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## Vermont Work-Based Learning Standards

**STANDARD ONE:** Every high school provides Work-Based Learning (WBL) experiences that contribute to college and career readiness.

### INDICATORS

- All state-approved secondary schools ensure work-based learning experiences are an available option to all students as part of a personalized learning planning process.
- All state-approved secondary schools ensure that WBL Coordinators have clearly defined job descriptions and work under a highly qualified supervisor.
- For secondary students with special needs, WBL experiences are informed by their IEP/504/EST/transition plans.
- All WBL experiences foster cultural and gender equity, and explore non-traditional career options.

### EXAMPLES of EVIDENCE

- Each school has identified how student WBL experiences contribute to secondary school completion and post-secondary readiness.
- Each school has identified student readiness criteria for WBL experiences.
- WBL materials and resources appeal to and are relevant to the interests and needs of a diverse student audience.

[Standard One: Additional Guidelines](#)

**STANDARD TWO:** A licensed Work-Based Learning Coordinator establishes, coordinates and evaluates work-based learning experiences that reinforce students' personal, academic, and career goals as identified in their personalized learning plan (PLP).

### INDICATORS

- WBL Coordinators develop and sustain relationships between employers and their school(s).
- WBL Coordinators identify and differentiate learning outcomes for individual WBL experiences.
- WBL Coordinators evaluate the quality of WBL experiences in partnership with students and other stakeholders.
- WBL Coordinators oversee development, implementation and documentation of any required WBL agreements and training plans with students, employers and, when applicable, guardians/parents.
- WBL Coordinators ensure safe and equitable environments for diverse student populations.

## **EXAMPLES of EVIDENCE**

- WBL Coordinators complete licensing and endorsement requirements through the Agency of Education.
- Materials and resources are used to develop, monitor, align, and evaluate WBL experiences.
- WBL Coordinators monitor and revise WBL experiences to reflect evaluation data and feedback, and to ensure inclusive and safe environments.

### [Standard Two: Additional Guidelines](#)

## **STANDARD THREE: Work-Based Learning Coordinators partner with employers to contribute to the readiness of the future workforce through authentic WBL experiences.**

### **INDICATORS**

- Employers provide opportunities for students to explore an area of career interest.
- Employers participate in and/or design performance assessments to measure student proficiency for certain types of WBL experiences (i.e. internships and co-op placements).
- Employers evaluate the quality of work-based learning experiences.
- Employers assist in designing WBL agreements and training plans with WBL Coordinators, students and, when applicable, guardian/parent for certain types of WBL experiences.

## **EXAMPLES of EVIDENCE**

- Employer evaluations and feedback influence WBL programs.
- Employers can articulate their role in providing students with authentic learning experiences.
- Employers can identify the benefits of participating in WBL experiences to their employees and their organization.
- Students are able to articulate how the WBL experience has advanced their personal, academic, and career goals.

### [Standard Three: Additional Guidelines](#)

## **STANDARD FOUR: Students' Personalized Learning Plans include Work-Based Learning experiences that support students' personal, academic, and career goals.**

### **INDICATORS**

- Students participate in WBL experiences that reflect their personal, academic, and career goals.
- Students engaged in WBL experiences co-design a WBL agreement and/or a training plan with their WBL Coordinator, employer, and, when applicable, guardian/parent.
- Specific learning targets are identified and assessed for each student.
- Students examine cultural and gender (in)equity in traditional and non-traditional career options.

## **EXAMPLES of EVIDENCE**

- Students identify and reflect on how WBL experiences help achieve their personal, academic, and career goals as set forth in their PLPs.
- Students identify and consider how their WBL experience did or did not support diverse cultures, gender equity, and non-traditional career options.

[Standard Four: Additional Guidelines](#)

**STANDARD FIVE: Work-Based Learning experiences are part of a career development progression that includes resources and opportunities for career awareness, exploration, preparation, and training.**

## **INDICATORS**

- WBL experiences are aligned with transferable skills.
- WBL experiences provide students with opportunities to practice and demonstrate transferable skills.
- WBL experiences include opportunities for both traditional and non-traditional career exploration.

## **EXAMPLES of EVIDENCE**

- WBL experiences are part of a K-12 progression of career development.
- WBL experiences reflect current and emerging professions and provide the necessary knowledge and skills to access career pathways.

[Standard Five: Additional Guidelines](#)

**STANDARD SIX: Work-Based Learning experiences reflect academic proficiencies and career specific competencies.**

## **INDICATORS**

- WBL experiences are aligned with proficiency based graduation requirements and career specific competencies.

## **EXAMPLES of EVIDENCE**

- Schools define how WBL experiences help students attain academic proficiency.
- Students have the opportunity to demonstrate and attain relevant academic proficiency through WBL experiences.

[Standard Six: Additional Guidelines](#)

**STANDARD SEVEN: Work-Based Learning experiences are compliant with legal, health, and safety regulations.**

**INDICATORS**

- Secondary schools are responsible for providing adequate insurance and other risk management policies related to WBL experiences.
- Employers are responsible for providing safe, appropriately supervised work site learning environments in accordance with the school and worksite agreement and State and Federal labor regulations.
- When WBL experiences meet the Department of Labor's criteria for employment, students will be paid.
- Secondary schools must ensure that WBL experiences adhere to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

**EXAMPLES of EVIDENCE**

- WBL Coordinators ensure that WBL experiences meet all relevant legal, health, and safety standards.
- Students are informed about the laws, policies, and procedures that are in place for their protection in the working environment.
- WBL Coordinators maintain the required documentation for student placements that detail the rights, responsibilities and risks inherent in that placement.

[Standard Seven: Additional Guidelines](#)