

Ascend's WBL Resource Hub



SLB Exchange

September 22nd, 2026



Session Objectives

- Preview and explore Ascend's **free** WBL Hub, including:
 - Interactive WBL Training Plan and Partnership Agreement Template
 - Employability Skills Training Plan Template
 - HEA 1098 Language
 - Employer Work-Based Learning Readiness Tool
 - Student-Led Business Toolkit



New Work-Based Learning Requirements

Required WBL Elements

These requirements
apply to any WBL
experience
that will count towards a
diploma seal.

Sustained Interactions with Industry Professionals

- Minimum of 25 hours per experience
- Direct supervision, design and review of tasks or deliverables, and/or mentorship

Learning Takes Place in Real or Simulated Workplace Settings

- On-site or remote work experience with employers
- Experience in a school or career center that models a real workplace setting

Authentic Work Aligned & Evaluated with Competencies

- Tasks must be aligned with industry-recognized competencies
- Final assessment is designed and evaluated by an employer

Written Partnership Agreement and Training Plan

- Learning outcomes, assessments, structure, schedule, responsibilities, etc.
- Must be signed by ALL parties relevant to the student



IDOE & CHE Approved WBL Training Plan & Partnership Agreement Template

Training Plan & Partnership Agreement

OVERVIEW

The Work-Based Learning (WBL) Training Plan & Partnership Agreement is a collaborative planning tool that helps schools, employers, students, and parents or guardians create meaningful, high-quality work-based learning experiences.

Partnership Agreement

- Establishes shared expectations, roles, and responsibilities between the school, employer, and student.
- Creates alignment on the goals and structure of the WBL experience.

Training Plan

- Defines the purpose of the placement and identifies the skills and competencies the student will develop.
- Outlines how learning, supervision, and progress will be supported throughout the experience.

Who Completes It?

- Developed collaboratively by the school-based WBL coordinator and/or intermediary, employer, and student.
- Can be adapted for any type of Work-Based Learning experience.
- Goal: Ensure every student has a structured, intentional, and high-quality learning experience with clear expectations and measurable skill development.

Training Plan & Partnership Agreement

IDOE Criteria for Training Plans & Partnership Agreements *	Where this appears in the template	
A clear articulation of projected learning outcomes, assessments , and how/where this learning will occur.	Training Plan Employability & Technical Skills tables → Competency, Task / Activity, Target Proficiency Level, & Evaluation Method	
Identification of career pathways aligned with work experience, interests and demand .	Experience Overview → Student Goals	Partnership Agreement → Stakeholder Commitments → Student Workplace Expectations
Detailed description of terms and expectations of work experience.	Experience Overview → Work Schedule & Compensation Information	Partnership Agreement → Stakeholder Commitments → Student Workplace Expectations
Detailed description of partner expectations and roles .	Partnership Agreement → Stakeholder Commitments → Signatures & Agreement	

* From Indiana Department of Education’s [Work-Based Learning Menu of Experiences](#)

IDOE Approved Training Plan Template



TRAINING PLAN TEMPLATE

Approved by IDOE, this is a training plan template schools can use to create and track student WBL experiences. It covers all WBL requirements.

COMPANION DOCUMENT

Walks through the training plan template and provides additional information and resources to help schools fill out the training plan template.



WBL Interactive Training Plan

Ascend's Interactive Training Plan Template

Student Training Plan

1 2 3 4 5 6 7

Form ID: 2b2097072e97d245f8000923dac72c18 [Copy Link](#)

[Save progress](#) [Email This Link](#) ✓ Saved at 9:43 AM

Technical Skills Training Plan

Career Pathway ?

Technical Skills ?

COMPETENCY

TASK

LOCATION TIMING

PROFICIENCY

EVALUATION

Student Training Plan

1 2 3 4 5 6 7

Form ID: 2b2097072e97d245f8000923dac72c18 [Copy Link](#)

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Signatures

Role	Name	Title	Date
Student	Click to Sign	Title/Position	mm/dd/yyyy
Parent/Guardian	Click to Sign	Title/Position	mm/dd/yyyy
School Representative	Click to Sign	Title/Position	mm/dd/yyyy
Employer	Click to Sign	Title/Position	mm/dd/yyyy
External Partner	Click to Sign	Title/Position	mm/dd/yyyy
Other	Click to Sign	Title/Position	mm/dd/yyyy

Student Training Plan

1 2 3 4 5 6 7

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Training plan marked complete!

A PDF copy is on its way to your email. You can still keep editing if you spot a typo, download the PDF here, or jump back to My Forms to start a new plan from this one.

[Generate PDF](#) [Continue Editing](#) [Go to My Forms](#)

Ascend's Interactive Training Plan Template

Test2

Student Training Plan · Ascend Work-Based Learning Portal

Hi **Nioka Clark**,

You've started "**Test2**". If you need to step away, here's your link to come back and finish later.

Tip: your work is saved automatically. Bookmark the link below so you can pick up where you left off.

[Return to your form](#)

Or copy and paste this link into your browser:
<https://ascendindiana.com/wbl-training-plan/?id=ba665d9395000ca6fac8308042db3235&owner=1>

Manage all your forms in one place: [View all your forms →](#)

This is an automated message from the Ascend Work-Based Learning Portal. If you did not start this form, you can safely ignore this email.

YOUR WORKSPACE

My Forms

Find, rename, duplicate, and download every training plan you've started — all in one place.

[+ Start a new form](#)[Sign out](#)

TITLE	TYPE	STATUS	LAST ACTIVITY	ACTIONS
Test2	Student Training Plan	In progress	Jul 14, 2026	ContinueRenameDuplicateDelete
TESTTESTEST	Student Training Plan	Completed	Jul 14, 2026	Open & editRenameDuplicatePDFDelete

Try Out Ascend's Interactive Training Plan Template

ascendindiana.com/wbl-training-plan





Employability Skills Training Plan Templates

Students Can Utilize Part-Time Jobs as WBL

EMPLOYABILITY SKILLS CO-OP

Students can use a part-time job as a qualifying WBL experience under the “Employability Skills Co-Op”.

From the Menu of Experiences:

*An employability skills co-op can be done through the Cooperative Education course (6162). Cooperative Education provides an opportunity for **students to receive mentored on-the-job training combined with classroom instruction that focuses on employability and transition skills.** Students do not have to be in an experience that aligns to their chosen pathway and do not have to be acquiring occupational specific skills. These experiences must be paid.*

Sustained Interactions with Industry Professionals

- Minimum of 25 hours per experience
- Direct supervision, design and review of tasks or deliverables, and/or mentorship

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Employability Skills Training Plan Templates

2026-2027 K-12 Employability Skills Standards						
Work Ethic: The ability to demonstrate professionalism by meeting expectations of promptness, attendance, preparedness, task completion; follow policies, rules, and regulations; take responsibility for work product; complete tasks or activities on time with no prompting and minimal guidance; and exercise flexibility in responding to change.						
Work Ethic	Skill	Standard	Standard	Standard	Standard	Standard
	Persistence Overcoming obstacles and challenges by maintaining focus, pursuing alternative routes to goal achievement, and persisting until the task is completed.	K-2 Simply explain or understand what it means to persist.	3-5 Demonstrate persistence by following through on tasks.	6-8 Demonstrate self-efficacy by revising work and seeking additional feedback when encountering difficulty in understanding a concept or mastering a skill.	9-10 Utilize self-efficacy to plan and achieve goals.	11-12 Demonstrate persistence through work-, service-, or project-based learning experiences and or extracurricular activities.
					9-10 Approach problems with reasoning and logic.	
	Adaptability Working effectively in uncertain situations with shifting priorities by modifying one's actions or learning new skills in light of changing tasks and goals.	K-2 Begin to demonstrate flexibility by adapting to routine changes, trying new activities, etc..	3-5 Develop one healthy coping strategy to deal with expected and unexpected change.	6-8 Exercise flexibility in responding to change.	9-10 Apply knowledge, skills, creative thinking, and attitudes required to adjust to change, while continuing to achieve in school and activities.	11-12 Apply coping strategies to mitigate stressful change while continuing to meet expectations at home, at school, and the workplace.
					9-10 Plan and organize long and short-term goals, and understand how to balance different activities.	11-12 Demonstrate adaptability through work-, service-, or project-based learning experiences and or extracurricular activities.
	Integrity Acting in a trustworthy manner and demonstrating a commitment to excellence at all times.	K-2 Begin to demonstrate integrity through actions such as returning found items, telling the truth, and keeping promises.	3-5 Consider consequences of actions on the well-being of self and others.	6-8 Understand and employ strategies for resisting pressures to engage in dishonest or unethical activities.	9-10 Apply ethical decision-making skills to establish and maintain responsible personal and professional relationships.	11-12 Continue to practice responsible and ethical decision-making affecting personal and professional relationships, and consider the consequences of unethical decision-making.
					9-10 Adhere to rules, and demonstrate skills in appropriate conflict management.	11-12 Demonstrate integrity through work-, service-, or project-based learning experiences and or extracurricular activities.





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
Transferable skills that support success in any workplace, as defined by the Indiana Department of Education.	Competencies define the knowledge, skills, and behaviors needed to perform effectively. The below competencies were defined by the Indiana Department of Education.	What activities will the supervisor assign or complete with the student? These are sample tasks and activities; feel free to edit the task/activity to better reflect the context of your workplace.	Where does learning take place? e.g., on the job, in school, or hybrid	When will the student begin this task?	What level should the student reach by the end of this training period? Select from the drop-down or edit to reflect your workplace context.	What level did the student reach at the end of this training period? Select from the drop-down or edit to reflect your workplace context.	e.g., Supervisor / Employer Evaluation, Project or Task-Based Assessment, Portfolio, Test, etc.
Collaboration	Recognize the importance of different perspectives within communication and seek understanding.	Collaborate on tasks with colleagues who have differing viewpoints, seeking input and taking their viewpoint into consideration.	Choose an item.		Choose an item.	Choose an item.	Supervisor Evaluation
Collaboration	Find constructive solutions and work towards compromise.	Work with supervisors or coworkers to address challenges and reach a compromise when perspectives differ.	Choose an item.		Choose an item.	Choose an item.	Supervisor Evaluation
Communication	Apply effective speaking and listening to foster positive relationships and communicate key concepts to a variety of audiences.	Shares ideas clearly, actively listens, and responds appropriately in conversation.	Choose an item.		Choose an item.	Choose an item.	Supervisor Evaluation
Communication	Deliver oral presentations using technology to a variety of audiences.	Uses technology to deliver an oral presentation tailored to a specific audience.	Choose an item.		Choose an item.	Choose an item.	Supervisor Evaluation

Download Employability Skills Resources



**IDOE'S Updated
Employability Skill Standards**



**Ascend's Employability Skills
Training Plan Template**



HEA 1098 – Workers Compensation Coverage Agreement

HEA 1098: High School WBL Liability & Insurance

HEA 1098 clarifies insurance and liability expectations when **high school students perform services at an employer worksite** as part of an eligible work-based learning experience.

What the Law Clarifies	What Schools/Intermediaries Should Do
Workers' compensation generally addresses covered workplace injuries	Ask employer partners to confirm worker's compensation coverage before a student begins
Employers are responsible for securing workers' compensation coverage	Encourage employers to ask their insurance carrier or broker how coverage applies to minors and unpaid students
Students are covered whether the placement is paid or unpaid	Create a written agreement aligned with HEA 1098
Insurance decisions cannot be based on age alone	Make sure the employer signs a written agreement confirming coverage



Employer Work-Based Learning Readiness Tool

Ascend's Employer WBL Readiness Tool

Helps employers identify what WBL experiences they have the capacity to offer





FOR EMPLOYERS

Curious what work-based learning experience is best for your organization?

Take a quick assessment to see which experiences fit your team's capacity — and what it would take to host one.

[Start the assessment](#)

⌚ Takes less than 3 minutes • 8 quick questions



For intermediaries

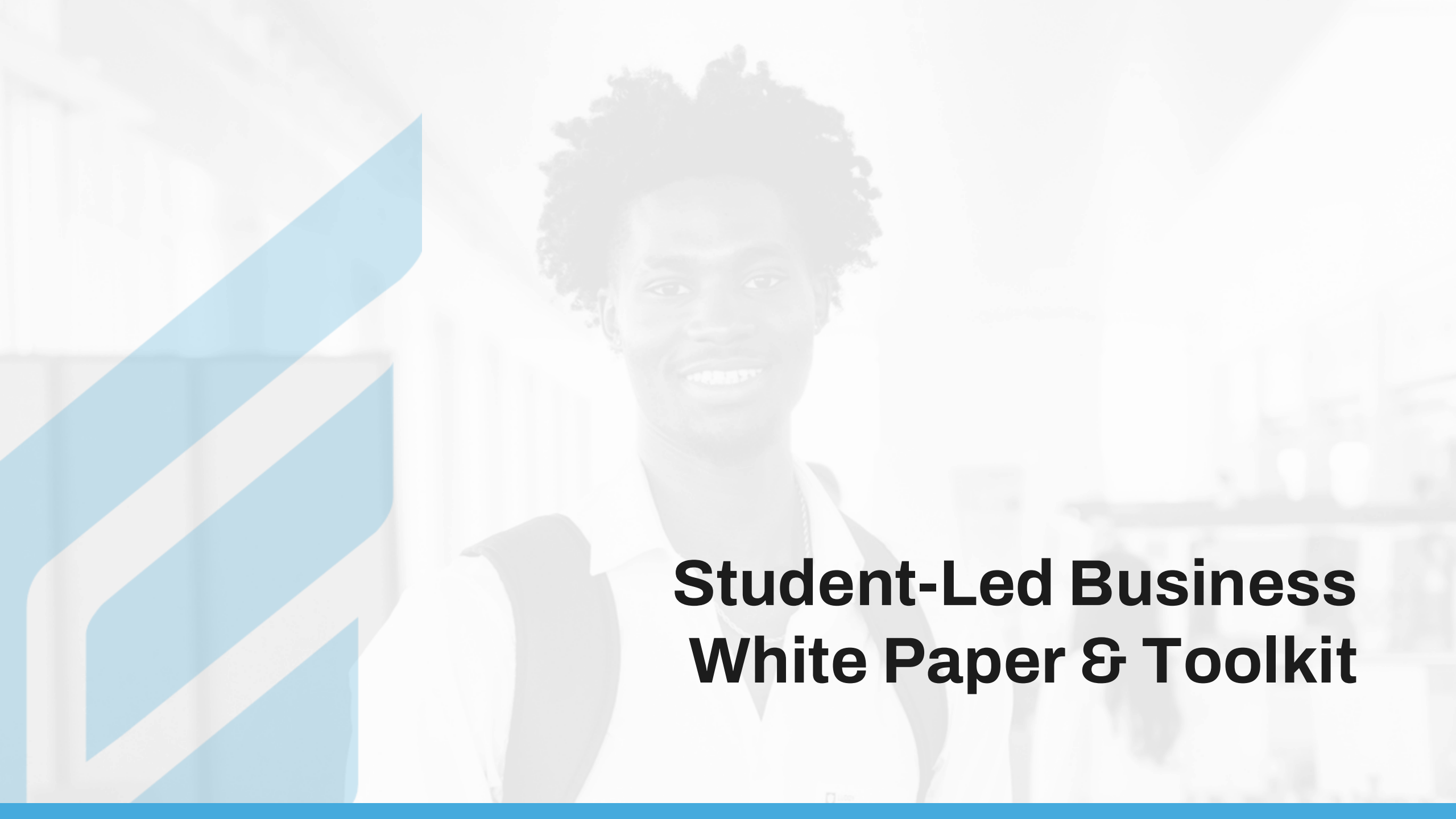
Walking through this with an employer? Take the assessment together — the questions are designed to surface real capacity, not test for the right answer.

Generates aligned experiences (with definitions) and suggested next steps

Try Out Ascend's Employer WBL Readiness Tool

ascendindiana.com/wbl-assessment





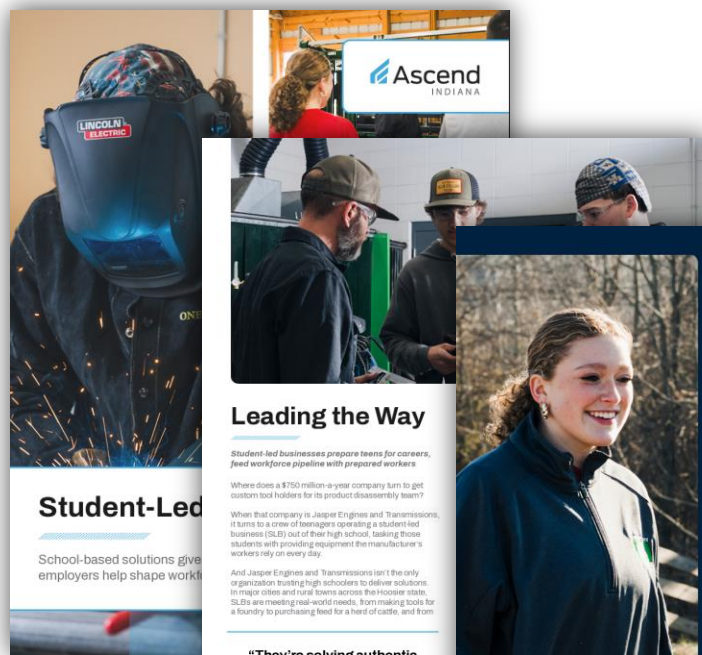
Student-Led Business White Paper & Toolkit

WBL Menu of Experiences

1. School-Based Enterprise
 2. Workplace Simulation
 3. Student Entrepreneurial Experience
 4. Micro-Internship
 5. Employability Skills Co-Op
 6. Industry-Developed Team Challenge
 7. Academic Internship
 8. Technical Internship
 9. Youth Apprenticeship
 10. Pre-Apprenticeship
 11. DOL Registered Apprenticeship
- } Student-Led Businesses

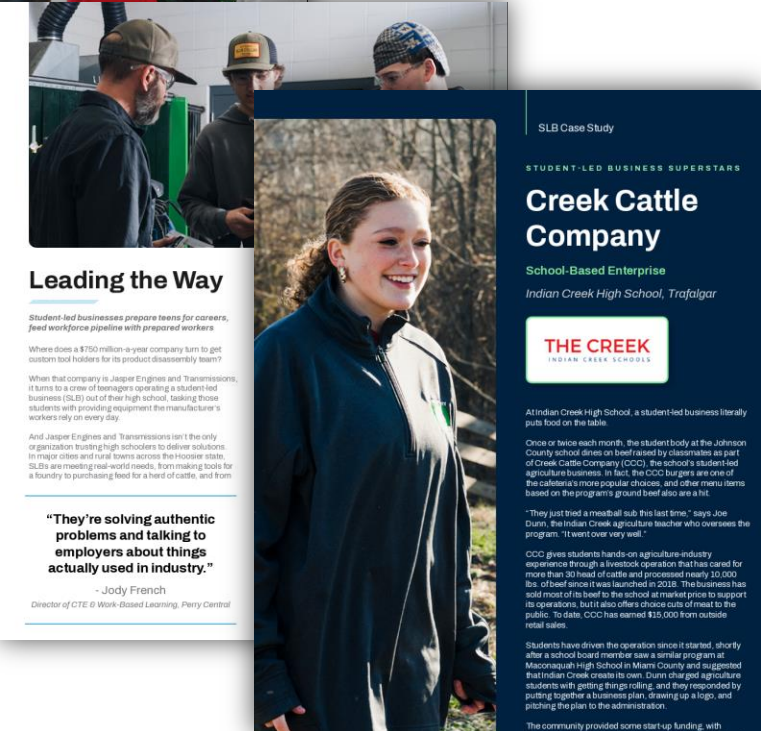


Ascend's SLB Tools and Resources



Student-Led

School-based solutions give employers help shape work



SLB Case Study

Creek Cattle Company

School-Based Enterprise

Indian Creek High School, Trafalgar

THE CREEK

INDIAN CREEK SCHOOLS

At Indian Creek High School, a student-led business literally puts food on the table.

Once or twice each month, the student body at the Johnson County school dines on beef raised by classmates as part of Creek Cattle Company (CCC), the school's student-led agriculture business. In fact, the CCC burgers are one of the cafeteria's more popular choices, and other menu items based on the program's ground beef also are a hit.

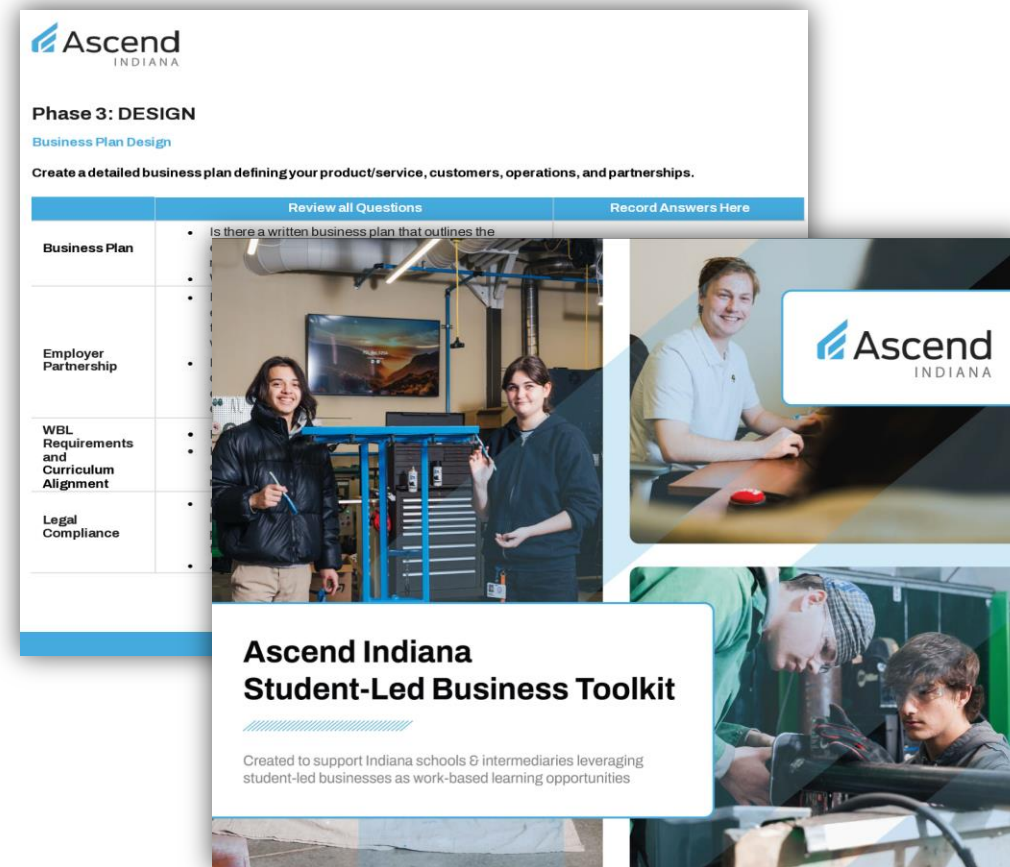
"They just tried a meatball sub this last time," says Joe Dunn, the Indian Creek agriculture teacher who oversees the program. "It went over very well."

CCC gives students hands-on agriculture-industry experience through a livestock operation that has cared for more than 30 head of cattle and processed nearly 20,000 lbs. of beef since it was launched in 2018. The business has sold most of its beef to the school at market price to support its operations, but it also offers choice cuts of meat to the public. To date, CCC has earned \$15,000 from outside retail sales.

Students have driven the operation since it started, shortly after a school board member saw a similar program at Maconaquah High School in Miami County and suggested that Indian Creek create its own. Dunn charged agriculture students with getting things rolling, and they responded by putting together a business plan, drawing up a logo, and pitching the plan to the administration.

The community provided some start-up funding, with





Ascend INDIANA

Phase 3: DESIGN

Business Plan Design

Create a detailed business plan defining your product/service, customers, operations, and partnerships.

	Review all Questions	Record Answers Here
Business Plan	Is there a written business plan that outlines the	
Employer Partnership		
WBL Requirements and Curriculum Alignment		
Legal Compliance		

Ascend Indiana Student-Led Business Toolkit

Created to support Indiana schools & intermediaries leveraging student-led businesses as work-based learning opportunities

Find these at: ascendindiana.com/student-led-businesses

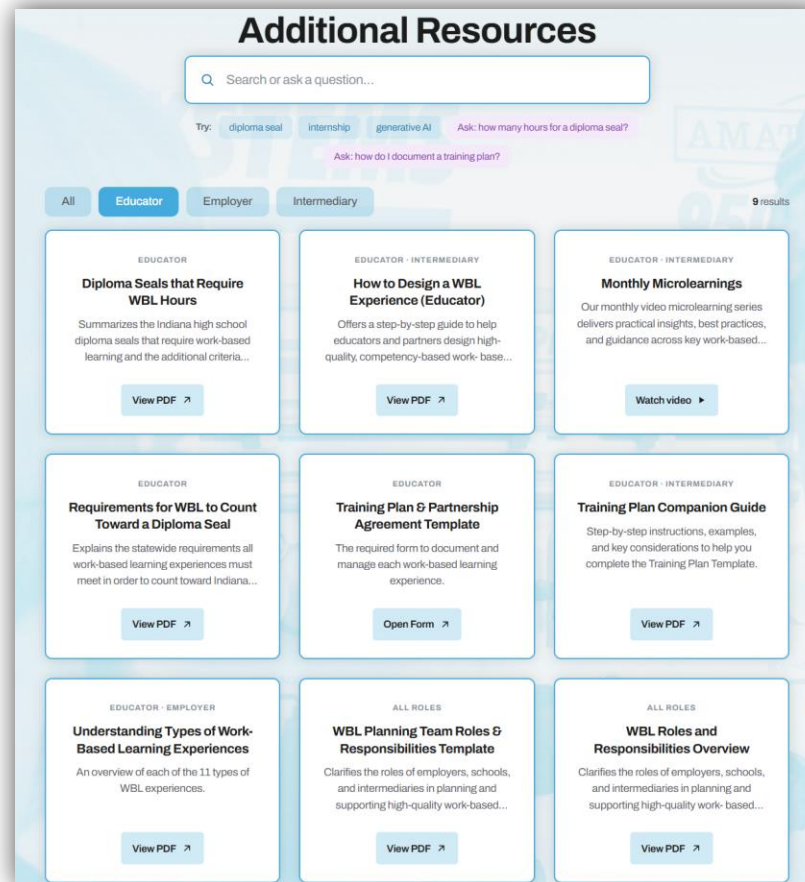


Other Resources and Tools on Ascend's WBL Hub

Ascend's WBL Hub

Resources for
Educators,
Employers, and
Intermediaries

AI Search
Function to Help
You Navigate
Resources





Questions?

Thank you!



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Ascend
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