

# Iowa Work-Based Learning Guide

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## Letter from the Director

Dear Education Stakeholders,

I am pleased to announce the release of the 2017 Work-Based Learning Guide published by the Iowa Department of Education. As work-based learning opportunities expand in our K-12 education programs, the importance of offering quality experiences has increasingly become a high priority. The continuum of work-based learning opportunities is important for making Iowa high school graduates college and career ready. This guide presents information specifically for school district personnel interested in establishing high-quality work-based learning experiences for students. It is all the more relevant for those school districts who, through the 15 newly established regional planning partnerships, are putting together plans and strategies to redesign secondary career and technical education (CTE).



This guide provides information for school district personnel on the components of a quality work-based learning program, different types of work-based learning experiences, legal requirements, licensure, and much more. Key components of this guide illustrate how school districts can connect with business and industry and how work-based learning experiences can help students make informed decisions about post-high school opportunities.

As Iowa prepares to issue recommendations under the Future Ready Iowa Alliance, work-based learning will figure prominently. Through partnerships with other state agencies and offices, such as Iowa Workforce Development, the Iowa Economic Development Authority, Iowa Vocational Rehabilitation Services, the Governor's Science, Technology, Engineering, and Mathematics (STEM) Advisory Council, and programs such as Iowa Jobs for America's Graduates (iJAG), the Department looks forward to continued dialogue and strengthening our partnerships around work-based learning.

Sincerely,

A handwritten signature in cursive script that reads "Ryan M. Wise". The ink is dark and the signature is written in a fluid, personal style.

Ryan M. Wise, Ed.L.D.

Director

Iowa Department of Education

## Acknowledgements

Many individuals and organizations have contributed to the 2017 Iowa Work-Based Learning Guide. This project was supervised by Kelli Diemer, business and marketing education consultant, and Pradeep Kotamraju, career and technical education bureau chief, and produced by Heather Doe, education consultant (Iowa Department of Education, Division of Community Colleges and Workforce Preparation).

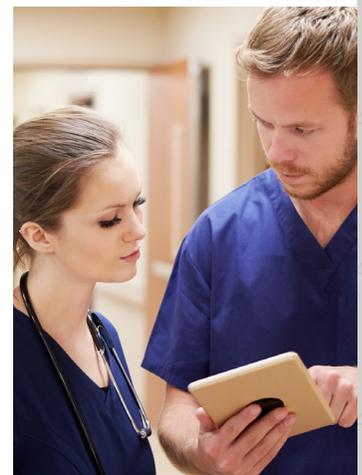
Important contributors to the guide's content include:

- » Robert Jester (Jester Insurance Services, Des Moines, Iowa)
- » Iowa Board of Educational Examiners
- » Iowa Workforce Development and United States Department of Labor

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# Table of Contents

<b>Introduction</b> . . . . .	1
<b>Work-Based Learning a Component of CTE Programs</b> . . . . .	3
<b>Iowa Statewide Work-Based Learning Intermediary Network</b> . . . . .	4
<b>Elements of Work-Based Learning Programs (Workplace Learning)</b> . . . . .	4
<b>Types of Work-Based Learning Programs</b> . . . . .	4
<i>Service Learning</i> . . . . .	4
<i>Internship</i> . . . . .	5
<i>On-the-Job Training/Cooperative Work Experience</i> . . . . .	5
<i>Work Experience Program for Special Education</i> . . . . .	5
<i>Pre-Apprenticeship Programs</i> . . . . .	5
<i>Registered Apprenticeship Programs</i> . . . . .	6
<i>Summary</i> . . . . .	6
<b>Licensure</b> . . . . .	7
<i>Intermittent Work-Based Learning</i> . . . . .	7
<i>Work Experience for Credit</i> . . . . .	7
<i>Work Experience – Multiple Occupational Areas</i> . . . . .	7
<i>Work Experience for Special Education</i> . . . . .	7
<i>Regional Work-Based Learning Intermediaries</i> . . . . .	7
<b>Work-Based Learning Components</b> . . . . .	8
<i>School-Based Components</i> . . . . .	8
<i>Work-Based Components</i> . . . . .	9
<i>Connecting Activities</i> . . . . .	9
<b>Roles and Responsibilities</b> . . . . .	11
<i>Teacher-Coordinators</i> . . . . .	11
<i>Employers/Worksite Supervisors</i> . . . . .	11
<i>Students</i> . . . . .	11
<i>Parents</i> . . . . .	11
<i>School Administrators</i> . . . . .	12
<i>School Counselors</i> . . . . .	12
<b>Work-Based Learning Advisory Council</b> . . . . .	13
<i>Evaluation</i> . . . . .	13
<b>Safety Education</b> . . . . .	14
<i>Youth@Work – Talking Safety</i> . . . . .	14
<i>YouthRules!</i> . . . . .	14
<i>Occupational Safety and Health Administration (OSHA)</i> . . . . .	15
<b>Legal Requirements</b> . . . . .	15
<i>Fair Labor Standards Act (FLSA)/Child Labor/Iowa Code Chapter 92</i> . . . . .	15
<i>Safety</i> . . . . .	16
<i>Hazardous Occupations</i> . . . . .	17
<i>Liability and Insurance</i> . . . . .	17
<i>Equal Access/Affirmative Action</i> . . . . .	20
<i>Immigration</i> . . . . .	21
<i>Wages and Exemptions</i> . . . . .	22
<i>Taxes and Unemployment</i> . . . . .	23
<i>Student Records</i> . . . . .	24
<b>Resources</b> . . . . .	25
<b>Glossary of Terms</b> . . . . .	28
<b>Appendix</b> . . . . .	36
<i>Sample Endorsements</i> . . . . .	36



## Introduction

Work-based learning programs are structured educational programs designed to utilize employer and community experiences to help students meet specific learning objectives. By providing opportunities for students to see the connection between classroom content and potential careers, work-based learning helps students make informed decisions about their life goals so they leave high school ready for college and careers. For these work-based learning experiences to be effective, intermediation is often required. In Iowa, this intermediary role has been undertaken by several entities, including the Iowa Department of Education, Iowa Workforce Development, Iowa Economic Development Authority, and other offices such as Iowa Vocational Rehabilitation Services, the Governor’s STEM Advisory Council, and iJAG. Often it is a collaboration among these agencies that ensures coverage across the continuum of work-based learning (see Figure 1).

Over the past two years, the recently completed National Governors Association (NGA) Policy Academy Grant on high-quality work-based learning brought together key informants from the above agencies for regular discussions on how to define, elevate, enhance, measure, and scale (DEEMS) work-based learning in general, and high-quality work-based learning in particular. The DEEMS approach has allowed work-based learning in Iowa to grow in scope and stature as more uniform, connected, and integrated policy and administrative structures are being discussed at both the state and local levels.

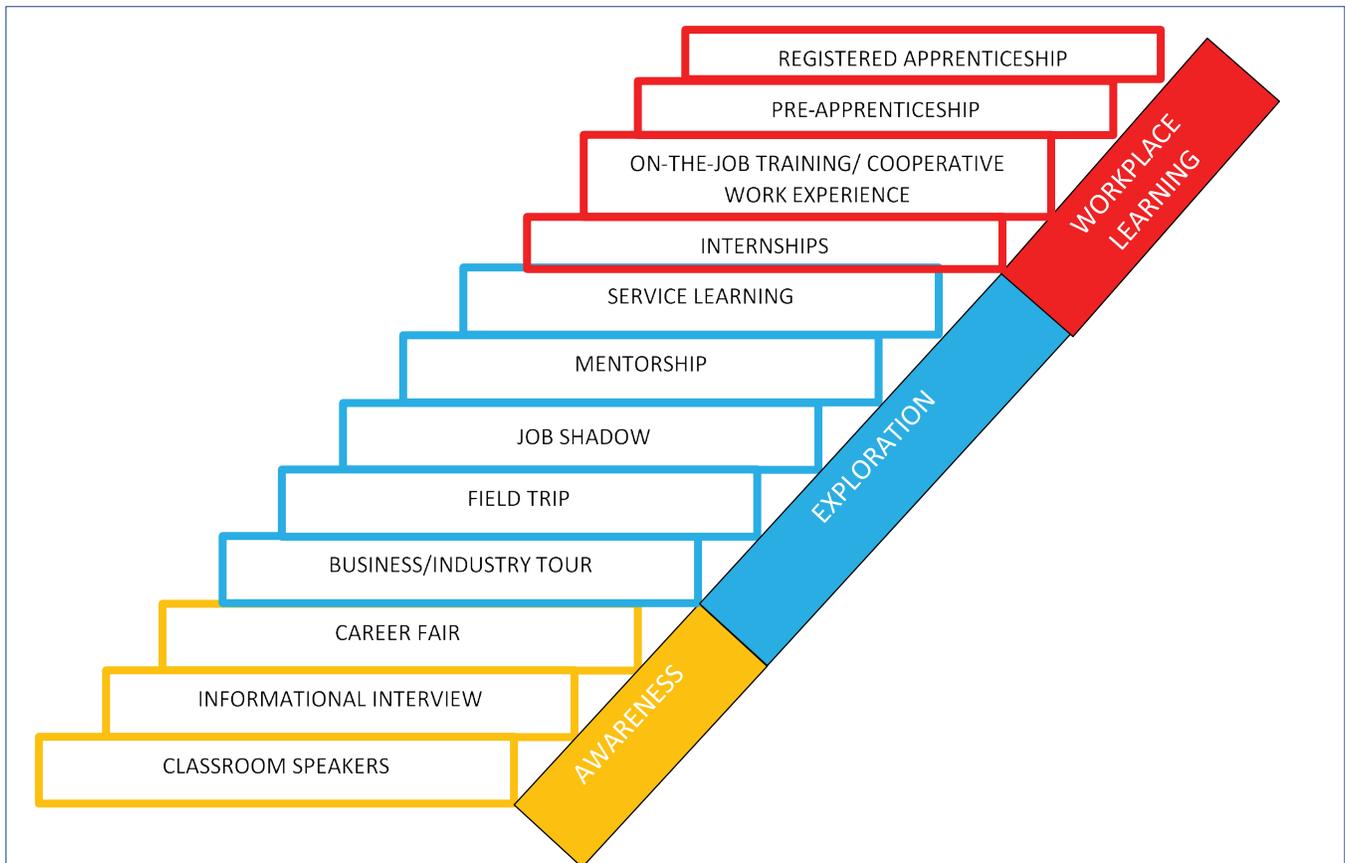
Work-based learning will be an increasingly valuable strategy for meeting the Future Ready Iowa goal of 70 percent of Iowa’s working-age population having a credential of value beyond high school by the year 2025. In addition, work-based learning will figure prominently when recommendations under the Future Ready Iowa Alliance are released.

The work completed under the NGA grant has helped position Iowa to consider broadening work-based learning experiences to include those under secondary career and technical education (CTE), as well as externships, project-based, and service learning across the K-12 and postsecondary spectrum (see Figure 1). Such efforts have enabled Iowa to leverage work-based learning models that include effective STEM Businesses Engaging Students and Teachers (BEST) and the Iowa Intermediary Networks, a key sub-recommendation under Future Ready Alliance recommendation on work-based learning. Additionally, the outcomes of the NGA high-quality work-based learning policy academy was also in line with state legislation passed last year to raise the quality of CTE programs to prepare students to succeed after high school, whether that be in the workforce or in postsecondary education.

This work-based learning guide primarily focuses on how school districts can use currently available resources from partner organizations (listed above and in the foreword) to implement and deliver

a continuum of high-quality work-based learning experiences (see Figure 1). While the guide has general applicability for the different partner organizations involved in work-based learning, the target audience is school districts. By applying the information presented in this guide, school districts should be able to systematically expand work-based learning opportunities and experiences for all students using all partner organization resources.

FIGURE 1: WORK-BASED LEARNING EXPERIENCE CONTINUUM



Iowa has defined a continuum of work-based learning elements and experiences as displayed above. Work-based learning experiences throughout the continuum are valuable for students to guide them in making decisions about their career focus. Often these experiences can align with the five essential components of a quality career guidance system (listed below) that school districts in the state are required to provide all students from 8th through 12th grade.

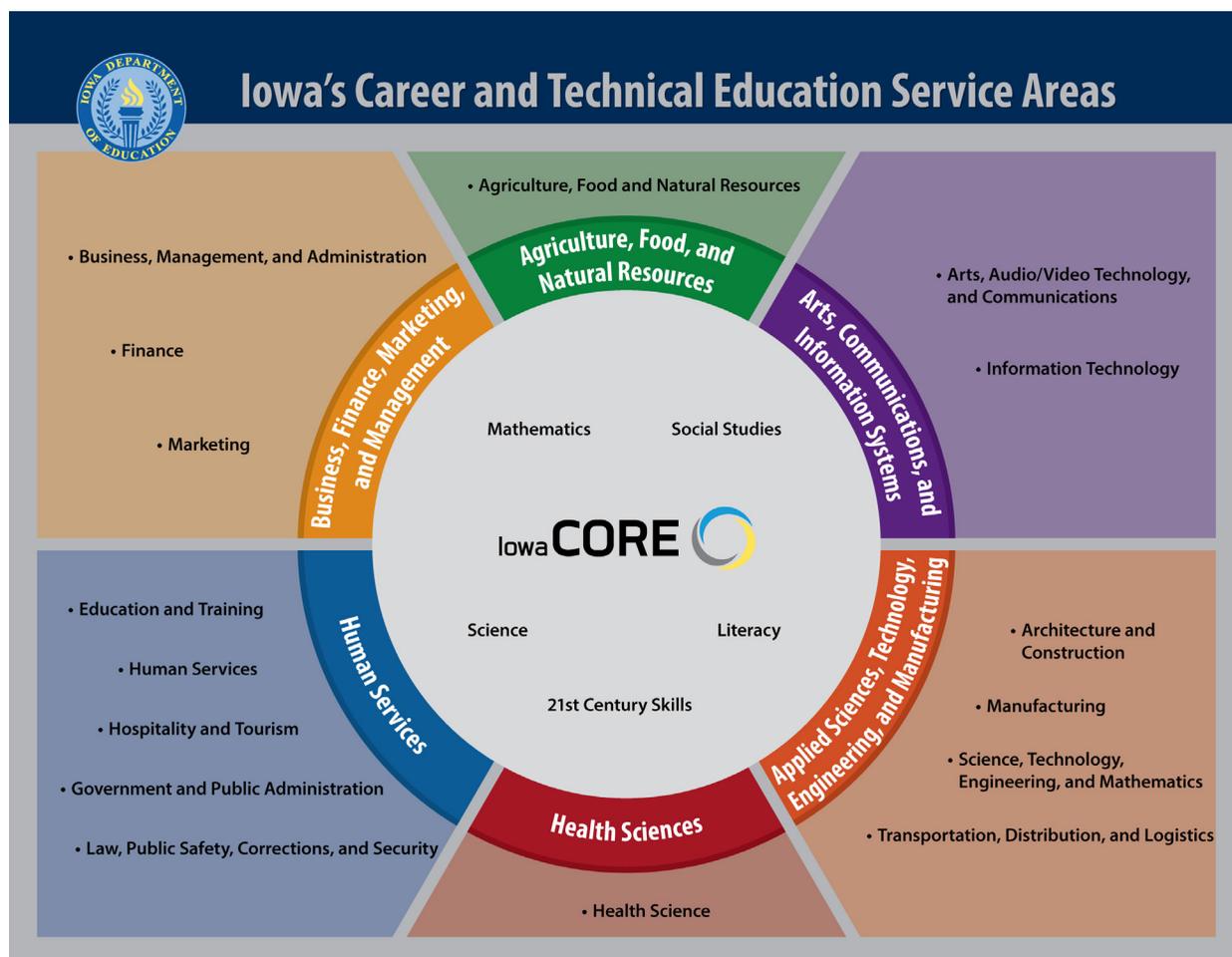
- Essential Component #1: Self-Understanding
- Essential Component #2: Career Information
- Essential Component #3: Career Exploration
- Essential Component #4: Postsecondary Exploration
- Essential Component #5: Career and Postsecondary Decision

## Work-Based Learning a Component of CTE Programs

Under the new CTE legislation ([House File 2392](#)) all programs are required to be approved. An indicator for approval is that programs in each of the six service areas organize work-based learning in a sequenced continuum (see Figure 1) that progress in intensity as a student moves through the program. The six service areas, displayed in Figure 2, include:

1. Information Solutions (arts, audio/video technology and communications, and information technology);
2. Business, Finance, Marketing, and Management;
3. Health Sciences;
4. Human Services (education and training, human services, hospitality and tourism, government and public administration and law, public safety, corrections, and security);
5. Applied Sciences, Technology, Engineering, and Manufacturing (architecture and construction, manufacturing, science, technology, engineering and mathematics, and transportation, distribution, and logistics); and
6. Agriculture, Food, and Natural Resources.

FIGURE 2: IOWA'S CTE SERVICE AREAS



## Iowa Statewide Work-Based Learning Intermediary Network

A resource available to all school districts is the Iowa Statewide Work-Based Learning Intermediary Network. This network is comprised of 15 regional intermediary networks that connect business and education by offering relevant, work-based learning activities to students and educators in their respective regions. Each regional intermediary provides a one-stop contact point for both educators and employers to access information and contacts for internships, job shadowing experiences, classroom speakers, and student tours. Regional intermediary contact information can be found on the Department's [website](#).

### Elements of Work-Based Learning Programs (Workplace Learning)

Structured work-based learning programs adhere to all state and federal labor laws and regulations. They place an emphasis on safety for the students. They are taught by appropriately licensed teacher coordinators who guide the learning process and ensure that the school, the employer, the family, and the student all take an active role in effective learning.

### Types of Work-Based Learning Programs

There are many types of work-based learning programs. Each has its own expectations and requirements and can be offered for credit.

#### Service Learning

Service learning is a form of experiential learning where students apply content knowledge, critical thinking, and good judgment to address genuine community needs. Service learning is a way of teaching and learning that engages learners in hands-on academic projects in the community. For example, students in a high school science classroom may take samples from an area lake and examine them for information that could be useful to a local pollution control agency in addressing environmental issues.

### IOWA STATEWIDE WORK-BASED LEARNING INTERMEDIARY NETWORK PURPOSE

The purpose of the program shall be to prepare students for the workforce by connecting business and the education system and offering relevant, work-based learning activities to students and teachers.



### TARGETED WORK-BASED LEARNING INDUSTRIES

The regional intermediary networks prepare students for the workforce by connecting business and the education system by offering relevant, work-based learning activities to students and teachers, particularly related to science, technology, engineering, or mathematics occupations, occupations related to critical infrastructure and commercial and residential construction, or the targeted industries of advanced manufacturing, biosciences, and information technology.



### CORE SERVICES PROVIDED

Each of the regional intermediary networks provide core services to school districts in their respective regions, which may include job shadowing, student internships, and teacher or student tours. Where appropriate, the attainment of portable credentials of value to employers, such as the national career readiness certificate, are facilitated.



## Internship

Internships are typically one-time, short-term work or service experiences related to the student's major or a participant's career goal. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Internships can be paid or unpaid and may or may not involve academic credit. Strong internship programs incorporate meaningful work assignments, training, necessary workspace and resources, and structured evaluation/reflection.

## On-the-Job Training/Cooperative Work Experience

Cooperative work experiences (co-op) provide students with multiple periods of work related to their future education or career goals. The typical program plan is for students to utilize classroom study within discipline-related employment, thus gaining career-related work experience before graduation. Co-op positions are either paid or non-paid, and most involve some form of academic credit.

### » *Cooperative Work Experience – Single Service Area*

For a school-sponsored cooperative work experience program in a single service area (e.g. business education), the instructor/coordinator must be appropriately licensed in that area.

### » *Cooperative Work Experience – Multiple Occupational Areas*

For a school-sponsored cooperative work experience program in multiple occupational areas, the instructor coordinator must be an appropriately licensed teacher with any 5-12 endorsement, and must hold a multi-occupations endorsement (MOC). The MOC authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school sponsored on-the-job situations.

## Work Experience Program for Special Education

While many students with disabilities may be well served in a general work-based learning experience with accommodations or modifications, there are instances where a work-based learning program must be developed specifically for individuals who are unable to succeed in general education programs. In these cases, a 5-12 Special Education endorsement and the Work Experience Coordinator (WEC) endorsement are required.

## Pre-Apprenticeship Programs

Pre-apprenticeships programs are sets of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor and together they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.

## Registered Apprenticeship Programs

Registered Apprenticeship programs provide a proven solution for recruiting, training, and retaining an educated and skilled workforce in the state. Combining on-the-job learning with related classroom instruction, Registered Apprenticeship programs enable students to earn while they learn. Students earn wage increases as they progress through a Registered Apprenticeship program. In addition, portable industry credentials are awarded to those who complete Registered Apprenticeship programs by the United States Department of Labor. Registered Apprenticeships can last between one and six years, but must entail at least 144 hours of related educational training and at least 2,000 hours of hands-on training.

### Summary

The information in Table 1 summarizes the differences between work-based learning programs as each relates to duration, academic rigor, whether or not students receive wages, and licensure requirements.

TABLE 1: SUMMARY OF WORK-BASED LEARNING PROGRAMS

Program	Duration	Academic Rigor	Paid	Licensure
Internship	Short-Term	Moderate	Yes or No	Discipline*
Cooperative Work Experience	1 - 9 Months	High	Yes or No	Appropriate for the subject or MOC**
Work Experience for Students with Disabilities	1 - 9 Months	High	Yes or No	5-12 Special Education and WEC***
Pre-Apprenticeship	Less than 1 Year	Very High	Yes or No	Appropriate for the subject, or MOC**
Registered Apprenticeship	1-6 Years	Very High	Yes	U.S. Department of Labor Approval

*Participants were listed under multiple programs, therefore totals for this report will vary.*

\* Licensure applies to “Intermittent Work-Based Learning” on page 7.

\*\* Licensure applies to “Work Experience - Multiple Occupational Areas” on page 7.

\*\*\* Licensure applies to “Work Experience for Special Education” on page 7.

## Licensure

Teacher licensure is governed by the Iowa Board of Educational Examiners. When offering a work-based learning program, a school district must have an appropriately licensed instructor working with the program. This is true whether the experience is paid or unpaid. Any awarded credit must be calculated with appropriate instructional time.

### Intermittent Work-Based Learning\*

If worksite placement is an occasional part of the teacher's job duties, the worksite component is considered another method of instruction and the instructor does not need to hold a special or coordinator's endorsement. However, if a separate credit or portion of a credit is earned by a student for worksite learning components, the teacher must hold special endorsements in those areas.

### Work Experience for Credit

Any teacher may supervise workplace experience courses within his or her own endorsement area(s). For example, a journalism teacher may supervise a newspaper internship where the student is granted journalism credit. Eligible workplace experience courses would be identified through the appropriate School Courses for Exchange of Data (SCED) code(s).

### Work Experience – Multiple Occupational Areas\*\*

If CTE credit is awarded for work experience involving multiple occupations, there must be an assigned teacher at the school who has the multi-occupations (305) certification. The multi-occupations (305) certification is considered a vocational endorsement, thus allowing the awarding of CTE credit.

### Work Experience for Special Education\*\*\*

For a work experience program designed specifically for students with disabilities, the assigned teacher must hold a 5-12 Special Education endorsement as well as a work experience Coordinator (WEC) endorsement.

### Regional Work-Based Learning Intermediaries

School district staff can contact their regional intermediary to set up work-based learning experiences that meet the needs of the school district, teacher, and student. It is important to note that while the intermediary contact arranges work-based learning experiences, a school district must still have an appropriately licensed educator to assign grades for credit awarded for such experiences.

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\* See Internship Licensure in "Table 1" on page 6.

\*\* See Cooperative Work Experience and Pre-Apprenticeship Licensure in "Table 1" on page 6.

\*\*\* See Work Experience for Students with Disabilities Licensure in "Table 1" on page 6.

## Work-Based Learning Components

High-quality work-based learning provides structured learning opportunities and authentic work experiences that include, but are not exclusive to, mentoring, internships, externships, quality pre-apprenticeship programs, and registered apprenticeship programs. Through experience with industry or community professionals in workplace settings, participants are able to foster first-hand engagement in the in-depth application of academic, technical, and employability skills to the tasks required of a given career field. More specifically, work-based learning should include the following components:

### School-Based Components

- » Program Planning, Development, and Evaluation
  - » Defining the purpose and learning components of the work-based learning program, including development of the seminar curriculum; selecting, training and engaging employers/mentors; developing training agreements; and developing individualized training plans for each participating student.
- » Program Administration and Management
  - » Maintaining facilities, equipment and supplies; developing and adhering to a budget; managing information; addressing legal issues including labor laws, risk management and insurance; facilitating an advisory committee; engaging in positive public relations, including employer-employee recognition; and advising the CTE student organization.
- » Guidance and Advising
  - » Providing advice to program enrollees and completers consistent with their individual career and academic plans; providing career information materials and references; addressing the special needs of students, including students with disabilities, disadvantaged students and gifted students; encouraging nontraditional opportunities; and assisting program completers with their job searches.
- » Related-Class Instruction
  - » Delivering a seminar component that helps students to develop appropriate worksite skills and behaviors; reinforces aspects of learning that occur at the worksite; and utilizes the community to enhance learning objectives.
- » Program Evaluation
  - » Preparing, administering and analyzing student and employer follow-up information, and seeking information from the program advisory committee and others to make program improvements.

- » Community and Public Relations
  - » Creating promotional materials; utilizing community resources and the media to publicize program events and accomplishments; sponsoring activities that inform the community about the program; and seeking evaluation from the public.

## Work-Based Components

- » Training Agreement
  - » A document outlining the duties and responsibilities of all parties involved in a work-based learning experience: employers, teacher-coordinators, students, and parents.
- » Training Plan
  - » A list of outcomes to be measured in the classroom and the workplace, including specific worksite activities, activities that address all aspects of the industry, and opportunities for individual student reflection.
- » On-the-Job Instruction and Coordination
  - » Instruction that occurs at the worksite under the direction of the worksite supervisor and with the knowledge and approval of the teacher-coordinator. On-the-job instruction includes direction on specific tasks to be performed at the worksite, as well as information on safety and the operation of the company/business. On-the-job instruction is implemented in accordance with the needs of special populations of students as addressed in the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA).
- » Hours, Performance Evaluation, and Credit
  - » The training agreement and training plan will identify the hours of employment, following all guidelines under the Fair Labor Standards Act. Additionally, the teacher-coordinator will clarify what conditions and how much credit will be earned for participation in the program.

## Connecting Activities

- » Employer Engagement
  - » Specific initiatives that engage employers in the classroom instruction, such as speaking opportunities, business/industry field trips, mentorships, and using employers to evaluate student performance in school or at competitive events.
- » Transition Services
  - » Targeted services to assist all youth, but particularly youth with disabilities or disadvantaged youth, in the areas of living and recreation, learning, including postsecondary opportunities, and working.

- » Labor Market Information
  - » Information pertaining to employment, industry and occupational statistics, wages, projections, trends, and other workforce characteristics.
- » Parent Involvement
  - » Engaging parents in the learning process by inviting them to instructional or promotional events, utilizing their networks to promote the program, and seeking their feedback on program activities or events.
- » Involvement of other Agencies, Community-Based Organizations, Professional Organizations
  - » Utilizing professionals from the Iowa Division of Labor, Iowa Vocational Rehabilitation Services, chambers of commerce, business/industry professional organizations, service and other groups, to enhance learning opportunities.
- » Student Organizations
  - » Active and full participation of students in career and technical student organizations at the local, state, and national levels, as appropriate, including leadership and competitive skill events.



## Roles and Responsibilities

An effective work-based learning program involves the active participation of many partners.

### Teacher-Coordinators

Teacher-coordinators combine and coordinate efforts of many individuals to ensure that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into the world of work. The functions and responsibilities of teacher-coordinators include program planning, development, and evaluation; related-class instruction; on-the-job instruction and coordination; guidance and advice; program administration and management; community and public relations; and development in their own professional roles and activities.

### Employers/Worksite Supervisors

Employers in the community must be well informed about the work-based learning program and must understand their responsibilities within it. Employers must understand the training and educational aspects of the program and help to achieve training goals. Employers provide instruction in the specific tasks students are expected to complete on the job, as well as information about safety and the general operation of the business. Employers and worksite supervisors must communicate regularly with the teacher-coordinators about how the student is performing on the job and what is needed to make the worksite an effective learning environment.

### Students

Students agree to be effective employees and to fully engage in learning activities both at school and at the worksite. Students will work to accomplish all elements of the training plan and will communicate with the teacher-coordinator and the worksite supervisor to ensure that a safe, effective work/learning environment is maintained.

### Parents

Parents should be involved with their student's choice of courses and long-term educational plan. Parents should strive to be informed about the opportunities work-based learning provides, as well as the potential outcomes, such as improved grade point averages and attendance, and the positive impact these outcomes can have on the college admission process. Parents can be encouraged to endorse the program by communicating that it is educationally sound, socially acceptable, and extends past "having a job" because it offers specific occupational preparation and experience. Parents are also responsible for the student between the time the student leaves school and arrives at the training station, and must ensure that the student's transportation needs are met.

## School Administrators

Administrators should be informed of student achievements, placements, employer evaluations, and other activities. They should observe students at training stations, in classrooms, and at functions of student organizations. Administrators must be informed of concerns or issues the work-based learning program positively impacts, including improved attendance, dropout reduction, increased employability, and real-world relevance for education. Administrators also need to understand the challenges faced by the program, including any assistance needed for its continuous improvement.

## School Counselors

Counselors and advisors should be informed about student development. Actively involving counselors and advisors in the operation of the work-based learning program will lessen any concerns they may have that enrolling students in the program could restrict opportunities for them to enroll in other courses. To demonstrate the student benefits of work-based learning, counselors and advisors should participate in coordination visits and related-class instruction, be involved in the student admission process, use their professional expertise to help students determine career interests and aptitudes, and to prescribe student learning activities.



## Work-Based Learning Advisory Council

Successful work-based learning programs require the knowledge and advice of people in business and industry. Creating and using an advisory council can be a very productive and relevant method of involving the community in the educational process.

Potential members of the council should come from fields outside education and be chosen for their specialized knowledge and/or general standing in the community.

### Evaluation

#### » *Student Evaluation*

A student in a work-based learning program should be evaluated on a regular basis to determine if progress is being made toward developing specific job skills. An evaluation system should measure student performance and provide the student with information on current strengths and areas where improvement is needed. The goals and objectives of the work experience program will provide information on what to evaluate. In addition to work adjustment skills and specific employment skills, teacher-coordinators should evaluate basic job skills, social and communication skills, personality traits, work habits, and student attitudes. Evaluation forms are completed by training sponsors because they are in the best position to provide objective feedback on student job performance. Teacher-coordinators must structure the evaluation process by developing a procedure, providing evaluation materials, and scheduling and conducting a joint evaluation interview with the student and the training sponsor after the evaluation form has been completed.

#### » *Program Evaluation*

Program evaluation is the task of making judgments about the quality of a program and determining the extent to which previously established criteria are being met or have been attained. The fundamental reason for evaluation is to seek improvement. The Iowa Department of Education uses Differentiated Accountability. Schools annually complete a desk audit to submit information about their compliance with state and federal law.

In the absence of an external or accreditation evaluation, teacher-coordinators wanting to improve may enlist the help of teacher-educators from public universities or colleges, advisory council members, or professional colleagues in the field to appraise their programs. Teacher-coordinators should also conduct the following types of evaluation to ensure the relevance and efficacy of work-based learning:

- » Graduate Follow-up – Within a specified period of time following completion, usually one year and five years, a follow-up study of graduates should be conducted to determine their

employment status, additional education received after completion, and general attitudes toward the training received.

- » **Mastery of Course Competencies** – An effective means of assuring student outcomes is through the use of a mastery-level test of the core curriculum competencies. This can be done through technical skill assessments or industry-recognized certifications.
- » **Student Evaluations** – A semester or year-end anonymous program evaluation should be given to students to uncover their attitudes, reactions, opinions, and recommendations related to program objectives, teaching techniques, instructor effectiveness, training sponsor qualities, and training station opportunities, among others.
- » **Parent Evaluations** – Feedback from parents of students involved in the program can be an effective means for improving future communications and parent involvement. Be sure to include topics in the evaluation such as parent communications, insurance coverage for students, safety of students, transportations issues, assistance in guiding students, and other management practices involving parents. The key is to establish parent support and identify concerns that need to be addressed by the school/coordinator.

Educators are obligated to ensure that educational processes deliver specified program objectives.

## Safety Education

The importance of ensuring the safety of each student during a work-based learning activity is crucial. Specific safety instruction should be incorporated into both classroom and worksite components of a work-based learning program. There are many resources available to the teacher-coordinator to help address this important topic.

### Youth@Work – Talking Safety

The Department of Health and Human Services, in conjunction with the Centers for Disease Control and Prevention and the National Institute for Occupational Safety and Health, has developed an Iowa edition of “Youth@Work – Talking Safety”, a curriculum for teaching safety to young workers. This curriculum addresses eight core competencies, including how workplace risks can affect individuals and their families, preventing work-related injuries, identifying hazards at work, preventing injury and illness, addressing emergencies at work, employer and worker rights and responsibilities, resources to keep workers safe, and communicating with others.

### YouthRules!

The United States Department of Labor has established a separate section on its website specifically addressing the youth workforce, including much information about workplace hazards and employment rules for various age groups (under 14, 14 and 15, 16 and 17, 18 and older). YouthRules!

recognizes that different rules apply for agricultural and non-agricultural applications and identifies specific concerns for an extensive list of occupations.

### Occupational Safety and Health Administration (OSHA)

The Occupational Safety and Health Administration also has a separate section for young workers that focuses on the rights and responsibilities associated with youth employment from the perspective of the young worker, the employer, and the parent or educator. The emphasis on the [OSHA website](#) is on the prevention of worksite injuries.

## Legal Requirements

Work-based learning programs operate in accordance with many legal requirements.

### Fair Labor Standards Act (FLSA)/Child Labor/Iowa Code Chapter 92

Students in work-based learning programs may engage in a variety of activities in the workplace, from gaining career awareness through job shadowing, to learning occupational and employability skills by working in internships or youth apprenticeships. Work performed by students in work-based learning programs may be either:

1. employment subject to the FLSA; or
2. training that is not subject to the FLSA.

To be designated as training not covered by FLSA provisions requiring employer payment of wages to students enrolled in work-based learning experiences, all four of the following criteria must be met:

1. Trainees/students do not displace regular employees, whether through lay-off, reduction in working hours, or reduced hiring. Students may work under close observation/supervision of regular employees.
2. Employer does not receive immediate benefit from activities of trainees or students and, on occasion, employer operations may actually be impeded. Through the delivery of ongoing instruction for students at the work-site, including close supervision by regular employees throughout the learning experience, any work that students perform is offset by the burden to the employer from the training and supervision provided.
3. Trainees/students are not entitled to a job at the end of the learning experience, although employers may offer jobs to students who complete training.
4. Employer and trainees/students understand that trainees/students are not entitled to wages or other compensation for time spent in training, although a stipend for expenses may be

offered. Stipends may not be substituted for wages and are generally limited to reimbursement for expenses such as books, tuition, or tools.

Schools and employers can best comply with federal law by establishing training plans and training agreements that identify learning activities, responsibilities of all parties, and expectations for the work-based learning experience, including appropriate coordination between school-based elements and work-based elements.

[Iowa Code Chapter 92](#), the state child labor law, covers both paid and unpaid work, street occupations and migratory labor, permitted occupations and occupations not permitted for children under the age of 18, group insurance provisions, penalties, work permits, and migrant labor permits, as well as permitted instruction and training.

To comply with federal labor laws when work-based learning experiences are established for training, and especially for training in certain hazardous occupations, program development must focus on the student-learner. Specific questions should be directed to:

- » a qualified attorney;
- » the [Iowa Division of Labor Services](#); and/or
- » the [United States Department of Labor](#).

## Safety

Several types of work are potentially hazardous to young people, including working in or around motor vehicles; working near electrical hazards; working in retail and service businesses where there is a risk of robbery-related hazards; working on ladders, scaffolds, roofs or construction sites; working around cooking appliances; continuous manual lifting and lifting of heavy objects; and operating tractors and other heavy equipment. Preventing hazards and accidents is the joint responsibility of the work-based learning coordinator, the employer, the on-site supervisor, and the student. The coordinator should survey the sites for potential risks prior to students engaging in activities at the worksites. The coordinator should also monitor the site throughout the experience and address basic safety rules in the school-based curriculum.

The employer is responsible for maintaining a safe work environment; eliminating hazards; training students to recognize hazards and use safe work practices; complying with child labor laws; evaluating equipment; and providing appropriate supervision. The student's immediate supervisor is responsible for monitoring the student's safety and providing instruction when the need arises.

All students are responsible for taking steps to protect themselves. They should know their rights, participate in training programs, recognize the potential for injury at work, ask questions, and follow safe work practices.

## Hazardous Occupations

The Fair Labor Standards Act and Iowa Code Chapter 92 prohibit minors under the age of 18 from working in any occupation deemed to be hazardous. Among these occupations are excavation, manufacturing explosives, mining, and operating many types of power-driven equipment. Certain industries whose primary work activity is dangerous allow minors under age the age of 18 to perform certain tasks at worksites, but these tasks are very specific and the state and federal government closely monitor compliance. Complete lists of hazardous occupations are provided on the Department of Labor’s [website](#), separated for agriculture and non-agriculture applications.

Iowa Code Chapter 92.9 makes exceptions from certain [hazardous occupations](#) restrictions for students working under an instructor in a CTE department in a school district or under an instructor in a CTE classroom, laboratory, or industrial plant; in a course of CTE approved by the board for CTE; or to apprentices provided they are employed under all of the following conditions:

1. The apprentice is employed in a craft recognized as an apprenticeable trade.
2. The work of the apprentice in the occupations declared particularly hazardous is incidental to the apprentice’s training.
3. The work is intermittent and for short periods of time and is under the direct and close supervision of a journeyman as a necessary part of apprentice training.
4. The apprentice is registered by the office of apprenticeship of the United States Department of Labor as employed in accordance with the standards established by that department.

## Liability and Insurance

While everyone would agree that students must be provided a safe and healthy environment in the school and at the worksite, educational institutions and employers must also be protected from unnecessary liability. Students do not require special insurance for participation in typical school activities since they are already covered in the liability policy of the school or school district. However, questions of liability become more complex when students participate in work-based learning experiences, whether paid work experiences, job shadowing, school-sponsored enterprises, or on-the-job training for academic credit.

### » *Liability for Employers*

The issue of liability arises whenever any business entity has individuals on its worksite. The type of liability will depend on whether the student is considered an employee or an invitee of the business. Employer exposure to liability is usually no different than that which exists relative to its employees and to the general public, such as when people are invited to the worksite.

Students who are considered employees and whose injuries arise out of, and in the scope of, their job duties are subject to the exclusive remedies provided through the workers compensation benefit delivery system ([Iowa Code Chapter 85.20](#)).

Students who are not considered employees, but who are injured on the worksite, are covered under the school workers compensation policy and, under Iowa law, are prevented from filing suit against the employer.

#### » *Liability of Educational Institutions*

Exposure to liability for educational institutions and their employees is divided between two issues: 1) injury to the student; and 2) injury caused by the student to another person or to property belonging to another person. Students are not insured under the school liability policy, so it is highly unlikely that the school's own liability insurance would come into play.

**Injury to the Student** – When a student is not being paid by a private employer, then the student is covered by the school workers compensation policy and coverage under workers compensation is the student's exclusive remedy.

**Injuries or Damages Caused by Students** – Employers who sponsor work-based learning activities may be liable for the damages or injuries caused by students involved in school programs if students are:

- » acting on behalf of the participating business or acting with the actual or apparent authorization of the business;
- » negligent; and
- » involved in an act resulting in injury to customers, passers-by, or the general public.

#### *Insurance Issues Related to Work-Based Learning Initiatives*

- » For schools:
  - » Student injuries and workers compensation – Workers compensation is the exclusive remedy for students injured in the course of work-based learning activities. There is no initial premium impact on the school's workers compensation policy.
  - » General liability insurance – Each school has liability insurance to protect the school for claims arising out of a work-based learning program.
  - » Automobile insurance – If schools transport students to a work-based learning site in school vehicles, the school's automobile insurance provides liability protection. If students drive their own vehicles to places of employment, each student is responsible for his or her own liability insurance.

- » For employers:
  - » Workers compensation – Under Iowa law, students injured while participating in work-based learning settings are covered under workers compensation. If students are paid by the employer, their injuries will be covered under the employer’s workers compensation policy just like any other employee.
  - » General liability – Because workers compensation is the exclusive remedy for students injured in work-based learning programs, employer liability is significantly reduced. Students who work for and are paid by private employers are considered employees for purposes of liability insurance. Care should be taken in assigning students to operate certain machinery and equipment since non-paid students are not automatically covered under many general liability policies.
  - » Automobile/Vehicle Insurance – Under standard automobile insurance, the vehicle owner has the right to allow any other person to operate his or her vehicle. With the owner’s permission, the driver becomes an insured under the employer’s automobile policy. The same principle applies to students in the work-based learning setting who may operate vehicles owned by employers; they are automatically covered under the employer’s automobile insurance policy. Care should be taken in permitting this kind of automobile usage, particularly with trucks and other heavy equipment. Employers may not want to grant driving privileges to students still in their teens because basic risk is higher than with more experienced drivers. In situations where such driving is deemed advisable, employers should verify each student’s driver’s license and motor vehicle driving record before authorization. Employers should also keep in mind the legal requirements of the commercial driving license, which may place special restrictions on the use of any commercial vehicle over a certain size. In addition, Iowa Code Chapter 92.8 states that the occupations of motor vehicle driver and helper are prohibited occupations for students under 18 and this type of work is allowed only as intermittent and for short periods of time when deemed a work-based learning experience.
  - » Crime Insurance – Employers should think carefully before assigning students to jobs involving the handling of money and other financial assets. If students are not paid by the employer, they may not be considered insured under a fidelity bond. Therefore, no coverage would exist if students take money or other employer assets. In certain circumstances the fidelity bond may be modified, but it requires agreement of the insurance underwriter and the potential payment of additional premium. Careful consideration should be given to the assignment of students to any sensitive job classifications. A sample endorsement for including volunteer workers under a fidelity bond is included in the “Appendix” on page 36.

This brief summary of the major insurance ramifications surrounding work-based learning activities is not intended to be an exhaustive examination of every conceivable risk and related insurance coverage. Each employer is encouraged to regularly review this document and any general issues with its insurance advisor.

### Equal Access/Affirmative Action

All partners in work-based learning have a duty to provide an educational and working environment that is safe and that does not discriminate. All partners must be committed to ensuring equal access for all students, regardless of race, religion, color, national origin, gender, age, or mental or physical disability. Written assurances of non-discrimination must be obtained from training sponsors. Include the following statement in each training agreement:

*It is the policy that all parties do not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, [Name, Title, Address, Phone Number, e-mail Address]*

The notice may include: Director of the Office for Civil Rights, United States Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL, 60661-4544.

The local educational agency must ensure that students participating in cooperative education, work-based learning, work-study programs, placement, and/or apprenticeship training have the same opportunities, regardless of race, color, national origin, gender, religion, or disability, etc., as required under the following laws:

- » Title VI of the Civil Rights Act of 1964
- » Title IX of the Educational Amendments of 1972
- » Section 504 of the Rehabilitation Act of 1973
- » Equal Education Opportunity Act of 1974
- » Individuals with Disabilities Education Improvement Act (IDEA) of 2004
- » Vocational Guidelines from the Office of Civil Rights, Department of Education, 1979
- » Title II, Americans with Disabilities Act (ADA) of 1990; ADA Amendments Act of 2008
- » Title III, Sec. 316, Carl D. Perkins Career and Technical Education Act of 2006
- » Workforce Innovation and Opportunity Act of 2014

Business and industry partners must also realize that once they agree to provide the workplace learning component, they must ensure a safe environment and comply with all civil rights laws or they risk placing themselves and their education partners in jeopardy. Responsibilities of each partner are outlined below.

- » *Students* should know what laws guarantee the right to participate in case they are told they could not do something in an educational or work setting because of their gender, race, religion, disability, etc.
- » *Parents* should know what laws guarantee their children’s right to participate in case they are told their child or children should not enter a specific educational institution or program because he or she may not be employable due to race, gender, religion, disability, etc.
- » *Employers* must be prepared to offer equal access, equal treatment, and freedom from harassment. Educational institutions are prohibited by law from entering into any contractual agreement with employers who discriminate.
- » *Teachers* are responsible for reporting to the proper compliance official any student complaints about less than full participation in any educational component because of race, gender, religion, disability, etc.
- » *Workplace Learning Teacher-Coordinators* are responsible for ensuring that all students have access to any educational component, regardless of race, gender, religion, disability, etc. When entering into an agreement with any agency, educational institution, or private business or industry, teacher-coordinators must communicate the laws. Teacher-coordinators must also monitor activities to ensure equal access, equal treatment, and freedom from harassment, as well as access by all participants to a grievance resolution procedure.

## Immigration

Employer sanctions law requires employers to hire only individuals who may legally work in the United States, including United States citizens, noncitizen nationals, lawful permanent residents, and aliens authorized to work.

Documents that establish identity for individuals 16 years of age and older include the following:

- » state-issued driver’s license or state-issued identification card containing a photograph. If the driver’s license or identification card does not contain a photograph, identifying information should be included such as name, date of birth, sex, height, color of eyes, and address;
- » school identification card with photograph; or
- » voter’s registration card.

For individuals under age 18, who cannot produce one of the documents listed above:

- » school record or report card;
- » doctor or hospital record; or
- » daycare or nursery school record.

If the individual is under age 18 and cannot produce one of the documents listed above, he or she may establish identity by completing the United States Citizenship and Immigration Services Form I-9. The minor must still provide a document to establish work authorization. Form I-9 should be used to verify that people are eligible to work in the United States. Within three days of hiring, employees must produce documents that establish their identity and their eligibility to work in the United States. Employers are required to:

- » Have employees fill out their part of Form I-9 when they start work.
- » Check documents establishing employees' identity and eligibility to work.
- » Properly complete the balance of Form I-9.
- » Retain the form for at least three years (if the person is employed for more than three years), and for one year after the person leaves employment.
- » Present the form for inspection by a Citizenship and Immigration Services (CIS) or United States Department of Labor (USDOL) officer, upon request. Employers will be given at least three days advance notice.

### Wages and Exemptions

The minimum wage under both federal and Iowa state law is \$7.25 per hour. However, there are some exceptions that may apply.

- » Higher wage – Some localities have a higher local minimum wage.
- » Tipped employees – Tips may be considered part of employee wages, allowing a minimum wage as low as \$4.35 per hour as long as combined tips and wages are not less than \$7.25 per hour.
- » Subminimum wage – The Fair Labor Standards Act provides for the employment of certain individuals at wage rates below the minimum wage. These individuals include student learners, as well as full-time students employed by retail or service establishments, agriculture, or institutions of higher education. Also included are individuals whose earning or productive capacity is impaired by a physical or mental disability. Employment at less than the minimum wage is designed to prevent the loss of employment opportunities for these individuals. Certificates issued by the Department of Labor's Wage and Hour Division are required for subminimum wage employment.

- » Training wage – The federal Workforce Innovation and Opportunity Act (WIOA) of 2014 allows a training wage of \$4.25 per hour for the first 90 days of employment. Iowa also makes provisions for a student minimum wage at 85 percent of minimum wage (\$6.16 per hour) for up to 20 hours per week at certain employers.
- » Overtime pay – Generally speaking, overtime wages are 1½ times regular wages for time over 40 hours within one week.

## Taxes and Unemployment

Employers must comply with all appropriate tax regulations for students participating in work-based learning experiences.

- » Social security – Students in work-based learning programs must have a social security number. Each employer is also required to give student learners a copy of a W-2 form, which includes a statement of social security contributions deducted from their pay, as well as the amount of wages and other contributions.
- » Unemployment tax/unemployment compensation insurance – Employers are not required to pay unemployment tax during the periods in which students are enrolled in the work-based learning program (from the first day of the school year to the last day of the school year), but they are required to file for periods when the student is not enrolled in the program (such as during the summer months). Likewise, students are not eligible to claim unemployment benefits while enrolled in the program. The training agreement should contain a statement of fact concerning the mutual understanding that the employer will not be obligated to contribute to the unemployment tax.



## Student Records

Student records are an essential part of the educational process. Information about students that is required by law, or considered necessary in accomplishing the educational goals and objectives established by the school district, should be collected and maintained under the supervision of the professional and non-professional certificated staff. Collection, dissemination, and retention of all student information should be controlled by procedures designed to implement the primary task of the district while protecting individual rights and preserving the confidential nature of the various types of records.

Only certificated school personnel who have a proper educational purpose shall have access to student records. A student's parent or designated representative shall have access to educational records by scheduled appointment. No other person, such as an employer, may have access to any data in a student's records except when:

- » The student's parent gives the consent. However, when students reach the age of 18, their consent, and not that of the parents, must be obtained for access to the information.
- » The written consent specifies the records to be accessible and to whom they are accessible. Each request must be handled separately. Blanket permission for access to the information shall not be honored.

A teacher may provide directory information when asked to give a reference for a student, but it is generally wise to get consent of the parent before providing this information. Directory information is outlined in each school's handbook, but generally is limited to:

- » student's name;
- » student's address;
- » student's telephone number;
- » student's email address;
- » student's date and place of birth;
- » participation in activities and sports;
- » photographic likeness;
- » weight and height of members of sports teams;
- » dates of attendance;
- » awards received; and
- » most recent school attended.

## Resources

**Citizen and Immigration Services** – [<https://www.uscis.gov/>] Provides information on working in the United States including the I-9 form, E-Verify, etc.

**Employer Sanctions Provision of the Immigration Reform and Control Act of 1968** – [<https://www.uscis.gov/tools/glossary/employer-sanctions>] Provides information pertaining to prohibitions on hiring, recruiting or referring aliens unauthorized to work in the United States.

**Equal Employment Opportunity Commission** – [<https://www.eeoc.gov/>] Provides information pertaining to employment discrimination.

**Every Student Succeeds Act (ESSA)** – [<https://www.ed.gov/ESSA>] Provides information about ESSA, the replacement for the Elementary and Secondary Education Act (No Child Left Behind).

**Iowa State ESSA Plan** – [<https://www.educateiowa.gov/pk-12/every-student-succeeds-act>] Provides information on the draft State Plan prepared by the state of Iowa to comply with ESSA.

**Hazardous Occupations** – [<https://www.dol.gov/general/topic/youthlabor/hazardousjobs>] Information from the United States Department of Labor pertaining to hazardous jobs.

**Iowa Administrative Rules Chapter 32** – [<https://www.legis.iowa.gov/docs/ACO/chapter/875.32.pdf>] Iowa administrative rules pertaining to child labor.

**Individuals with Disabilities Education Act (IDEA) of 2004** – [<http://idea.ed.gov/>] Provides information about IDEA 2004 and its implementing regulations.

**Iowa Board of Educational Examiners** – [<http://www.boee.iowa.gov/>] The website of the board responsible for teacher licensure in Iowa.

**Assignment Code by Endorsement Crosswalk** – [<http://www.boee.iowa.gov/BEDSCodesSecondary.pdf>]

**Iowa Child Labor Permits** – [<http://www.iowadivisionoflabor.gov/child-labor>] Information on child labor requirements from the Iowa Division of Labor.

**Iowa Code Chapter 92 - Child Labor** – [<https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Chapter.92.pdf>] Iowa's child labor statute.

**Iowa Code Chapter 256 - Department of Education** – [<https://www.legis.iowa.gov/law/iowaCode/sections?codeChapter=256&year=2017>] Link to the Iowa Code pertaining to the Department of Education.

**Iowa Code Chapter 258** – Career and Technical Education – [<https://www.legis.iowa.gov/docs/code//258.pdf>] Link to the Iowa Code pertaining to career and technical education.

**Iowa Code 279.61 - Individual Career and Academic Plan** – [<https://www.legis.iowa.gov/docs/code/279.61.pdf>] Link to the Iowa statute requiring each student in grade eight to develop an individual career and academic plan.

**Iowa Career and Technical Education** – [<https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education>] Link to the website for the Department’s Division of Community Colleges and Workforce Preparation.

**Iowa Labor Market Information** – [<https://www.iowaworkforcedevelopment.gov/labor-market-information-division>] Link to the Iowa Workforce Development labor market information division website.

**Iowa Workforce Development** – Registered Apprenticeships – [<https://www.iowaworkforcedevelopment.gov/registered-apprenticeship>] Information on registered apprenticeships from Iowa Workforce Development website.

**National Career Development Association** – [[https://www.ncda.org/aws/NCDA/pt/sp/home\\_page](https://www.ncda.org/aws/NCDA/pt/sp/home_page)] Link to the website of the National Career Development Association.

**Occupational Safety and Health Administration (OSHA) Young Worker** – [<https://www.osha.gov/youngworkers/index.html>] Link to the young workers section of the United States Department of Labor website.

**Carl D. Perkins Career and Technical Education Act of 2006** – [<https://www2.ed.gov/policy/sectech/leg/perkins/index.html>] Link to the United States Department of Education information on the Carl D. Perkins Career and Technical Education Act, including links to the text of the Act and information on reauthorization of the Act.

**Student Organizations** – [<https://www.educateiowa.gov/adult-career-and-community-college/career-and-technical-education/career-technical-student-organizations>] Iowa Department of Education information on career and technical education student organizations.

**Talking Safety Iowa** – [<https://www.cdc.gov/niosh/talkingsafety/states/ia/2015-133/default.html>] Link to safety curriculum developed by the Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health and modified to address a specific Iowa audience.

**Training Agreement** – [<https://www.educateiowa.gov/documents/iowa-work-based-learning/2017/09/sample-training-agreement>] Link to a sample training agreement.

**Training Plan** – [<https://www.educateiowa.gov/documents/iowa-work-based-learning/2017/09/sample-training-plan>] Link to a sample training plan.

**United States Department of Labor** – Apprenticeships – [<https://www.dol.gov/apprenticeship/>] Information from the United States Department of Labor, Office of Apprenticeship.

**United States Department of Labor** – Fair Labor Standards Act (FLSA) – [<https://www.dol.gov/whd/flsa/>] Information from the United States Department of Labor Wage and Hour Division pertaining to the Fair Labor Standards Act.

**Workers Compensation Insurance** – [<https://www.dol.gov/general/topic/workcomp>] Information from the United States Department of Labor pertaining to workers' compensation.

**Workforce Innovation and Opportunity Act (WIOA)** – [<https://www.doleta.gov/wioa/>] Information from the United States Department of Labor pertaining to WIOA.

**YouthRules!** – [<https://www.youthrules.gov/>] The youth worker site at the United States Department of Labor.



## Glossary of Terms

This glossary includes terms used within the Iowa Work-Based Learning Guide in addition to terminology used by the field.

**Agricultural Education** – A career and technical education program that focuses on developing student literacy in the food, fiber, and natural resources systems, and the exploration of agricultural and agriculture-related careers and workplace skills.

**All Aspects of Industry** – A concept which encompasses all areas involved in an industry or industry sector including planning, management, finances, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety and environmental issues. This would include a variety of careers and occupations within an industry.

**Applied Academics** – Courses that focus on subject matter concepts as they are useful to real-world problem-solving, such as principles of technology, applied mathematics, applied science, applied biology and chemistry, applied communications, and applied social studies.

**Apprenticeships (Registered)** – Apprenticeships are relationships between an employer and employee during which the worker (apprentice) learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations. Programs specifically meet federally approved standards designed to safeguard the welfare of apprentices.

**Assessment** – The process of measuring student performance against a set of standards.

**Basic Skills** – Essential academic skills and personal abilities that are necessary for success in school and the workplace.

**Business and Marketing Education** – Career and technical education programs that focus on the development of an understanding of the factors affecting business, functions of business such as management, marketing, and accounting and exploration of careers in business and marketing.

**Career Cluster** – Sixteen (16) career/occupational areas identified by the United States Department of Education that are grouped together because people working in them share similar interests and strengths.

**Career Development** – The process through which individuals come to understand their places in the world of work. Students develop and identify their careers through a continuum of career awareness, career exploration, career preparation, and career application.

**Career Field** –Broad career areas used for students to explore careers. In Iowa, the areas are: arts, humanities and communication; business, management and administration; health service; human services; engineering, manufacturing and technologies; and agriculture and natural resources.

**Certification** – The awarding of a credential or award to individuals, indicating the attainment of skills or knowledge, usually as a result of a training activity.

**Child Labor Laws** –Laws under the Fair Labor Standards Act and each state governing the employment of a young person under the age of 18.

**Collaboration** – A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals.

**Community-Based Organization** – A private, nonprofit organization representing a community or segments of communities that provides opportunities for work-based learning activities such as service learning.

**Competency** – The ability to perform the activities within an occupation to a set standard. It may incorporate the ability to apply the relevant skills and knowledge to new situations within the occupation, as well as generic skills.

**Competitive Employment** – As defined in the federal Workforce Innovation and Opportunity Act (WIOA), employment in the competitive labor market that is performed on a full- or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

**Concurrent Enrollment** – The process by which high school students are enrolled in college courses and high school courses at the same time and receive credit for both.

**Connecting Activities** – Programs or activities that link school and work-based educational programs, including student organizations.

**Contextual Learning** – Learning that occurs in close relationship with actual experience. Contextual learning enables students to test academic theories by means of tangible, real-world applications, stressing the development of “authentic” problem-solving skills.

**Cooperative Work Experience (Co-op)** – A structured method of instruction allowing students to attend school and work in a career related field while earning credit for both. Co-op provides students with multiple periods of work related to the student’s major or career goal. The typical program plan links classroom study with discipline-related employment, thus providing students with career-related work experience before graduation. Co-op positions are either non-paid or paid, and most involve some form of academic credit.

**Cooperative Work Experience (Multiple Occupational Areas)** – For a school-sponsored cooperative work experience program in a multiple occupational areas, the instructor/coordinator must be an appropriately licensed teacher with any 5-12 endorsement, and must hold a multi-occupations endorsement (MOC). The multi-occupations endorsement authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school sponsored, on-the-job situations.

**Cooperative Work Experience (Single Service Area)** – For a school-sponsored cooperative work experience program in a single service area (e.g. business education), the instructor/coordinator must be appropriately licensed in that area.

**Core Competencies** – Fundamental occupational skills that are common across an occupational career cluster.

**Curriculum** – A set of information, skills, and experiences structured and presented for instructional effectiveness.

**Curriculum Alignment** – A process that links curricula so course content and instruction come together across and/or within subject areas.

**Curriculum Integration** – A method of teaching academic and career and technical occupational subjects, showing the relationship among the disciplines.

**Customized Training and Incumbent Worker Training** – Technical training designed to meet the specific needs of an employer or group of employers. Customized and incumbent worker training is typically conducted with a commitment to employ a participant or continue employing a participant. Curriculum is developed in collaboration with employers and is provided by an academic institution or third-party training provider. Training may be held at an academic institution, the workplace, or both. In the case of incumbent worker retraining, the training is used to teach new skills to existing employees of an organization, often to accommodate new technology.

**Differentiated Accountability** – Differentiated Accountability is Iowa’s accountability model designed to provide support for public districts, accredited nonpublic schools, and area education agencies (AEAs) when and where they need it most. This model supports compliance with state and federal law, as well as builds capacity in five conceptual areas essential to continuous improvement in education: Assessment and Data-Based Decision-Making, Universal Instruction, Intervention System, Leadership, and Infrastructure.

**Disability** – As defined by the 1990 Americans with Disabilities Act, any individual person who has been evaluated and determined to meet specific qualifications is identified as an individual with a disability. Recognized disabilities include mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

**Employment** – According to the Fair Labor Standards Act, an employee is defined as “any individual who is employed by an employer.” In interpreting this vague definition, the Supreme Court has applied the “economic realities test.” The economic realities test considers whether the individuals at issue are economically dependent on the business for which they labor.

**English Language Learners** – Persons whose primary language is not English. English is the second language a person acquires. Their first language is of their native country or the primary language spoken at home.

**Experiential Learning** – The process of learning through experience, and is more specifically defined in the Handbook of Research on Improving Learning and Motivation as “learning through reflection on doing.” [Felicia, Patrick (2011). Handbook of Research on Improving Learning and Motivation. P. 1003.]

**Fair Labor Standards Act (FLSA)** – FLSA establishes minimum wage, overtime pay, record keeping, and child labor standards affecting full- and part-time workers in the private sector and in federal, state, and local governments. The FLSA child labor provisions are designed to protect the educational opportunities of minors and prohibit their employment in jobs and under conditions detrimental to their health or well-being.

**Family and Consumer Science (FCS)** – A secondary career and technical education program that focuses on preparing students for family life and the interrelationships among family, community and work.

**Field Study and Practicum** – A project related to a chosen career and academic instruction at a worksite. Typically for students in higher education, a practicum allows students to demonstrate knowledge in a field and use equipment not available through the educational institution.

**Hazardous Occupations** – Occupations defined by the Secretary of Labor which may be detrimental to the health and well-being of a child under the age of 18 or jeopardize their educational opportunities.

**Health Occupations** – A career and technical education program that focuses on the exploration of, and preparation for, medical careers.

**High-Quality Work-Based Learning** – Iowa’s definition of high-quality work-based learning are structured learning opportunities and authentic work experiences that include, but not exclusive to, mentoring, internships, externships, Quality Pre-Apprenticeship Programs, and Registered Apprenticeship Programs. Through experience with industry or community professionals in workplace settings, participants are able to foster first-hand engagement in the in-depth application of academic, technical, and employability skills to the tasks required of a given career field.

**Individualized Education Program (IEP)** – A written program for an individual with a disability. The IEP is meant to address each child’s unique learning issues and include specific educational goals. It is a legally binding document developed in accordance with sections 612(4) and 614(a)(5) of the Individuals with Disabilities Education Act [20 U.S.C. 1412(4)(5)][Federal Register, Section 400.4(b)].

**Individuals with Disabilities Education Act (IDEA)** – A revision of the Education for All Handicapped Children Act, the IDEA is a federal law that guarantees a free appropriate public education for eligible children and youth with disabilities.

**Industrial Technology** – Secondary career and technical education programs that focus on an understanding of the developing technological world in the areas of manufacturing, construction, communications technology, and transportation and the exploration of careers in these areas.

**Industry Skill Standard** – A definition of the level of knowledge and competence required to perform tasks successfully in a specific workplace, occupation, and/or career.

**Informational Interview** – A meeting in which a potential job seeker seeks advice on a career, an industry, and the corporate culture of a potential future workplace, while an employed professional learns about the job seeker and judges their professional potential and fit to the corporate culture, so building their candidate pool for future hires.

**Intermittent Work-Based Learning** – Learning through placement at a worksite on an occasional basis. If worksite placement is an occasional part of a teacher’s job duties, the worksite component is considered another method of instruction, and the instructor does not need to hold a special or coordinator’s endorsement, but if a separate credit or portion of a credit is earned by a student for worksite learning components, the teacher must hold special endorsements in those areas.

**Internship** – Internships are typically one-time work or service experiences related to the student’s major or a participant’s career goal. The internship plan generally involves participants working in professional settings under the supervision and mentoring of practicing professionals. Internships can be paid or unpaid and may or may not involve academic credit. Strong internship programs will provide substantial, meaningful work assignments, training, necessary workspace and resources, and structured evaluation/reflection.

**Interpersonal Skills** – Workplace skills that involve working with others as a member of a team, teaching others new skills, serving clients and customers, and working well with people from culturally diverse backgrounds.

**Job Rotation** – A situation where workers periodically transfer among a number of different positions and tasks that require different skills and responsibilities.

**Job Shadowing** – A career exploration activity where a student follows an employee at a business for a short period of time to learn about a particular occupation or industry. This is an unpaid work-based learning activity.

**Labor Market Area** – As defined by the United States Bureau of Labor Statistics, a labor market area is “an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance, or can readily change employment without changing their place of residence.”

**Learning Objectives** – A summary of knowledge, skills, and abilities students are expected to attain.

**Mentoring (Career)** – Career mentoring is a formal, long-term supportive relationship between a student and an individual more senior in age and experience with similar career interests.

**Multi-Occupations Endorsement (MOC)** – An endorsement to a teaching license that allows the teacher to supervise work-based learning activities for students engaged in a variety of occupational areas. The MOC involves completion of any 5-12 endorsement and coursework in foundations of vocational and career education, coordination of cooperative programs, and competency-based curriculum development, as well as 4,000 hours of occupational experience in two or more occupations. The multi-occupations endorsement authorizes the holder to supervise students in cooperative programs, school-to-work programs, and similar programs in which the student is placed in school sponsored, on-the-job situations.

**Nontraditional** – Refers to persons pursuing occupations not customary for members of their gender, race, or other category. The term is also used to refer to older learners enrolled in educational programs.

**Nontraditional Fields** – Occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work (Carl D. Perkins Career and Technical Education Improvement Act of 2006).

**Occupational Cluster** – A grouping of occupations from one or more industries that share common skill requirements.

**Occupational Safety and Health Administration (OSHA)** – An agency of the federal government created in 1971 to ensure safe and healthful workplaces in America. OSHA coordinates the compliance of standards for all workers who are covered by the Occupational Safety and Health Act of 1970.

**On-the-Job Training** – Hands-on occupational skill development which occurs at a worksite.

**Outcome** – Expected end product for a student who has successfully completed the coursework and learning experiences in a course or program of study.

**Performance Measures** – A description of how attainment of learning of objectives will be assessed.

**Performance Standards** – A pre-determined level of knowledge or skill mastery that students or schools will be expected to attain. Performance standards define the minimum acceptable level of achievement on the performance measures for each learning objective.

**Pre-Apprenticeships** – Pre-apprenticeships are programs or sets of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship. A documented partnership exists with at least one Registered Apprenticeship program.

**Program Standards** – The minimum program requirements which must be met by career and technical education programs and are part of the State Plan for Career and Technical Education.

**Regional Work-Based Learning Intermediaries** – A statewide work-based learning network comprised of 15 regional intermediary networks (aligned with community college regions). Each regional intermediary provides a one-stop contact point for both educators and employers in regards to information on internships, job shadowing experiences, classroom speakers, and student tours. School district staff can contact their regional intermediary to set up work-based learning experiences that meet the needs of the school district, teacher, and student.

**Seminar (Classroom)** – The school-based instructional classroom component of a work-based learning program designed to explore career options, teach job-seeking and keeping skills, and general workplace/safety skills.

**Service Learning** – A form of experiential learning whereby students apply content knowledge, critical thinking, and good judgment to address genuine community needs.

**Service Occupations** – Secondary career and technical education programs that focus on the exploration of careers in the areas of creative design, early childhood, and hospitality service.

**Special Populations** – As defined in the Carl D. Perkins Career and Technical Education Act of 2006, individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional training and employment, single parents, displaced homemakers, and individuals with other barriers to educational achievement including ESL.

**Student Organization** – An organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program.

**Supervisor (Worksite)** – A person assigned to oversee a student at the workplace. This may include teaching the student knowledge and skills, and evaluating performance.

**Training** – Training, under the provisions of the Fair Labor Standards Act, involves non-paid worksite activities of an individual who is not employed by the worksite. For an individual to be considered a trainee, and not an employee, four criteria must be met: the individual does not displace regular employees, the employer does not receive immediate benefit from the activities of the trainee, the trainee is not entitled to a job at the end of the training experience, and the trainee is not entitled to wages or other compensation for the time spent in training.

**Training Agreement** – A document that outlines the duties and responsibilities of all parties involved in a work-based learning experience: employers, teacher-coordinators, students, and parents. A business-like way to increase the effectiveness of the work-based learning program, training agreements should be used with every training station and student. While these agreements are not considered to be legal documents, they are vitally important and should be signed (with a copy retained) by each party.

**Training Plan** – A written outline of the knowledge, skills, and attitudes the student will or should acquire at the training station. The training plan is jointly developed by the teacher-coordinator and training station sponsor through the analysis of the tasks and duties, and is made available to the student-trainee.

**Training Stations** – Worksites for student-learners provided by employers.

**Work-Based Learning Coordinator** – A licensed teacher meeting Iowa teacher licensure requirements who oversees components of a work-based learning program, including school-based learning, work-based learning, and connecting activities.

**Work Experience Coordinator (WEC)** – A licensed individual authorized to provide support service as a work experience coordinator to secondary school programs, grades 5-12

## Appendix

### Sample Endorsements

#### *Sample Endorsement 1*

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

#### **ADDITIONAL INSURED - VOLUNTEER WORKERS**

This endorsement modifies insurance provided under the following:

##### **Commercial General Liability Coverage Part**

Section II – Who Is An Insured is amended to include as an insured any person(s) who are volunteer worker(s) for you, but only while acting at the direction of, and within the scope of their duties for you. However, none of these volunteer worker(s) are insureds for:

1. “Bodily injury” or “personal and advertising injury”:
  - a. To you, to your partners or members (if you are a partnership or joint venture), to your members (if you are a limited liability company), to your other volunteer worker(s) or to your “employees” arising out of and in the course of their duties for you;
  - b. To the spouse, child, parent, brother or sister of your volunteer worker(s) or your “employees” as a consequence of Paragraph 1.a. above;
  - c. For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in Paragraphs 1.a. or b. above; or
  - d. Arising out of his or her providing or failing to provide professional health care services
2. “Property damage” to property:
  - a. Owned, occupied, or used by,
  - b. Rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by you, any of your other volunteer workers, your “employees”, any partner or member (if, you are a partnership or joint venture), or any member (if you are a limited liability company).

Commercial General Liability – CG 20 21 07 98

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#### *Sample Endorsement 2*

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

#### **INCLUDE VOLUNTEER WORKERS AS EMPLOYEES**

This endorsement applies to the CRIME GENERAL PROVISIONS FORM and all Crime Coverage Forms forming part of the Policy.

##### **PROVISIONS:**

“Employee” also includes any non-compensated natural person:

1. Other than one who is a fund solicitor, while performing services for you that, are usual to the duties of an “employee”, or
2. While acting as fund solicitor during fund raising campaigns.

Form CR1022 Ed. 1-86



## **COMMUNITY COLLEGES & WORKFORCE PREPARATION**

*PROSPERITY THROUGH EDUCATION*

[www.educateiowa.gov/ccpublications](http://www.educateiowa.gov/ccpublications)

The Division of Community Colleges and Workforce Preparation within the Iowa Department of Education administers a variety of diverse programs that enhance Iowa's educational system and help to prepare a skilled and knowledgeable workforce. Divided between two bureaus — the Bureau of Community Colleges and the Bureau of Career and Technical Education — the division is committed to providing and supporting opportunities for lifelong learning. In addition to working with Iowa's 15 public community colleges on state accreditation, program approval, equity review, and data reporting, guidance is also provided in the areas of career and technical education, workforce training and economic development, adult education and literacy, military education, the state mandated OWI education program, the GAP Tuition and PACE programs, Senior Year Plus, the National Crosswalk Service Center, and the Statewide Intermediary Network program.