencies, and defining how progress and learning will be supported.

This template should be completed collaboratively by a designated school-based WBL coordinator (the staff member responsible for overseeing Work-Based Learning, such as a counselor, teacher, or dedicated WBL coordinator), with input and support from the employer and student. It can be adapted for any type of Work-Based Learning experience. Refer to the Companion Guide for additional context and use it as a resource when completing this document.

Note: Throughout this document, “WBL Coordinator” refers to the designated school-based staff member overseeing the Work-Based Learning experience (for example, a counselor, teacher, or dedicated WBL coordinator).

Experience Overview

Complete this section with information about the student, WBL coordinator, employer/mentor, and the experience details.

Student Information

Name

Grade Level

School

Contact Email

Work-Based Learning Coordinator information

Name

Contact Phone

Contact Email

Student Goals

The student and supervisor should discuss the student’s goals for the experience to ensure alignment between learning objectives and workplace opportunities.

1. What does the student hope to experience or explore during this placement?



2. What specific skills or abilities does the student want to develop or strengthen?

3. How does this experience connect to the student's future goals or career interests?

Employer Information

Contact Name

Organization

Address

Contact Phone

Start Date

Contact Email

End Date

Employer Supervisor/Mentor (if different than above)

Supervisor Name

Organization

Address

Contact Phone

Start Date

Contact Email

End Date

Type of Work-Based Learning Experience

- | | | | |
|--|---|--|--|
| ☐ Micro-Internship | ☐ Employability Skills Co-Op | ☐ Academic Internship | ☐ Technical Internship |
| ☐ Modern Youth Apprenticeship | ☐ Pre-Apprenticeship | ☐ DOL Registered Apprenticeship | ☐ Industry-Developed Team Challenge |
| ☐ Workplace Simulation | ☐ Student Entrepreneurial Experience | ☐ School-Based Enterprise | |



Work Schedule

Days	☐	☐	☐	☐	☐	☐	☐
	Mon.	Tue.	Wed.	Th.	Fri.	Sat.	Sun.

Hours	_____	_____	_____	_____	_____	_____	_____
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Notes on
Schedule:

Compensation Information

☐ Unpaid

☐ Paid

If paid, please indicate the pay rate: \$: _____ per hour, other: _____



Partnership Agreement

Each Work-Based Learning experience requires a signed partnership agreement that outlines shared responsibilities between all participating parties, including the student, parent/guardian, school, employer partner(s), and, if applicable, an intermediary or external partner.

This Partnership Agreement documents the shared responsibilities of all parties involved in the Work-Based Learning experience. It is not a legally binding document, but a shared understanding of roles and commitments that support a high-quality student experience aligned to Indiana's graduation requirements.

SECTION I: STAFFING AND SUPERVISION

The employer will designate a primary supervisor or mentor responsible for day-to-day guidance, feedback, and evaluation. The school-based WBL Coordinator will serve as the main point of contact for both the student and employer, ensuring alignment with school requirements. If applicable, an intermediary will facilitate coordination, documentation, and communication among all parties.

Supervision Plan:

- Employer Supervisor/Mentor:
- School-Based WBL Coordinator:
- Frequency of Check-ins:
- Frequency of Evaluations:
- Feedback Method (e.g., form, email, meeting):

SECTION II: STAKEHOLDER COMMITMENTS

Each partner plays an important role in supporting a high-quality Work-Based Learning experience. Use the sections below to document the commitments each party is making. Examples are provided to guide completion and may be adapted to fit local context.

School: Use this section to document commitments the school is making to support the student and employer.

Examples may include: coordinating participation, supporting onboarding and orientation, ensuring alignment with graduation requirements, maintaining communication with the student and employer, supporting documentation or compliance needs, and facilitating evaluations or check-ins.

Commitments:

Support or resources provided (financial/in-kind):



Employer: Use this section to document commitments the employer is making as part of the Work-Based Learning experience.

Examples may include: providing meaningful, supervised tasks aligned to the student's learning goals and competencies; offering regular feedback; assisting with student evaluation; verifying time or attendance as applicable; and supporting a safe, professional learning environment.

Commitments: _____

Support or resources provided (financial/in-kind): _____

Parent/Guardian: Use this section to document how the parent or guardian will support the student's participation.

Examples may include: supporting attendance and transportation, reinforcing workplace expectations, maintaining communication with school staff as needed, and encouraging professionalism and accountability.

Commitments: _____

Support or resources provided (financial/in-kind): _____

Intermediary (if applicable): Use this section to document commitments of any intermediary or external partner.

Examples may include: facilitating coordination among partners, supporting documentation, assisting with employer engagement, monitoring progress, and helping address challenges as they arise.

Commitments: _____

Support or resources provided (financial/in-kind): _____

SECTION III: STUDENT WORKPLACE EXPECTATIONS

This section outlines the behaviors and standards expected of students to reflect the organization's culture and support a safe, professional, and productive learning environment.

Professionalism and Conduct *Describe how students are expected to represent themselves and your organization (e.g., attendance, dress code, workplace behavior).*

Communication and Collaboration *Describe how students should communicate with supervisors, coworkers, and customers, and how they'll participate as part of a team.*



Accountability and Work Ethic *Outline expectations for completing tasks, using time effectively, taking initiative, and responding to feedback.*

Safety and Compliance *Identify any safety procedures, training requirements, or confidentiality rules the student must follow.*

Note: *This form serves as a template and may be customized to fit local contexts. It does not constitute a legal contract or guarantee of employment or compensation. Partners are encouraged to consult their organization's legal team for additional guidance if needed.*



Work-Based Learning Training Plan

Complete each row to outline the student's learning experience. For every competency, describe the task, location, timing, expected proficiency, and evaluation method. Include notes as needed.

This template can be adapted to fit the needs of the employer or learner and should be **completed collaboratively by a designated school-based Work-Based Learning coordinator** (the staff member responsible for overseeing Work-Based Learning, such as a counselor, teacher, or dedicated WBL coordinator), **along with the employer or mentor and the student**, using the Companion Guide as a reference.

Career Pathway Selected:

TRAINING PLAN: TECHNICAL SKILLS						
Competency	Task / Activity	Location	Timing	Target Proficiency Level	Evaluation Method	Notes
<i>Competencies are a combination of knowledge, skills, and behaviors a person demonstrates to perform effectively in a role or setting.</i>	<i>What activities will the supervisor assign or complete with the student?</i>	<i>Where does learning take place? e.g., on the job, in school, or hybrid</i>	<i>When will the student begin this task? (Include month and year.)</i>	<i>What level should the student reach by the end of this training period? Reference competency levels below.</i>	<i>e.g., Supervisor / Employer Evaluation, Project or Task-Based Assessment, Portfolio, Test, etc.</i>	<i>Additional context or guidance to help the student understand expectations as they progress through the training plan.</i>

Proficiency Definitions

- **Novice:** Requires regular guidance and support to complete tasks.
- **Developing:** Able to complete tasks with some guidance or coaching.
- **Proficient:** Completes tasks independently and demonstrates consistent skill, though feedback still strengthens growth.

Additional Comments:



Work-Based Learning Training Plan

INSTRUCTIONS: Using the Indiana Department of Education’s employability skills and competencies, sample tasks and target proficiency levels have been included in the template below. If you wish to alter a task/activity, input the new task into the box below. If you wish to alter the target proficiency level, input the new proficiency level into the drop-down box below. Please delete any competencies or activities that are not relevant for your workplace.

TRAINING PLAN: EMPLOYABILITY SKILLS							
Employability Skill	Competency	Task / Activity	Location	Timing	Target Proficiency Level	Achieved Proficiency Level	Evaluation Method
<i>Transferable skills that support success in any workplace, as defined by the Indiana Department of Education.</i>	<i>Competencies define the knowledge, skills, and behaviors needed to perform effectively.</i> <i>The below competencies were defined by the Indiana Department of Education.</i>	<i>What activities will the supervisor assign or complete with the student?</i> <i>These are sample tasks and activities; feel free to edit the task/activity to better reflect the context of your workplace.</i>	<i>Where does learning take place? e.g., on the job, in school, or hybrid</i>	<i>When will the student begin this task?</i>	<i>What level should the student reach by the end of this training period?</i> <i>Select from the drop-down or edit to reflect your workplace context.</i>	<i>What level did the student reach at the end of this training period?</i> <i>Select from the drop-down or edit to reflect your workplace context.</i>	<i>e.g., Supervisor / Employer Evaluation, Project or Task-Based Assessment, Portfolio, Test, etc.</i>
Collaboration	Demonstrate ability to give and receive feedback to work towards effective communication skills.	Participate in check-ins with a supervisor, applying and providing feedback.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Collaboration	Approach conflict in a collaborative manner and work toward solutions using a strengths-based lens.	Work with supervisors or coworkers to address conflict and find solutions.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Communication	Write documents for a variety of purposes and audiences using varied media formats (e.g., writing an email to a teacher compared to an employer or peer).	Write emails, messages, or workplace documents to supervisors, coworkers, or customers, adjusting tone and format based on who will read it and why.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Communication	Communicate knowledge and thinking through effective oral presentations.	Present ideas and information clearly to others through an oral presentation.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Communication	Create different presentation media or tools to best meet the needs of an audience.	Deliver an update on work progress to supervisor through an appropriate method given the	On the job		Choose an item.	Choose an item.	Supervisor Evaluation

		situation.					
Perseverance	Utilize self-efficacy to plan and achieve goals.	Set a short-term work goal, track progress, and follow through to completion.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Perseverance	Approach problems with reasoning and logic.	Identify routine workplace problems, attempt a solution, and seek guidance when needed.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Adaptability	Apply knowledge, skills, creative thinking, and attitudes required to adjust to change, while continuing to achieve in school and activities.	Adjust to changes in tasks, schedules, or expectations during work activities and continue completing assigned work.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Adaptability	Plan and organize long and short-term goals and understand how to balance different activities.	Manage and complete multiple responsibilities by prioritizing tasks, adjusting plans as needed, and meeting deadlines consistently	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Integrity	Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.	Maintains professional boundaries and makes appropriate decisions in workplace situations.	On the job		Choose an item.	Choose an item.	Supervisor Evaluation
Integrity	Demonstrate self-control, adherence to rules, and conflict management.	Meets workplace expectations and addresses disagreements with respect (e.g. arriving on time, coming prepared, responding appropriately to feedback).	On the job		Choose an item.	Choose an item.	Supervisor Evaluation

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Additional Comments:



Signatures and Agreement

By signing below, all parties agree to the terms outlined in this Training Plan and Partnership Agreement.

Note: Please edit this section as needed to reflect the appropriate representatives for your school or organization (e.g., school counselor, teacher, WBL Coordinator, intermediary, etc.)

Role:	Name (Printed):	Title:	Signature:	Date:
Student				
Parent/Guardian				
School Representative (Counselor, Teacher, or WBL Coordinator)				
Employer				
External Partner (if applicable) (e.g., intermediary, program partner)				
Other Relevant Parties (if applicable)				

