Workplace Learning Guide
2010
Learning for Life
in the 21st Century

Compiled by ED Options
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Developed via the Bureau of Community Colleges and Career and Technical Education, Iowa Department of Education in cooperation with Iowa Department of Economic Development, Iowa Workforce Development, Iowa Association of Business and Industry, Iowa Vocational Rehabilitation Services, Iowa JAG, Inc., Iowa Division of Labor Services, US Dept. of Labor

Formatting of the publication was developed by Connie Ann Morley, management and communications coordinator for ED Options. Graphics were imported from Google. Coordinating agencies and individuals involved in development of this guide are identified in the introduction.

Permission to publish specific examples of tools being used in existing programs throughout Iowa and other states and countries was granted directly by the coordinators of those programs and via publication through internet resources/communications.

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Introduction

Workplace Learning Guide 2010

Welcome
to the Workplace Learning Guide 2010. This document replaces:

- Iowa Cooperative Vocational Education Handbook, Revised 10/99
- Legal Aspects of Work-Place Learning, Revised 1999
- Cooperative Education Training Notebook, circa 1985
- Work-based Learning Guide 2002

Purpose:
This document offers general guidance for students, teacher-coordinators, school administrators, employers, businesses, communities, and others involved in a workplace learning experience. The Guide provides many useful resources related to 21st century skills expected in the workforce including examples of workplace learning program development; safety and health for students in such programs; labor laws and legal issues affecting students, schools, and employers; and a collection of contacts and Web links related to workplace learning.

The Guide will be maintained in electronic form as a PDF file available for download through the Iowa Department of Education Web site as well as other web sites of cooperative agencies. Information changes rapidly and many of the web sites identified here change accordingly. Therefore individuals are encouraged to access web sites often to assure updates in information. A good rule to follow is:

Always use the file with the most current / recent date, or call the appropriate state or federal agency for more information about specific topics or questions.

Local teacher-coordinators and school district are responsible for staying current on all applicable laws and procedures affecting workplace learning experiences. This guide provides a baseline of information on child labor and safety standards to guide local efforts. Updates are commonly posted on web sites provided within this guide. Note that state and federal laws and rules are provided to assure awareness of the differences and proper application.

Bridging the gap between higher education and the working world, workplace learning gives school-age youth the career resources and tools they need to explore career interests, establish personal goals, find internships and entry-level jobs, connect with employers of the next generation, and network with fellow students, alumni, mentors and peers as they unlock their full potential and launch their careers.
Cooperating Agencies and Individuals

In addition to the cooperating agencies identified at the start of this guide, many individuals from school districts, community colleges, four-year colleges, and other organizations provided input into the development of this guide. Some of the names of individuals directly involved appear below as well as organizations or individuals involved in workplace learning. EDOptions of Ankeny served as writer/editor and project manager. We acknowledge with deep gratitude the many individuals who helped with this publication.

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Chapter 1
Program Development: Underlying Essential Information/Law & Rules/Understandings
Workplace Learning Guide 2010

National and State Support for Workplace Learning

Workplace learning is a process recognized as providing relevance to learning and maximizing student potential for responsible citizenship and productive employment. National and state-level goals for education include the preparation of students at all levels (Elementary/Middle/High school) for productive employment. Career Development, citizenship, and personal/social development constitute three focus areas for development of goals for all schools in the United States of America. Also, the rights of students to be prepared in safe environments and through partnerships with parents and community-based businesses and service organizations remain top priorities.

National Education Goals Panel

NATIONAL EDUCATION GOALS PANEL
1255 22nd Street, N.W., Suite 502
Washington, DC 20037

The National Education Goals Panel website: This site is your on-line and up-to-date source for education data for your state and the nation regarding the National Education Goals
http://govinfo.library.unt.edu/negp/page3-7.htm

Primary goals that relate to and support workplace learning.

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency .......so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
Every major American business will be involved in strengthening the connection between education and work.

All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment……for all children.

Every school will actively engage parents and families in a partnership which supports ……shared educational decision making at school.

**Iowa Standards for Education**

State law and the State Board of Education have established general requirements and guidelines for school curriculum at all grade levels.

Iowa Code section 256.11

Using the state law as a general guideline, each local school board and district is required to select their specific curriculum, textbooks, and classroom instructional materials.

The 2008 legislative session, through Senate File 2216, requires all school districts and accredited nonpublic schools to implement the Iowa Core Curriculum (July 1, 2012 for grades 9 through 12 and 2014-15 for kindergarten through 8th grade). The Iowa Core Curriculum provides a guide to delivering challenging and meaningful content to students that prepares them for success in life.The Iowa Core Curriculum identifies essential concepts and skills for kindergarten through 12th grade in literacy, mathematics, science, social studies, and 21st century skills.

A general overview of content areas to be provided by Iowa schools includes Career & Technical Education

Career and technical education programs are an integral part of education and are designed to educate about, through, and for careers.

**Chapter 12, Iowa Administrative Code, identifies primary standards for addressing career development and preparation for productive work.**

12.5(7) Career education. Each school or school district shall incorporate school-to-career educational programming into its comprehensive school improvement plan. Curricular and co-curricular teaching and learning experiences regarding career education shall be provided from the prekindergarten level through grade 12. Career education shall be incorporated into the total educational program and shall include, but is not limited to, awareness of self in relation to
others and the needs of society; exploration of employment opportunities, at a minimum, within Iowa; experiences in personal decision making; experiences that help students connect work values into all aspects of their lives; and the development of employability skills. In the implementation of this subrule, the board shall comply with Iowa Code section 280.9.

12.5(2) Kindergarten program. The kindergarten program shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

12.5(3) Elementary program, grades 1-6. The following areas shall be taught in grades one through six: Social studies. Social studies instruction shall include citizenship education ………and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.

12.5(4) Junior high program, grades 7 and 8. The following shall be taught in grades 7 and 8: Career education. Career education instruction shall include exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

Technology education. Technology education instruction shall include awareness of technology and its impact on society and the environment; furthering students’ career development by contributing to their scientific principles, technical information and skills to solve problems related to an advanced technological society; and orienting students to technologies which impact occupations in all six of the required service areas. The purpose of this instruction is to help students become technologically literate and become equipped with the necessary skills to cope with, live in, work in, and contribute to a highly technological society.

12.5(5) High school program, grades 9-12

i. Vocational education—school districts (three units each in at least four of the six service areas). A minimum of three sequential units, of which only one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education. The instruction shall be competency-based; shall provide a base of knowledge which will prepare students for entry level employment, additional on-the-job training, and postsecondary education within their chosen field; shall be articulated with postsecondary programs of study, including apprenticeship programs; shall reinforce basic academic skills; shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic
groups. Vocational core courses may be used in more than one vocational service area. Multioccupations may be used to complete a sequence in more than one vocational service area; however, a core course(s) and multioccupations cannot be used in the same sequence. If a district elects to use multioccupations to meet the requirements in more than one service area, documentation must be provided to indicate that a sufficient variety of quality training stations be available to allow students to develop occupational competencies. A district may apply for a waiver if an innovative plan for meeting the instructional requirement for the standard is submitted to and approved by the director of the department of education.

The instructional programs also shall comply with the provisions of Iowa Code chapter 258 relating to vocational education. Advisory committee/councils designed to assist vocational education planning and evaluation shall be composed of public members with emphasis on persons representing business, agriculture, industry, and labor. The membership of local advisory committees/councils will fairly represent each gender and minority residing in the school district. The accreditation status of a school district failing to comply with the provisions of this subrule shall be governed by 281—subrule 46.7(10), paragraph “g.”

1. A service area is the broad category of instruction in the following occupational cluster areas (definitions are those used in these rules):
2. “Agricultural education programs” prepare individuals for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles, as they relate to agriculture. Agricultural education focuses on, but is not limited to, study in horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics marketing, and leadership development.
3. “Business and office education programs” prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction offered includes such activities as preparing, transcribing, systematizing, preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing and distributing information; and performing other business and office duties.
4. “Health occupations education programs” prepare individuals for employment in a variety of occupations concerned with providing care in the areas of wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instruction offered encompasses varied activities in such areas as dental science, medical science, diagnostic services, treatment therapy, patient care areas, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing or credentialing to practice, or to use a specific title.
5. “Home economics education programs” encompass two categories of instructional programs:
1. “Consumer and family science” programs may be taught to prepare individuals for a multiple role of homemaker and wage earner and may include such content areas as food and nutrition; consumer education; family living and parenthood; child development and guidance; family and individual health; housing and home management; and clothing and textiles.

2. “Home economics occupations programs” prepare individuals for paid employment in such home economics-related occupations as child care aide/assistant, food production management and services, and homemaker/home health aide.

(6) “Industrial education programs” encompass two categories of instructional programs—industrial technology and trade and industrial. Industrial technology means an applied discipline designed to promote technological literacy which provides knowledge and understanding of the impact of technology including its organizations, techniques, tools, and skills to solve practical problems and extend human capabilities in areas such as construction, manufacturing, communication, transportation, power and energy. Trade and industrial programs prepare individuals for employment in such areas as protective services, construction trades, mechanics and repairers, precision production, transportation, and graphic communications. Instruction includes regular systematic classroom activities, followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

(7) “Marketing education programs” prepare individuals for marketing occupations, including merchandising and management—those activities which make products and services readily available to consumers and business. Instruction stresses the concept that marketing is the bridge between production (including the creation of services and ideas) and consumption. These activities are performed by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit business firms.

(8) “Sequential unit” applies to an integrated offering, directly related to the educational and occupational skills preparation of individuals for jobs and preparation for postsecondary education. Sequential units provide a logical framework for the instruction offered in a related occupational area and do not require prerequisites for enrollment. A unit is defined in subrule 12.5(18).

(9) “Competency” is a learned student performance statement which can be accurately repeated and measured. Instruction is based on incumbent worker-validated statements of learner results (competencies) which clearly describe what skills the students will be able to demonstrate as a result of the instruction. Competencies function as the basis for building the instructional program to be offered. Teacher evaluation of students, based upon their ability to perform the competencies, is an integral part of a competency-based system.

(10) “Minimum competency lists” contain competencies validated by statewide technical committees, composed of representatives from appropriate businesses, industries, agriculture, and organized labor. These lists contain essential competencies which lead to entry level employment and are not intended to be the only competencies learned. Districts will choose one set of competencies per service area upon which to build their program or follow the process detailed in 281—subrule 46.7(2)
to develop local competencies.

(11) “Clinical experience” involves direct instructor supervision in the actual workplace, so that the learner has the opportunity to apply theory and to perfect skills taught in the classroom and laboratory.

“Field training” is an applied learning experience in a nonclassroom environment under the supervision of an instructor.

“Lab training” is experimentation, practice or simulation by students under the supervision of an instructor.

“On-the-job training” is a cooperative work experience planned and supervised by a teacher-coordinator and the supervisor in the employment setting.

(12) “Coring” is an instructional design whereby competencies common to two or more different vocational service areas are taught as one course offering. Courses shall be no longer than one unit of instruction. Course(s) may be placed wherever appropriate within the program offered. This offering may be acceptable as a unit or partial unit in more than one vocational program to meet the standard.

(13) “Articulation” is the process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in a vocational program. An articulation agreement is the written document which explains the decisions agreed upon and the process used by the institution to grant advanced placement or credit.

(14) “Multioccupational courses” combine on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction and coordinates the training with the employer at the work site. A multioccupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are a part of the related instruction.

**Note:** (12.5) Physical education (one unit). A **twelfth-grade student** may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

1. The student is enrolled in a cooperative, work-study, or other educational program authorized by the school which requires the student’s absence from the school premises during the school day.

2. Vocational education/nonpublic schools (five units). A nonpublic school which provides an educational program that includes grades 9 through 12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations, and health occupations. By July 1, 1993, instruction shall be competency-based, articulated with postsecondary programs of study, and may include field, laboratory, or on-the-job training.
Iowa Core Curriculum
21st Century Skills

Essential Concepts and Skills
(Note that employability skills within core curriculum spans pre-k to grade 12 establishing workplace learning as an elementary school concept as well as a secondary and post-secondary emphasis)

Introduction
As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills set “is the ticket to economic upward mobility in the new economy” (Gewertz, 2007). Business and industry is providing a very clear message that students need the skills to “work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious.” (Gewertz, 2007).

The Framework for 21st Century Learning stated, “We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects” (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

“The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school.”

-Ray McNulty, ICLE
Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalization of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

(1) civic literacy
(2) employability skills
Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills. The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that “…use facts to plan, order, and work toward an end; seek meaning or explanations; are self-reflective; and use reason to question claims and make judgments…” (Noddings, 2008). It may be that our task is not only to prepare students to “fit into the future” but to shape it. “…If the complex questions of the future are to be determined… by human beings…making one choice rather than another, we should educate youths - all of them - to join in the conversation about those choices and to influence that future…” (Meier, 2008).

**Employability Skills**

The vision statement developed by the Iowa Core Curriculum 21st Century Skills Committee states: **Each Iowa student will have the academic and social skills as well as the personal characteristics that empower them to be productive, caring, and competent citizens.** This is consistent with the view that good employees may not be good citizens but good citizens always make good employees.

The employability essential concepts and skill sets represent universal content. They (1) contribute to outcomes that are valued for individuals and for society; (2) bring benefits in a wide variety of contexts and apply to multiple areas of life; and (3) are of use to all individuals, deemphasizing competencies of use only in a specific trade, occupation or walk of life. (OECD, 2005*).

Employers are demanding that employees demonstrate the skills to work productively in teams, communicate effectively, think innovatively and solve problems creatively. An overwhelming number of students leave their educational experience unprepared for the world of work. The employability concepts connect content and those dispositions required for success in life beyond school.
According to the Partnership for 21st Century Skills,

“...academic and cognitive skills, as essential as they are, are not all that is necessary for a successful life. In our global technological age, young people also need to work with and learn from diverse groups, be flexible in a variety of work and social settings, and be adaptable to changing times. They need to demonstrate leadership and take responsibility for results, show initiative and resourcefulness, and be productive and accountable for their actions.”

Integration of these critical skills across curricular areas will allow students to make the transition from the classroom to their roles as citizens and workers in an increasingly complex and unknown global market. The availability of a knowledgeable and skilled citizenry will enhance the quality of life and result in a profitable economy for Iowa, our nation, and our world.

*The Definition and Selection of Key Competencies, or the DeSeCo, Project. Overview. Organization for Economic Co-operation and Development, 2005

**High School (9 – 12) Details and Examples**

**Essential Concept and/or Skill: Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.**

Work appropriately and productively with others
- Set goals
- Effectively communicate with group and stakeholders
- Demonstrate respectful behavior to group member ideas and opinions
- Manage and resolve conflict when appropriate
- Lead or support when appropriate
- Determine people’s strengths and assign roles accordingly
- Contribute to a team by sharing information and expertise
- Agree to disagree in a respectful manner in a group dynamic
- Collaborate effectively with other teams/team members toward a common goal
- Recognize own and other’s good efforts

Use different perspectives to increase innovation and the quality of work
- Gather input from all group members
- Capitalize on the diversity of group members
- Accept and provide feedback in a constructive and considerate manner

Use all the appropriate principles of communication effectively
- Listen to understand and appreciate the points of view of others
- Listen for comprehension
- Listen for decision making
- Process information in order to make an informed decision
- Ask appropriate questions in seeking clarification
- Read, understand and create information presented in a variety of forms (e.g. words, charts, graphs, diagrams)
• Follow directions
• Express thoughts and ideas clearly and succinctly
• Use appropriate technology to communicate
• Use appropriate channels of communication (written, verbal, technical, visual)

**Essential Concept and/or Skill: Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.**

Adapt to varied roles, responsibilities, and expectations
• Work independently or as a part of a team
• Learn from mistakes and accept feedback
• Carry out multiple tasks or projects
• Continuously monitor the success of a project or task
• Identify ways to improve project or task
• Consider multiple perspectives and represents a problem in more than one way
• Accept others; tolerant of differences

Work effectively in a climate of ambiguity and changing priorities
• Cope with uncertainty; quickly and calmly change focus and goals as the situation requires
• Demonstrate a sense of comfort with lack of structure
• Remain composed and focused, even under stress
• Adapt to changing requirements and information
• Respond openly and constructively to change
• Approach conflict from win-win perspective

Demonstrate appropriate risk-taking
• Provides innovative and resourceful engagement
• Identifies and suggests alternative ways to achieve goals
• Asks “what if”
• Brainstorms effectively
• Questions assumptions in a non-confrontational manner

**Essential Concept and/or Skill: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.**

Use interpersonal skills to influence and guide others toward a goal
• Positively support the work of others
• Facilitate and delegate responsibilities to best accomplish goal(s)
• Build relationships
• Engage in the tasks to accomplish goal
• Know when to listen and when to speak-up
• Maintain an open mind
• Provide constructive feedback

Leverage the strengths of others to accomplish a common goal
• Communicate effectively
• Collaborate effectively
• Appreciate ideas of others
• Facilitate compromise that can lead to group consensus

Demonstrate integrity and ethical behavior
• Accept ownership for actions
• Demonstrate trustworthiness and honesty
• Make decisions based on important core values

Demonstrate mental, physical, and emotional preparedness to accomplish the task
• Organize required materials in a readily accessible format
• Focus and become energized on the task objectives

**Essential Concept and/or Skill: Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.**

Perform work without oversight
• Assesses the situation and identify the priority/necessary actions to be taken
• Understand the value of the task in relationship to greater goal
• Understand that incomplete work-- even if excellent--is a failure
• Model self-confidence
• Know how to find and evaluate appropriate resources
• Implement solutions
• Demonstrate commitment to self/group/society

Use time efficiently to manage workload
• Segment task into logical steps with appropriate estimates of time
• Build a timeline to facilitate completion of the task
• Prioritize steps in proper order

Assess one’s own mastery of skills
• Understand the task
• Identify the depth and breadth of knowledge to be successful at a task
• Identify and utilize appropriate measure of knowledge

Set and achieve high standards and goals
• Understand incremental steps for acquiring goals
• Create a written plan
• Set realistic goals that match aptitudes
• Engage in activities to improve skills that are relative to goals
• Demonstrate core values
• Constructively evaluate progress and takes corrective action when necessary

Engage in effective problem solving process
• Transfer learning from one domain to another
• Identify partners and resources germane to the situation
• Evaluate and select the best resources in context of the problem, and allocates them appropriately
• Identify root cause of problem
• Detail a course of action in writing with sequence of steps involved
• Implement a solution and makes adjustments when there is need/opportunity for improvement

**Essential Concept and/or Skill: Demonstrate productivity and accountability by meeting high expectations.**

Deliver quality job performance on time
• Recognize and understand required standards needed for successful completion
• Set goals and establish timelines to reach required standards
• Establish assessment checkpoints throughout work processes
• Identify quality control issues and makes needed adjustments to correct problems
• Take initiative to see job completed without compromising quality
• Reassess process on a regular basis to identify any opportunities for improvement
• Demonstrate ethical behavior and works responsibly, reliably, and collaboratively with others

Demonstrate accountability for individual performance
• Come to work regularly and is on time all of the time
• Stay productive when on the job
• Take initiative to help others when own work is completed
• Accept responsibility for errors and corrects errors
• Learn from mistakes
• Follow through with work assignments
• Demonstrate willingness to work overtime
• Demonstrate flexibility to cross-train

Middle (6 – 8) Details and Example

Essential Concept and/or Skill: Communicate and work productively with others, considering different perspectives, and cultural views to increase the quality of work.

Work appropriately and productively with others.
• Set and evaluate goals
• Effectively communicate with group
• Demonstrate respectful behavior to group member ideas and opinions.
• Manage and resolve conflict as appropriate.
• Understand roles in group interaction.
• Identify their own strengths and determines how their strengths will work toward the group goal
• Contribute to a team by expressing ideas
• Respect other’s ideas in a group dynamic
• Collaborate with others toward a common goal
• Acknowledge own and other’s good efforts

Use different perspectives to increase innovation and the quality of work
• Gather input from all group members
• Understand the opinions and feelings of others
• Accept and provide feedback in a constructive and considerate manner

Use appropriate principles of communication effectively
• Listen to understand and appreciate the points of view of others
• Listen to understand the ideas of others
• Process information in order to make an informed decision
• Ask appropriate questions in seeking clarification
• Read, understand and create information in a variety of forms
• Follow directions
• Contribute by expressing ideas
• Use appropriate technology to communicate
• Use appropriate channels of communication

Essential Concept and/or Skill: Adapt and adjust to various roles and responsibilities in an environment of change.
Adapt to varied roles, responsibilities, and expectations

- Work well independently and with a team
- Accept and own mistakes as a part of learning
- Carry out tasks and projects to completion
- Understand that projects or tasks can be broken down into stages and assessed throughout
- Identify effective strategies to improve project or task
- Listen to other points of view
- Accept and appreciate diversity

Work effectively in a climate of ambiguity and changing priorities

- Accept that change occurs frequently
- Understand focus may need to change as circumstances in the situation change
- Recognize the need for different levels of structure
- Identify appropriate responses to stress
- Adapt to changing requirements and information
- Demonstrate openness and respond constructively to change
- Understand conflict resolution from win-win perspective

Demonstrate appropriate risk-taking

- Embrace innovation
- Identify and suggest alternative ways to achieve goals
- Asks ’What if?’
- Understand brainstorming as a free exchange of ideas
- Weigh pros and cons of others’ suggestions

**Essential Concept and/or Skill: Demonstrate leadership, integrity, ethical behavior, and social responsibility in all environments.**

Use interpersonal skills to influence and guide others toward a goal

- Positively support the work of others
- Build relationships
- Understand roles and responsibilities needed to accomplish goals
- Use active listening and speaking skills
- Understand the benefits of constructive feedback vs. criticism

Leverage the strengths of others to accomplish a common goal

- Communicate clearly
- Collaborate on structured tasks
- Show sensitivity to others’ views and ideas
- Understand how to create consensus

Demonstrate integrity and ethical behavior

- Take ownership for actions
- Demonstrate trustworthiness and honesty in all environments
- Demonstrate the use of core values

Demonstrate mental, physical, and emotional preparedness to accomplish the task

- Keep own materials organized and gathers materials needed for the task
- Prepare for and focuses on the task with enthusiastic anticipation
Essential Concept and/or Skill: Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking while exploring individual talents and skills necessary to be successful.

Perform work without oversight
• Assess the task and identify the priority/necessary actions to be taken
• Understand the task’s relationship to greater goal
• Understand that incomplete work-- even if excellent--is not acceptable
• Understand the importance of self-confidence
• Find appropriate resources
• Implement solutions
• Demonstrate commitment to self/group/society

Use time efficiently to manage workload
• Segment task into logical steps
• Build a timeline to facilitate completion of the task
• Prioritize steps in proper order

Assess mastery of skills
• Analyze the task
• Identify the breadth of knowledge to be successful at a task
• Effectively share knowledge at appropriate times

Set and achieve high standards and goals
• Identify incremental steps for acquiring goals
• Set short-term and long-term goals
• Create a written plan toward accomplishing goals
• Choose to engage in activities to improve skills that are relative to goals
• Demonstrate core values
• Evaluate progress and seek assistance to take corrective action when necessary when working toward accomplishing goals

Engage in effective problem solving process.
• Transfer learning from one content area to another
• Identify key partners and resources relevant to the situation/problem
• Evaluate and select the resources in context of the problem
• Implement the problem solving process, including identifying potential causes of problem
• Identify a course of action in writing with sequence of steps involved in order to solve the problem
• Implement solution

Essential Concept and/or Skill: Demonstrate productivity and accountability while aspiring to meet high expectations.

Deliver quality job performance on time
• Know that quality means meeting high expectations, including timeliness
• Make revisions based on self-analysis
• Work with commitment until the expectations are met.
• Make needed adjustments to prevent problems
• Do not compromise ethical behavior and responsibility

Demonstrate accountability for individual performance
• Demonstrate individual responsibility to be present and on time for all activities
- Stay productive when completing work
- Are willing to help others when own work is completed
- Accept responsibility for and correct their errors
- Learn from mistakes and creates solutions
- Follow through with assigned work within a group

**Intermediate (3 – 5) Details and Example**

**Essential Concept and/or Skill: Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.**

Work appropriately and productively with others
- Set appropriate goals
- Articulate thoughts and ideas clearly in writing and speaking
- Demonstrate respectful behavior to group members
- Exhibit appropriate behavior when faced with conflict
- Identify strengths and weaknesses
- Interact positively as a team member
- Respect other’s ideas
- Cooperate with others in a group setting
- Acknowledge quality efforts of self and others

Use different perspectives to increase innovation and the quality of work
- Generate ideas with group members
- Recognize the opinions and feelings of others
- Appropriately accept constructive feedback

Use appropriate principles of communication effectively
- Are active listeners
- Use information to make decisions
- Ask appropriate questions
- Read, understand and create information in a variety of forms
- Follow directions
- Use technology to communicate
- Use various channels of communication
- Express ideas

**Essential Concept and/or Skill: Adjust to various roles and responsibilities and understand the need to be flexible to change.**

Adapt to varied roles, responsibilities, and expectations
- Work well independently and with others
- Understand and accept mistakes as a natural part of learning
- Complete tasks and projects
- Identify the stages needed to complete a project or task
- Develop an awareness of effective strategies to improve project or task completion
- Listen with an open mind
- Accept and appreciate diversity

Works effectively in a climate of ambiguity and changing priorities
- Understand that change occurs frequently
• Demonstrate flexibility in adapting to change
• Recognize different levels of structure
• Work under pressure
• Understand the need to adapt to changing requirements and information
• Are open to change
• Understand how to approach handling conflict using a win-win perspective

Demonstrate appropriate risk-taking
• Consider alternative or new ways to complete tasks
• Identify alternative ways to achieve goals
• Understand when to ask ‘What if?’
• Approach brainstorming with an open mind
• Determine pros and cons of others’ suggestions

Essential Concept and/or Skill: Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.

Use interpersonal skills to influence and guide others toward a goal
• Provide positive encouragement to others on their work
• Relate positively to others
• Understand methods to influence others towards goals
• Understand how to listen to others and to share own ideas
• Accept and offer constructive comments

Leverage the strengths of others to accomplish a common goal
• Demonstrate listening, speaking and questioning skills
• Work as a member of a team to complete tasks
• Acknowledge views and ideas of others
• Understand the value of compromise

Demonstrate integrity and ethical behavior
• Take responsibility for own actions
• Demonstrate trustworthiness and honesty
• Identify important core values

Demonstrate mental, physical, and emotional preparedness to accomplish the task
• Identify and organizes materials required for the task
• Show willingness to prepare and stays focused on task

Essential Concept and/or Skill: Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.

Perform work without oversight
• Assess the task and identify actions that must be taken
• Understand cause-effect relationship in completing sequential steps
• Understand that incomplete work is not acceptable
• Understand the importance of self-confidence
• Know how to access resources
• Formulate solutions
• Demonstrate commitment to self/group/society

Use time efficiently to manage workload
• Segment task into steps
• With guidance, create timelines to facilitate completion of tasks
• With guidance, prioritize steps in proper order

Assess mastery of skills
• Understand the task
• Identify skills needed to be successful at the task
• Know when to share knowledge appropriately

Set and achieve high standards and goals
• Understand and write incremental steps toward accomplishing goals
• Set short-term goals
• Engage in activities to improve skills that are relative to goals
• Explore core values of personal importance
• Evaluate progress toward accomplishing goals

Engage in effective problem solving process
• With assistance, transfer and make connections learning from one content area to another
• Understand the importance of key partners and resources in solving problems
• Evaluate the resources in context of the problem
• Apply problem solving techniques to various situations
• Identify a course of action in order to solve the problem
• Implement solution with follow-up

**Essential Concept and/or Skill: Demonstrate productivity and accountability by producing quality work.**

Deliver quality job performance on time
• Produce quality work in a timely manner
• Make revisions in work based on self-analysis and/or recommendations
• Work with commitment to produce a quality product
• Demonstrate ethical behavior and responsibility

Demonstrate accountability for individual performance
• Come to activities/work consistently and on time
• Are prepared for all activities/work
• Stay actively engaged when completing work
• Are able to edit their work
• Learn from mistakes
• Are reliable co-workers in a group setting

**Essential Concept and/or Skill: Communicate and work appropriately with others to complete tasks.**

Work appropriately and productively with others
• Set goals
• Demonstrate good listening skills
• Share thoughts and ideas with others.
• Work positively and effectively with others
• Exhibit appropriate behavior in various situations
• Identify behaviors that cause conflict.
• Exhibit positive self-concept
• Describe the concept of community
• Respect others
• Cooperate with others
• Acknowledge own and other’s good efforts

Use different perspectives to increase innovation and the quality of work
• Generate ideas with assistance
• Are aware of others’ feelings and opinions
• Appropriately accept constructive feedback

Use all the appropriate principles of communication effectively
• Listen to others
• Ask appropriate questions
• Read, understand and create information in a variety of forms
• Follow directions
• Use technology to communicate
• Use various channels of communication
• Express ideas

**Essential Concept and/or Skill: Recognize different roles and responsibilities and is open to change.**

Adapt to varied roles, responsibilities, and expectations
• Work independently
• Work with others
• Understand mistakes are not wrong/bad
• Complete tasks and activities
• Follow predetermined stages/steps needed to complete an activity or task
• With teacher guidance, collaboratively generate strategies to improve an activity or task
• Listen attentively
• Respect others ideas
• Accept and respect others

Work effectively in a climate of ambiguity and changing priorities
• Become aware that change occurs
• Adapt to change with minimal guidance
• Adjust to changes in structured environment
• Understand pressure exists
• Work toward conflict resolution

Demonstrate appropriate risk-taking.
• Are open to consider new ideas or alternative ways to complete tasks
• Work to achieve goals
• Understand the purpose of “what if” questions
• Share ideas with an open mind
• Support others’ suggestions

**Essential Concept and/or Skill: Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.**

Use interpersonal skills to influence and guide others toward a goal
• Compliment others’ work
• Initiate positive interactions with classmates
• Identify the concept of goal
• Use appropriate group communication skills
• Listen to others
• Accept constructive suggestions in a positive way

Leverage the strengths of others to accomplish a common goal
• Communicate ideas and thoughts
• Share tasks necessary to complete a group task
• Understand others may have different ideas and opinions
• Understand the concept of compromise

Demonstrate integrity and ethical behavior
• Understand taking responsibility for own actions
• Understand the importance of telling the truth
• Understand the concepts of character and core values

Demonstrate mental, physical, and emotional preparedness to accomplish the task
• Understand the concept of being organized
• Stay on task until the task is completed

**Essential Concept and/or Skill: Develop initiative and demonstrate self-direction in activities.**

Perform work without oversight
• Ask questions to clarify and accomplish a task
• Understand how to follow sequential steps to complete a task
• Learn that incomplete work is not acceptable.
• Understand the importance of self-confidence
• Identify resources and how to access them
• Learn to formulate solutions
• Understand the importance of commitment to self and group

Use time efficiently to manage workload
• Follow logical steps
• Follow a provided timeline
• With guidance, prioritize steps in proper order

Assess mastery of skills
• Identifies the task
• Becomes aware of skills needed to complete the task
• Shares knowledge

Set and achieve high standards and goals
• Understand what a goal is
• Articulate a personal goal
• Engage in guided activities to improve skills that are relative to goals
• Are aware of the concept of core values
• Determine rate of progress toward goals

Engage in effective problem solving process
• Become aware of the connections between the classroom and the world around them
• Become aware of resources and partners that may be useful in solving problems
• Practice problem solving techniques

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Essential Concept and/or Skill: Work productively and are accountable for their actions.

Deliver quality job performance on time.
- Recognize quality work
- Demonstrate a sense of timeliness
- Stay on task until work is completed
- Understand concept of ethical behavior in producing work

Demonstrate accountability for individual performance
- Are punctual in daily activities
- Seek help only when appropriate
- Stay on task when completing work
- Correct errors when directed
- Learn from mistakes
- Understand concept of individual and group roles

Primary (K – 2) Details and Example

Essential Concept and/or Skill: Communicate and work appropriately with others to complete tasks.

Work appropriately and productively with others
- Set goals
- Demonstrate good listening skills
- Share thoughts and ideas with others
- Work positively and effectively with others
- Exhibit appropriate behavior in various situations
- Identify behaviors that cause conflict.
- Exhibit positive self-concept
- Describe the concept of community
- Respect others
- Cooperate with others
- Acknowledge own and other’s good efforts

Use different perspectives to increase innovation and the quality of work
- Generate ideas with assistance
- Are aware of others’ feelings and opinions
- Appropriately accept constructive feedback

Use all the appropriate principles of communication effectively
- Listen to others
- Ask appropriate questions
- Read, understand and create information in a variety of forms
- Follow directions
- Use technology to communicate
- Use various channels of communication
- Express ideas
Essential Concept and/or Skill: Recognize different roles and responsibilities and is open to change.

Adapt to varied roles, responsibilities, and expectations
- Work independently
- Work with others
- Understand mistakes are not wrong/bad
- Complete tasks and activities
- Follow predetermined stages/steps needed to complete an activity or task
- With teacher guidance, collaboratively generate strategies to improve an activity or task
- Listen attentively
- Respect others ideas
- Accept and respect others

Work effectively in a climate of ambiguity and changing priorities
- Become aware that change occurs
- Adapt to change with minimal guidance
- Adjust to changes in structured environment
- Understand pressure exists
- Work toward conflict resolution

Demonstrate appropriate risk-taking
- Are open to consider new ideas or alternative ways to complete tasks
- Work to achieve goals
- Understand the purpose of “what if” questions
- Share ideas with an open mind
- Support others’ suggestions

Essential Concept and/or Skill: Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.

Use interpersonal skills to influence and guide others toward a goal
- Compliment others’ work
- Initiate positive interactions with classmates
- Identify the concept of goal
- Use appropriate group communication skills
- Listen to others
- Accept constructive suggestions in a positive way

Leverage the strengths of others to accomplish a common goal
- Communicate ideas and thoughts
- Share tasks necessary to complete a group task
- Understand others may have different ideas and opinions
- Understand the concept of compromise

Demonstrate integrity and ethical behavior
- Understand taking responsibility for own actions
- Understand the importance of telling the truth
- Understand the concepts of character and core values

Demonstrate mental, physical, and emotional preparedness to accomplish the task
- Understand the concept of being organized
- Stay on task until the task is completed
Essential Concept and/or Skill: Develop initiative and demonstrate self-direction in activities.

Perform work without oversight
- Ask questions to clarify and accomplish a task
- Understand how to follow sequential steps to complete a task
- Learn that incomplete work is not acceptable.
- Understand the importance of self-confidence
- Identify resources and how to access them
- Learn to formulate solutions
- Understand the importance of commitment to self and group

Use time efficiently to manage workload
- Follow logical steps
- Follow a provided timeline
- With guidance, prioritize steps in proper order

Assess mastery of skills
- Identifies the task
- Becomes aware of skills needed to complete the task
- Shares knowledge

Set and achieve high standards and goals
- Understand what a goal is
- Articulate a personal goal
- Engage in guided activities to improve skills that are relative to goals
- Are aware of the concept of core values
- Determine rate of progress toward goals

Engage in effective problem solving process
- Become aware of the connections between the classroom and the world around them
- Become aware of resources and partners that may be useful in solving problems
- Practice problem solving techniques
- Generate potential solutions to the problem/Implement solution

Essential Concept and/or Skill: Work productively and are accountable for their actions.

Deliver quality job performance on time.
- Recognize quality work
- Demonstrate a sense of timeliness
- Stay on task until work is completed
- Understand concept of ethical behavior in producing work

Demonstrate accountability for individual performance
- Are punctual in daily activities
- Seek help only when appropriate
- Stay on task when completing work
- Correct errors when directed
- Learn from mistakes
- Understand concept of individual and group roles
The references identified above and other essential concepts and examples are identified in the Iowa Core Curriculum which covers all core areas of education and can be accessed through the Iowa Department of Education web site at: www.corecurriculum.iowa.gov. The information available establishes a solid base for educators to guide education into the future and to address workplace learning. (see the resources section of this guide other materials helpful in addressing 21st century skills)

Start Here
What gets evaluated often gets done. The following checklist of 21st century skills serves as a planning tool to establish goals and evaluation of local workplace learning initiatives. The checklist can be applied to planning at all levels of education including placement of students in work experience, internships, or apprenticeships. The complete list was drawn from “21st century Skills: Learning for Life in Our Times” by Bernie Trilling and Charles Fadel, Jossey-Bass: www.josseybass.com.

Over-all work quality—High quality work delivered on time within budget
Technical competence—Demonstration of technical skill
Problem Solving—Solves problems effectively and efficiently
Creativity and innovation—Develops creative and innovative solutions
Communications—Internal and external communications are effective
Teamwork—Collaborates well with team
Flexibility and adaptability—Adopts to new and unexpected project changes
Initiative and Self-direction—Demonstrates personal initiative, self motivation and self direction in project work
Social and cross-cultural skills—Exhibits strong social skills and cross-cultural understanding of diverse team members
Productivity and accountability—Productive in the use of time and resources and accountable for project details
Leadership and responsibility—Accepts leadership responsibility to establish success of projects

8th grade Plan
In 2006, legislation was passed mandating that all 8th graders create a career and education plan that included a career interest option, a course plan for high school and post-secondary institutions that correlated with that career option, and a parent signature. In 2007 legislation was passed for every Iowa student to complete the graduation requirements. In 2008, SF 2216 was passed to provide that each Iowa student have a career plan that included the local and state graduation requirements, and a high school course plan based on their interests using the state-designated career information system—“I Have A Plan Iowa.”

These requirements began with the group of 8th grade students designated to graduate in the school year 2012-2013.

In 8th grade the state components are:
• creating an electronic student portfolio (linked to the district and school building)
• a career interest assessment and saved careers of interest
• a Career Cluster inventory or assessment and saved cluster of interest
• a course plan built utilizing their saved career option(s) and their schools course handbook
• a parent approval/signature form (printed or electronic)
• a summary of these steps.

All of these state components are self-contained and a step-by-step process within the “Iowa Guideways” of Iowa Choices® to enable a student to complete the state components for this legislation within an electronic portfolio. This section is a self-directed tool for the student and provides the opportunity for the student to complete at different times or at different computers.

In the future, more features will be available to students, parents and educators to assist the student in planning for their future career and education paths. The “ihaveplaniowa” system will include a cross-walking process to inform the student and family of the Iowa Core Curriculum requirements that are found in their school’s courses, before they graduate, applications and processes for loans and scholarships available for the student’s career field, and workplace learning opportunities for students to apply for internships or workplace learning.

(For updated information go to www.iowa.gov/educate. Select the menu “Career Planning” then select “8th grade plan” which appears after selecting “Career Planning.”)

**Training/Certification for Coordinators of Workplace Learning**

The state of Iowa identifies and promotes certification of educators involved in work experience programs for students with disabilities and Multi-occupations programs serving all students in Iowa’s public schools. Certification assures that the individuals have sufficient training to implement workplace experiences that meet child labor and safety standards and provide maximum opportunity for career development and learning.

**Teaching endorsements for workplace learning**

**MOC Endorsement**  Teachers in Iowa being reimbursed through federal and state sources of funds for career and technical education and coordinating muti-occupations programs must have the multi-occupations teaching endorsement. The multi-occupations endorsement is classified as a Vocational Endorsement under the Iowa Board of Educational Examiners.

The vocational education endorsements (300-307) first require the completion of a teacher education program. Number 305 is Multi-occupations. This endorsement requires completion of any 7-12 endorsement, and in addition thereto, coursework in foundations of vocational and career education, coordination of cooperative programs, competency based curriculum development and four thousand 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.

**Checklist of college course/class completions and work experience for adding the endorsement:**

1. Foundations of Vocational and Career Education
2. Coordination of Cooperative Education
3. Competency Based Curriculum Development
4. 4000 hours of non-teaching work experience

(See resources section for complete checklist for adding an endorsement a license.)

**Work Experience Coordinator: Special Education** A work experience coordinator in charge of workplace learning for students with disabilities is required to hold a support service endorsement for “Work experience coordinator.”

**Requirements:** 15.6(1) Work experience coordinator

The holder of this endorsement is authorized to provide support service as a work experience coordinator to secondary school programs, grades 5-12 (and to a maximum allowable age in accordance with Iowa Code section 256B.8).

An applicant must hold a baccalaureate degree.

The coursework must include:

1. A course in career-vocational programming for special education students (if not included in the program for 5-12 endorsement).
2. A course in coordination of cooperative occupational education programs.
3. A course in career-vocational assessment and guidance of the handicapped.
4. An applicant must hold a special education endorsement—grades 5-12.

It is recognized that individuals are involved with workplace learning at all levels of education (elementary through post-secondary). Key consideration should be given to having certified staff when students are being actively involved in work settings within the community. Child labor laws and safety standards must be followed for exploration and training activities. As well, training agreements and plans should be developed to help establish quality experiences which address 21st century learning skills.

The endorsement areas identified above address these areas of consideration. The web source for information on teacher licensure in Iowa is: [www.BOEE.iowa.gov](http://www.BOEE.iowa.gov).
Establishing Understanding and Program Perspective

Understand the Definition of Workplace Learning

Workplace learning is the planned and supervised connection of classroom experiences with the expectations and realities of work. Workplace learning experiences provide all students the opportunity to develop and apply knowledge, skills, and employability attitudes and behaviors leading to better informed career choices and productive employment. Clarifiers include:

- **Connection**: integrating academic studies with career development and applied field experience opportunities which may be internal or external to the school. All students can learn and participate in work-based learning experiences.
- **Better informed career choices**: work-based learning enables students to learn about careers, reflect on their interests, set career goals, and develop the skills and understanding needed for a productive future.
- **Employability attitudes and behaviors**: traits such as punctuality, communication skills, honesty, teamwork, quality orientation, and customer orientation. Curriculum should be developed with the involvement of partners such as business, labor, industry, education, and other community groups.
- **Location**: varies for workplace learning and includes community-based worksites as well as worksites at school.

By following a relevant training plan that provides both school-based occupationally related instruction and an actual workplace experience or exploration, students learn what the world of work is like and are better prepared to take their place within it. Classroom activities and work training at the secondary and post-secondary level should be jointly planned and supervised by qualified school personnel.
The Continuum of Work-based Learning Experiences

Work-based learning applies to all levels of learners, from elementary school through postsecondary, and covers a continuum of awareness and activities that increasingly move students from schoolhouse to workplace. Each step on the continuum represents a growing involvement in an occupation and/or at a worksite. Beginning with classroom activities about jobs, vocations, or the expectations of the work world, this continuum ultimately ends with acceptance of competitive employment.

- Competitive Employment
- Entrepreneurship Training/experience
- Approved Apprenticeship Program
- Internship/Clinical Experience
- On-the-Job (OTJ) Training
- General Work Experience
- Job Shadowing/exploratory experiences
- Informational Interviews
- Business and Industry Visits/ Awareness Tours

Career search/self-exploration experiences

*Moving through this continuum can be a cyclical process. Learners (youth and adults) can reenter the continuum of activities as needed when changes occur in their employment goals. Note that entrepreneurship is an option to working for someone vs being your own boss. Iowa thrives on small business development. As well, communities depend on business development for economic vitality.

Comprehensive Planning Using Sixteen Career Clusters

Sixteen career clusters have been identified by The States’ Career Clusters Initiative to help plan comprehensive exploration and training through workplace learning. The clusters represent
a complete map of potential career fields to consider in establishing model program activities. The clusters are identified below and are available via through following web site: http://www.careerclusters.org/16clusters.cfm

Agriculture, Food & Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration

Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy. Planning, managing and providing education and training services, and related learning support services.

Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.
Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.

Preparing individuals for employment in career pathways that relate to families and human needs.


Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Planning, managing, and performing marketing activities to reach organizational objectives.

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Establishing the Need for Addressing Employability Skills

The primary reason to establish workplace learning is to serve the needs of students in the school. Justification for the program should be supported by information about a wide range of individuals and their needs. Consider the following strategies for collecting information:

- Collect and evaluate data from district advisory committees, parents and employer questionnaires and student needs inventories-needs of:
  1) pre-graduation leavers, and
  2) graduates (employed and unemployed)
• Survey graduates and dropouts after one, three, and five years to discover reliable and valid data about their employment histories. Identify positions held by graduates and ask about their problems in making satisfactory occupational adjustment. (see http://www.p21.org/documents/FINAL_REPORT_PDF09-29-06.pdf) ARE THEY REALLY READY TO WORK: Employer’s Perspectives on the Basic Knowledge and Applied Skills of New Entrants to 21st Century U.S. Workforce.

Initiating workplace learning experiences may be justified if responses show unmet needs and issues such as:
- Periods of underemployment or unemployment after leaving school;
- A series of unrelated entry-level jobs;
- Sub-minimal incomes relative to costs of living;
- Expressed needs for training that could have been met through workplace learning;
- Occupations performed which are best learned through workplace learning.

Student Needs
As students begin occupational exploration and develop basic criteria for planning their own career development, the need for a cooperative work experience, internships and apprenticeships will become clear. Structured career development experiences, with tools such as I have a plan Iowa (software for career information), will provide indicators about opportunities students need for self knowledge and exploration. Counselors and faculty are also key sources of information about student needs because they are likely to know student strengths, challenges, and those who would benefit from practical learning experiences. Students may also ask directly about workplace learning experiences they prefer, especially if they have:
- Occupational plans and interests which are best learned through workplace learning;
- Plans for further education;
- Interest in occupations for which training can be provided;
- Interest in part-time employment (for which supportive employers can provide a range of hours worked and income earned);
- Perceived relevance of school offerings to personal needs;
- Financial need while in school or for obtaining further education.

Needs of Pre-Graduation Leavers
Former students whose needs were not met by experiences with traditional education can be an extremely valuable source of information. Work experience has shown great promise as a plan suitable for students who would otherwise leave school before graduation. Such early school leavers, perhaps formerly unmotivated, may have abandoned traditional education to seek employment prospects, only to become frustrated by a lack of specialized occupational training or even the basic requirements necessary for any long-term job success.

Occupational / Employer Needs
Employer interest and support is essential to determining the need for the workplace learning experiences. Measure it very early in planning because workplace learning programs such as work experience, internships, clinical experiences, and apprenticeships cannot exist without employer interest and support. Employers provide training stations and training sponsors. They must understand the purpose of workplace learning, the benefits and advantages to them, and their role in its efficient and effective operation. Employers must perceive the program’s potential source of trained workers for full-time positions as a return on their business investment. Employers must also view the program as an opportunity to fulfill a social obligation and a community responsibility, rather than as a way to get cheap part-time labor. Whenever possible, coordinate visits and information requests to employers with on-going professional business and association activities to determine:

• Number who can provide suitable training opportunities;
• Number and kinds of related occupations in the community;
• Potential short-range and long-range needs for trained full-time employees;
• Training needs for occupations or for competency areas;
• Number of students for whom employers could adequately provide learning experiences; and
• Number willing to provide training, even though full-time employment opportunities in their organizations are limited.

Understand the Key Characteristics of a Workplace Learning Program

At both secondary and postsecondary levels, work experience/cooperative learning experiences effectively and efficiently prepare students for successful transition to the world of work, especially when they include the following quality components common to all types of work-based learning programs:

1. The program is coordinated by a qualified and dedicated teacher-coordinator
2. Students are enrolled based on aptitudes, needs, interests, and occupational goals.
3. Worksite training stations are developed by teacher-coordinators to provide on-the-job experiences that are directly related to students’ career needs and goals.
4. Career counseling includes information about traditional and non-traditional occupations.
5. Related instruction (general and specific) is planned and correlated directly with students’ on-the-job experiences and occupational needs. All career and technical education programs are used for related instruction.
6. Well-defined rules have been developed and appropriate responsibilities have been assigned to guide the program.
7. Evaluation activities allow teacher-coordinators to monitor the program. A gender-balanced advisory committee, representative of community occupational and ethnic groups, advises and assists in planning, developing, and implementing the work experience/cooperative program.
8. Written training agreements and individual student training plans are carefully developed and agreed upon by the employer, training sponsor, student, and coordinator.
9. Employers pay compensation and schools award credit to students for successfully
completing on-the-job learning experiences.

10. Training stations adhere to all state and federal laws regarding employment practices.

11. Adequate time (a minimum of one-half hour per student per week) is provided for teacher-coordinators to coordinate and supervise training station experience.

12. Teacher-coordinators are provided an extended contract to assist training sponsors, develop training plans, update records, supervise students, and handle other program operations and development activities.

13. Counselors and teacher-coordinators work collaboratively in the work-based learning effort.

14. Results of follow-up studies conducted by teacher-coordinators and counselors are used to improve the current program and plan for future work-based learning opportunities.

15. Adequate facilities are provided for teacher-coordinators, including an office, a telephone and a related-instruction classroom.

16. Teacher coordinators know the advantages of workplace learning and promote workplace learning experiences to various audiences, including students, parents, schools, employers, and their communities.

Work-based learning helps students develop social, academic, and personal skills needed to live as a productive member of society; explore and participate in actual work experiences; develop sound and realistic work habits; and develop entry-level skills in an occupation. As a result, students, schools, businesses, and communities benefit.

Follow Program Guidelines and Components

Local schools and the businesses in their communities are the heart of workplace learning. Schools provide classroom instruction and program coordination, while businesses provide willingness to participate in the program and specific exploration opportunities or on-the-job training.

Collaboration

The teacher-coordinator, student, and employer should jointly arrange students’ educational plans to meet desired occupational outcomes. Through the use of training plans and agreements, teacher-coordinators can personalize learning experiences and establish the necessary understandings and procedures for child labor and safety. Training plans and agreements for each student should be on file with everyone involved in the process: student, parents, teacher-coordinator, and employer. This documentation provides the basis for all counseling and review of the experience.

Students

1. Class size is recommended to be no more than twenty-five (25), with students enrolled in: A related class that parallels the employment experience for a recommended minimum of 200 minutes per week;
2. Approved skill-related course(s) based on occupational choices discovered before or during the work experience; and
3. A cooperative employment work-based learning experience.

Coordinators who work full time at placement (are not responsible for related instruction) for exploration and training can assist more students than the recommended loads identified above. Work experience and cooperative training involving training plans and agreements require coordinators to monitor experiences regularly over greater periods of time to establish the work skills as identified in the plans.

Note: State and federal child labor laws must be followed in implementing exploration programs and work experience programs at the secondary level. The complete laws and guidance are provided in the information that follows. Key element in child labor laws to follow include: Employer-employee relationship, hazardous occupations, and hour restrictions during the school year.

Teacher-Coordinator
Teacher-coordinators plan, organize, and operate work experience/cooperative programs. They provide both general-related and specific-related classroom instruction, with assistance from training sponsors, businesses, and other educators. Coordinators also work with training sponsors to develop training plans that list skills and attitudes students develop through work-based learning.

Employers
As “training stations,” employers work closely with teacher-coordinators to identify and support training sponsors within their facility who will supervise learning experiences for students placed there. Employers are responsible for compliance with federal and state laws applicable to their business, including wage-and-hour, child labor, and safety requirements identified by OSHA, the federal Occupational Safety and Health Administration, and IOSHA, the Iowa Occupational Safety and Health Administration.

Advisory Council
A community advisory council, representing current and potential occupational areas for which training is provided, should meet regularly to help schools develop and assess program outcomes. When establishing the council, also consider gender balance, minority populations, individuals with disabilities, and local media liaisons.

Student Organizations (See resources section for descriptions) Considered an integral part of secondary and post-secondary workplace learning programs, student organizations can complement and enhance classroom instruction and on-the-job experiences through group projects and activities. Student organizations focus on skills needed for successful employment, including professional, social, and leadership development. The teacher-coordinator serves as
advisor to the local organization. Annual budgets should provide reimbursement to coordinators and instructors for approved travel.

School Support and Facilities
Classroom and office space, appropriate equipment, and sufficient clerical assistance are key components of program success that should be provided by the local school. The optimal arrangement is a classroom for general-related instruction, located next to the coordinator’s office. The office, which should be equipped with at least one telephone, will be used for conferences with students, parents, employers, and for other activities related to the educational outcome of the program.

Schools should also establish management practices to administer and operate a work experience/cooperative program, which includes providing for student recruitment and acceptance, classroom scheduling, medical and liability insurance, transportation of students, school credit for work experiences and related instruction, recordkeeping, coordinator resources and responsibilities, and minimum requirements for training stations, among others.

Differences for Postsecondary Programs: Availability/Training/Teacher Load/Child Labor Restrictions

Availability: Workplace learning is very common in almost all of the career and technical programs offered at community colleges. Internships, apprenticeships, and clinical experiences are commonly coordinated by many different instructors on any given campus. It is not uncommon to find a variety of approaches taken in the implementation of these activities. It is very common to find many courses devoted to workplace learning.

Training: Training in the practical application of what is learned is emphasized in the community college programs. Training plans and agreements are established to guide the experiences similar to those used at the secondary level for cooperative education and work experience programs. Skill development as well as work adjustment is emphasized in all of the training programs. However, as noted in the continuum identified earlier, adults commonly need to explore career interests and complete self reviews to establish a plan for training. Exploration initiatives are common in the career centers on college campuses. Classes are offered to explore careers and personal interests, strengths and skills.

Teaching Load: Teaching load may be adjusted based on the number of students enrolled and the location of training stations. Institutional policies and practices for teacher load requirements at the postsecondary level vary.

Child Labor Restrictions: Child labor laws are not in force with adult learners. More opportunity for training opportunities result as hazardous occupations are more accessible to training opportunities.

Projected Advantages of Cooperative Work Experience:

Well coordinated work experience learning effectively prepares students to enter and make
progress in the world of work. No instructional method in school can perfectly simulate the real world job environment.

Student Advantages
- Increases motivation;
- Develops responsibility and maturity by strengthening resourcefulness, problem-solving skills, self-confidence, and self-discipline;
- Provides opportunities to explore occupational choices before making long-term and costly investments in more training or education;
- Offers an organized plan of training on the job under actual business conditions;
- Develops human relations skills through personal interactions in job settings;
- Provides skilled professionals to help students make the transition from school to work;
- Increases awareness of civil and social responsibilities;
- Improves job entry and advancement;
- Adds to financial resources;
- Improves chances of at-risk students staying in school;
- Provides technical education beyond that available at most schools;
- Makes academic instruction relevant and applicable to the workplace.

Employer Advantages
- Provides better employee candidate pool, which may reduce turnover;
- May reduce training costs;
- Shares employee screening function with school;
- Provides opportunity to evaluate worker before deciding to hire full-time;
- Produces workers with better attendance records;
- Exempts employer from paying unemployment compensation taxes on student wages;
- Provides workers who bring new ideas, fresh approaches, and enthusiasm for work;
- Offers direct input into education and training provided by schools;
- Improves image and prestige of the industry and/or business among student-learners and with the community.

School Advantages
- Increases working relationships and links with business and industry;
- Develops partnership between school and community;
- Makes curriculum relevant by extending classroom experience to integrate theory and practice;
- Keeps faculty better informed and aware of current trends in business and industry;
- Provides faculty with access to knowledgeable people working in a variety of fields;
- Builds positive public relations, which enhances school’s reputation and attracts students
- Upgrades quality of school’s graduates;
- Provides training facilities in business and industry that would otherwise be difficult for schools to finance;
• Creates greater flexibility to meet individual student needs and goals.

Community Advantages
• Increases prospects for graduates to remain in their home communities;
• Involves the community in meeting its own immediate training needs;
• Encourages more young people to remain in school, thereby reducing community problems associated with at-risk students;
• Produces citizens who are more likely to meet their responsibilities at an earlier age;
• Improves local economic climate by increasing student buying power;
• Promotes a closer relationship between community and school.
Role and Function of the Teacher-Coordinator

Key to Success
Teacher-coordinators are the key to the success of any workplace learning program. Effective teacher-coordinators are self-starters able to plan their work, organize time, evaluate, and manage resources. Through teacher-coordinators’ successful operation of a workplace learning program, student-trainees with various occupational objectives develop useful employment skills.

Teacher-Coordinator Characteristics
To foster and coordinate the efforts of several kinds of people in different settings, and to influence others to achieve desired work-based learning goals, teacher-coordinators must demonstrate effective leadership abilities. In addition, they are often stable, calm, easygoing, warm-hearted, intelligent, capable of abstract thinking, realistic, and enthusiastic. They must also be:

- Dependable and reliable;
- Proficient in establishing good interpersonal relations;
- Advocates for students;
- Effective managers of time and resources;
- Good communicators;
- Wise decision-makers;
- Innovative and creative;
- Responsible and self-disciplined;
- Observant and insightful;
- Continually updating their skills and growing as professionals.

When appropriately fulfilling their roles, teacher-coordinators help make learning on the job into a true training program, not the usual hit-or-miss accidental-learning situation that often occurs through work experience placements. Teacher-coordinators collaborate with employers to develop training plans that suit the needs of students and of the workplace; they gain commitment to these plans from both students and employers; they follow up with regular coordination visits to worksites while students are on the job; and they provide the related instruction and guidance that helps students connect classroom, workplace, personal characteristics, and occupational development.

Responsibilities and Functions
Teacher-coordinators combine and coordinate efforts of many others to assure 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 role and activities. Following are descriptions of each
Program Planning, Development, and Evaluation

- Initiate and study the feasibility of a work-based learning program;
- Write a program proposal for the state Department of Education;
- Effectively use community resources;
- Develop objectives and responsibilities for the program;
- Include student self-knowledge exploration and planning in a team-oriented approach to career development, beginning as early as grades 6-8;
- Design the program to include continued improvement and re-evaluation.

Related-Class Instruction

- Review and evaluate curriculum;
- Develop curriculum for both general-related and specific-related instruction; link efforts with other career and technical education staff to provide specific-related instruction;
- Consider special needs of disabled, at-risk, disadvantaged, and talented and gifted students;
- Develop outcome-based, measurable student objectives;
- Correlate classroom and on-the-job training;
- Use a variety of teaching methods and techniques, including team teaching;
- Use field trips, community facilities, and speakers to supplement classroom learning;
- Individualize instruction, as appropriate;
- Evaluate instruction and curriculum, using input from students, training sponsors, and advisory council members.

On-The-Job Instruction and Coordination

- Evaluate, select, and establish training stations;
- Inform training sponsors of their role and responsibilities;
- Inform parents of their role and responsibilities;
- Create, monitor, and adjust training plans;
- Help training sponsors develop teaching techniques for working with students;
- Monitor student progress through regular on-site visits;
- Review state and federal labor and safety and health laws with training station, sponsor, and student;
- Seek student evaluation of the training station.

Guidance and Advising

Advise potential program enrollees

- Provide reference material for career information;
- Be aware of and assist in providing for special needs of disabled, talented and gifted, disadvantaged, and at-risk students;
- Help students develop good work habits;
- Sponsor and supervise work-based learning student organizations;
- Develop and coordinate work experiences that avoid occupational and gender stereotypes;
• Recognize when students need counseling from other staff members and agencies;
• Help students determine ways to best describe their marketable skills;
• Assist graduating students with the various aspects of the job search;
• Write letters of recommendation for students.

Program Administration and Management
• Establish and use an advisory council;
• Develop and file written training plans and agreements;
• Know and assure compliance with relevant state and federal labor laws and regulations;
• Effectively manage resources, including facilities, equipment, and supplies;
• Insure student-learner safety and health protection;
• Maintain training station opportunities for disabled, disadvantaged, and at-risk students.

Program Evaluation
• Prepare, administer, and analyze annual student and employer follow-up surveys;
• Seek evaluation from advisory council members;
• Prepare and analyze year-end reports.

Community and Public Relations
• Use various community and human resources to enrich work-based learning;
• Design and implement public relations events;
• Contact and use various news media in planning and publicizing work-based learning student programs, events, projects, materials, proceedings of advisory council meetings, and related items;
• If needed, print promotional brochures for potential training stations and students;
• Visit previous and potential training stations to promote work-based learning;
• Use the resources of other agencies such as the Chamber of Commerce, Iowa Workforce Development, and trade unions;
• Develop and maintain a community personnel resource file;
• Represent work-based learning as a guest speaker at community and service clubs and organizations;
• Organize and conduct an open house of school’s work-based learning facilities;
• Plan public service projects with and publicize outcomes of student organizations and their meetings;
• Sponsor activities, such as recognition banquets and field trips to various facilities;
• Maintain good communication and public relations;
• Seek evaluation from the public.

Professional Role, Activities, and Development
• Explain and lead others to support the work-based learning philosophy, including the role of the teacher-coordinator;
• Maintain ethical standards;
• Foster a climate where staff members collaborate with other disciplines to provide broad
student experiences;
• Serve and support professional organizations through leadership;
• Attend relevant professional seminars and workshops;
• Monitor professional literature;
• Contribute to and publish research through state and federal grant opportunities;
• Acquire new occupational skills to keep pace with technological advances in the work-based learning field;
• Seek evaluation and feedback from administrators and peers.

Specific examples of teacher-coordinator activities include preparing students and training sponsors for job interviews; ensuring students are oriented to their jobs; and informing training sponsors of classroom activities. Teacher-coordinators may also apply their best problem-solving skills to challenging student situations such as:
• Weaknesses or deficiencies leading to on-the-job difficulties;
• Conflicts caused by undesirable personal traits or habits;
• Suspicion of on-the-job theft;
• Excessive hours on the job interfering with other student activities;
• Multiple and conflicting on-the-job student supervisors;
• Impact of potential layoffs or reduction of employment hours on minimum program requirements;
• On-the-job safety and/or health hazards for students;
• Student work assignments resulting in no real training;
• Transfers and/or replacement of training sponsors during the agreement period;
• Conflicts with workplace supervisors or co-workers.

Effective coordination requires a great deal of planning and effort, but it can be the most interesting and pleasurable part of the job. When done well, students develop employment skills that would have been difficult to achieve in any other way. Every success confirms the need for the work-based learning program and the value of the teacher-coordinator.

Professional Development
By keeping current with developments in workplace learning, teacher-coordinators can have the greatest positive effect on the quality of their programs, and they can work to support the important task of developing productive citizens for the future. One way to foster professional growth and development is through membership in professional organizations related to workplace learning and cooperative education.

All teacher-coordinators should consider membership in the Iowa Association for Career and Technical Education (IACTE). Through its affiliation with the national Association of Career and Technical Education (ACTE), IACTE contributes to the growing national support for workplace learning. (http://www.iacte.bizland.com)

Beyond IACTE, each occupational area (agriculture, business and office, marketing, health,
family and consumer science/home economics, trade and industrial) offers its own affiliations that contribute to the professional development of practitioners. Teacher-coordinators will find it advantageous to join ACTE, IACTE, and the organizations representing their occupational specialty, as they strive to keep up with their profession and maintain the ability to serve students in an exemplary fashion.

Participating in organizations with worthwhile purposes, even those outside the education field, strengthens the community and occupational information base that teacher-coordinators draw upon to keep instructional programs filled with current and relevant ideas and trends.

Challenging as it is, teacher-coordinators must also generate the same kind of effort and dedication to expertise in their professional specialty as they applied to meeting their original teaching qualifications. Because they must maintain credibility as they work with business leaders who are at the front of innovation and change, and because they must continually improve their service to students, teacher-coordinators need to actively pursue their own professional development. Appropriate activities may include:

- Completing courses, workshops, and seminars, including correspondence courses, offered by higher education institutions;
- Frequently reading current professional magazines and reference journals;
- Participating in school-sponsored workshops and staff development seminars;
- Acquiring related work experience by participating in summer employment;
- Participating in workshops and seminars sponsored by business and industry.

Related Instruction: Development, Delivery, Evaluation
The most effective cooperative work experience programs combine classroom instruction with on-the-job instruction. The “classroom” part is known as related instruction and may be of two types: general-related and specific-related instruction.

General-related instruction includes topics that are important for all workers in a free enterprise system to know: safety, human relations, communications, labor law, taxes, economics, and others. Specific-related instruction, also known as technical, occupational, or job-related instruction, includes topics that make workers more proficient in one particular occupational area. For example, auto mechanic trainees are receiving specific-related instruction when learning about front-end alignment, automotive electrical systems, power trains, and exhaust systems. They are receiving general-related instruction when learning about safety, relationships on the job, managing money, and other topics that are valuable for all workers to know.

Developing Related Instruction
The most important characteristic of related instruction, particularly specific-related instruction, is that it should be individualized and correlated with on-the-job instruction. Many different occupations will be represented in the related instruction classroom, and even students who are
training in the same occupation are not likely to be working in the same area at the same time.

All types of related instruction should be based on:

• Needs of students being served;
• Requirements of the occupation; and
• Goals of the cooperative work experience program.

The type of workplace learning program influences the nature of the related instruction. When planning a general-related curriculum, instructional units may include competencies in areas such as:

• Orientation to Work-based Learning
• Leadership
• Safety on the Job
• Developing Human Relations Skills
• Developing Communications Skills
• Understanding the Law
• Dealing with Stress and Conflict
• Job Related Math
• Taxation
• Entrepreneurship
• Developing Job Seeking Skills
• Consumer Economics and Skills

(Go to www.iowa.gov/educate. Select menu item “Career Planning” for “Career Planning Guide and Career Resource Guide) This resource identifies current information that can be used for general related instruction.

Topics for specific-related instruction are best identified in cooperation with the training sponsor when developing the training plan. The most effective specific-related instruction is delivered as close as possible to the time when trainees need the information on the job. In addition, excellent individualized curriculum guides have been developed for many occupations of which teacher-coordinators may not have direct knowledge. Teacher-coordinators should acquire the specific-related curriculum guides for occupations in which their students are placed. (See www.iowa.gov/educate. Select the menu “Career and Technical Education” menu items “Career and Technical Education Overview” and Career and Technical Education Standards and Benchmarks”)

After determining topics and minimum student competencies for the general-related class, organize delivery in a logical sequence. Usually, general topics are presented at the beginning of the related class, and increasingly more specific related topics are presented as the class progresses. Be sure students understand what is expected of them, so they clearly know what it means to master the competencies.

Suggestions for organizing related instruction include:
A focus on 21st century skills as identified in this guide
• Use early class sessions for orientation topics, such as special policies, regular activities, expectations, forms, required reports, etc.;
• Use early class sessions to teach and emphasize safety and health;
• Use early class sessions to assure students understand the functions of the student organization and its relationship to classroom instruction;
• Include activities early in the term that develop camaraderie among students;
• Make every attempt to correlate on-the-job and classroom instruction;
• Search for logical order and applicability among topics;
• Organize curriculum and instruction to assure student success;
• Encourage students to work independently and responsibly within the specific occupational area;
• Consider interest and immediacy of student needs when structuring topics;
• Consider the calendar when sequencing topics (teaching taxes in January or February, for example);
• Involve students in sequencing instruction;
• Decide the appropriate amount of time to devote to each topic;
• Be flexible when implementing planned instructional sequences;
• Infuse proper work attitudes early, often, and throughout all units.

Delivering Related Instruction
During their regular programs of professional training, teacher-coordinators learned many instructional methods and techniques that will be appropriate for related instruction. There are, however, sufficient differences between regular classes and classes related to workplace learning to warrant suggestions for adjustments in instruction. The content of the related class affects, and is affected by, students’ on-the-job experience, which, in turn, significantly influences the nature of related instruction.

Because each student in the workplace learning class may be working on a different topic at the same time, individualizing related instruction becomes imperative. The teacher-coordinator is actually a classroom facilitator-manager who must use a wide variety of methods and techniques designed to meet the individual needs of each student.

Suggestions for delivering related instruction include:
• Consciously avoid excessive use of the lecture method;
• Use community resource people to present appropriate topics;
• Use instructional techniques that foster student self-esteem, independence, and responsibility;
• Integrate basic instruction, as needed, in reading, writing, and mathematics;
• Correlate classroom instruction with on-the-job instruction;
• Experiment with promising new instructional techniques and methods;
• Let action-oriented instructional objectives dictate methods and techniques;
• Remember that related-class instruction should help students develop academically,
Evaluating Related Instruction

Teacher-coordinators are responsible for evaluating student performance in related classes and submitting grades that represent student achievement. A reasonable approach to this task is to consider the two types of related instruction separately.

General-related instruction may be evaluated using traditional methods, including group testing at the end of specified units, with students placed along so-called ‘normal’ curves of distribution. However, specific-related instruction is best judged on an individual basis, by considering the amount of effort expended and the quality of each student’s work.

The real measure of learning levels for each student is the attainment of specific competencies, which should be verified by teacher-coordinators in cooperation with training sponsors. Clear identification of competencies in the training plan is the key to advancing students to their maximum potential and to providing a solid basis for evaluating student achievement.

Because all related instruction should enable students to achieve predetermined objectives or standards, evaluation of student performance should relate to assessing growth in meeting stated competencies, objectives, standards, or outcomes rather than to the number of instructional units completed. Evaluation based on well-defined probability theories and normally shaped curves of distribution may not be relevant to workplace learning. Given that job attitude is a primary determiner of on-the-job success, teacher-coordinators must become comfortable in subjectively grading student attitude and in measuring attainment of competencies that indicate appropriate attitudes necessary for student job success and growth.

Guideline for Implementing a Student-based Self Evaluation

Self-Evaluation is an effective way for students to describe their learning experiences accomplished while enrolled in a work-place learning program. The following list of ideas can be incorporated into a student-based self-evaluation essay and/or oral/media presentation.

- Learning objectives,
- Describe how the learning objectives were accomplished and the steps used to complete objectives.
- If there were challenges accomplishing the objectives, what were they and what did you learn about yourself?
- Did the experience improve your job skills/create interests and/or improve your efficiency and productivity in completing work tasks?
- Did the experience help establish/clarify career objectives?

Regular Coordination Visits to Training Stations and Site Sponsors

By regularly visiting worksites and observing student-trainees, teacher-coordinators can address potential difficulties, provide feedback and encouragement, and keep student-learners on track. Regular visits can also help improve and/or maintain the effectiveness of training stations. Some...
training sponsors may be adept at providing on-the-job instruction to student-trainees, while other sponsors may be unaware of effective techniques and will benefit from information that teacher-coordinators can provide during regular visits. Consider the following guidelines:

- Conduct visits at times which are convenient for training sponsors and, preferably, when student-trainees are working, even if those times extend past the normal school day or hours.
- Make appointments with training sponsors for the first few visits, as necessary, or when preferred by the sponsor. Once rapport is established, teacher-coordinators may be able to visit worksites unannounced.
- Visitation timing and design should minimize disruption to the workplace and workforce.
- Visit each training station at least once a month, especially during the beginning weeks of student placement.
- Make written records of training station visits to maintain accountability, continuity, and communication to student-trainees, parents, administrators, and employers.
- Coordination visits must have a purpose, including: – correlating related instruction with on-the-job training; – coordinating training plans; – evaluating student progress; – resolving problems; – assessing the overall training environment; and – assisting the training sponsor with the training function.

Using their professional skills and enthusiasm for workplace learning, teacher-coordinators play a critical role in successfully resolving program challenges and maintaining good relationships with employers, students, schools, and their communities. Regular coordination visits are key to these relationships.

**Program Management**

Without a doubt, good program management requires the ability to prioritize time, tasks, information, resources, and effort. Teacher-coordinators must keep many efforts on track and cannot lose sight of any. Obviously, not every program component needs to be handled at all times. Therefore, teacher-coordinators should be flexible in prioritizing activities and managing their time and resources to greatest effect. Successful workplace learning programs are the outcome of quality management practices.

**Managing Facilities, Equipment, Supplies**

Quality workplace learning programs need appropriate facilities, proper equipment, and adequate supplies. The main facility required is a room for the related class. Many advantages can be cited for locating this room within an area where occupational skills can also be taught. For example, workplace learning related instruction for office education would be scheduled in an office practice laboratory; related classes in marketing, agriculture, industrial technology, health, and family and consumer science would be scheduled in facilities containing equipment and supplies for teaching skills related to those occupational areas. Whenever possible, coordinate facilities, equipment, and supplies with counselors and other career development programs.
Because occupationally related skills are taught on the job or in courses that are part of the sequential program, the related class needs space only for teaching general-related and technical-related subject matter.

Suggestions for desirable related-classroom facilities and equipment include:

- Offices for teacher-coordinators should be adjacent (or close) to the related classroom. Many workplace learning teachers recommend that at least one office should have windows or a glass partition between the office and related classroom. This arrangement provides a private place for emergency student counseling while letting the teacher-coordinator continue to observe and supervise the work of other students in the related class.
- A display case visible in a main school corridor should be available to students in the related class so they can share exhibits or occupational materials relevant to the program.
- The classroom should contain adequate storage cabinets for all related instructional materials, reference textbooks, study guides, instructional aids, resource manuals, and other items.
- The classroom should maintain adequate career development materials, including magazines in racks and a variety of publications related to the occupations represented in the related class.
- Furniture should include moveable tables to provide maximum flexibility when setting up the classroom to facilitate individual, small group, and large group learning activities.
- If the school designates a floor or wing to house all occupational related programs, work-based learning related classrooms should also be located there.
- Whenever possible, develop model stores, offices, shops, laboratories, and other simulated workstations, including computer labs.
- Facilities should be attractive and functional in order to have the maximum positive psychological effect on students.

Second only to the classroom is the need for teacher-coordinators to have adequate office space which allows them to fulfill the many duties associated with the coordinator’s job, including administration and counseling that are not common to most other teaching positions. In addition to typical records and reports, coordinators must participate in student selection, supervise on-the-job training, create periodic follow-up studies, and sponsor student organizations. The office may also be used for conferences with employers, parents, or both, and is frequently used to discuss confidential matters with students and workplace learning program staff.

Offices for teacher-coordinators should adjoin the related classroom, be large enough to meet with several individuals at once, and, at minimum, be equipped with outside telephone service, filing cabinets, desk, and chairs. Other considerations for the many uses of coordinator offices include:

- Adequate space for a conference table and comfortable seating to ensure good communication for three or four people at once;
• Provisions for maintaining privacy of confidential matters with simultaneous visibility of the related classroom;
• Ample filing and/or storage equipment and space for audio-visual equipment and bookshelves for reference materials;
• Appropriate desk space and a computer with word processing, spreadsheet, and database software and a printer.

Budgeting
The level, type, and location of the workplace learning program will determine facilities and equipment needed, as well as projections for budget items and requirements. The amount of money needed in each of the following suggested budget areas depends upon the size and scope of the workplace learning program:
• Instructional materials, including individualized study guides, textbooks, student manuals, and other student-related study materials.
• Resource materials, including supplementary textbooks, study guides, magazines, newspapers, and guidance materials.
• Extended contracts for teacher-coordinators. Schools operating on nine-month contracts should employ teacher-coordinators on a minimum ten-month contract to assure that students are placed at training stations near the beginning of the school year. Many schools hire teacher-coordinators on an eleven-month or twelve-month basis to assure program continuity. In schools starting new work experience programs, internship or apprenticeship programs, teacher-coordinators should be hired several months in advance of the program launch date.
• Other equipment for office support and occupational support. Inventories of existing equipment with required maintenance schedules should be maintained. Needed equipment should also be identified and a prioritized acquisition list should be maintained.
• Supplies, including stationery, postage, envelopes, paper, and/or photocopy facilities, computer supplies, and the printing of forms and brochures.
• Expenses associated with professional development activities, student activities, advisory council meetings, and other appropriate meetings.
• Travel expense for coordination activities. Most schools use one of the following three methods for allocating the cost of travel:
  – Reimbursement at state rates if the use of the teacher-coordinator’s private vehicle is required;
  – A specific amount is allocated to cover costs of teacher-coordinator/student travel;
  – The school provides a vehicle for teacher-coordinator use.

Information Management
In this age of information, computers equipped with word processing, spreadsheet, and database software can ease the teacher-coordinator’s job of managing a large volume of data, making the results more efficient and more professional. Teacher-coordinators must maintain records of
student competency and other accurate information in order to make timely decisions.

The size of the work-based learning program and the existing computer system at the school will influence the type of management information system (MIS) developed and used by the teacher-coordinator. At minimum, a stand-alone computer with adequate storage space and appropriate software is needed.

Public Relations (PR)
Establishing and maintaining positive relationships with students, parents, businesses, school personnel, and community members is an important teacher-coordinator function. Teacher-coordinators must influence people to understand and support work-based learning programs by communicating its value relative to the process of career development.

Public relations and marketing are terms often used interchangeably, but they are actually different processes and should be viewed as distinct approaches to communicating the message of workplace learning.

Marketing is the most straightforward. It refers to an information-sharing process that is paid, usually through advertisements in a variety of both print and electronic media. Creating, printing, and mailing workplace learning program brochures is a marketing activity, as is placing an advertisement in a local newspaper or industry magazine to announce an event of the workplace learning program.

Public relations, on the other hand, is the less tangible but perhaps more important perception in the minds of appropriately targeted groups that the work-based learning program is valuable, of high quality, and worthy of their support. Public relations activities are usually unpaid, even if they still (and should) result in coverage by local print and electronic media. Public relations efforts result in coverage within the news portion of the media, which is usually done at no cost to the subjects, while marketing activity results in placement of information within advertising space, which is generally paid for by whomever wants to share a message.

Workplace learning programs that make the most of their public relations efforts can achieve great success at minimal cost. Even without a formally developed PR effort, many teacher-coordinators have very positive relations with the various publics they serve because they:

- Make student growth and development the focal point of workplace learning;
- Know their job;
- Make the program an integral part of the school curriculum;
- Inform administrators of work-based learning plans and activities;
- Inform and involve counselors and teachers in work-based learning;
- Inform and involve parents in work-based learning;
- Positively represent the school when dealing with parents, businesses, and the community;
- Become active citizens of the community;
• Avoid conflicts that may detract from professionalism;
• Work in cooperation with employers and other teacher-coordinators to improve the image and outcomes of workplace learning.

Target Groups
Public relations activities can be most effective when focused on a collection of targeted groups, such as students, administrators, counselors and advisors, parents, workers at training stations, employers, and community groups. Involvement often leads to commitment, which is a positive benefit to the workplace learning program.

Students who can benefit from workplace learning are frequently unaware that the opportunity is available. Make sure they are first on the list of targeted groups. Additionally, students may know such a program exists but do not understand its purpose or how it relates to their immediate interests and personal development. Publicity directed toward students should appeal to these interests and goals because learning can offer.

. Students are workplace learning’s primary audience. Because peer group opinion is a critical factor in the way workplace learning is perceived by students, it is important to highlight and publicize students who have been well served by the program. Emphasize opportunities to experience an occupational area and assume an adult role in society, rather than just earning money or escaping the school environment. Successful workplace learning students will become the best source of positive public relations for the program and should be called upon to share their stories with new or potential enrollees.

Teacher-coordinators should inform other teachers of student progress, learning outcomes, and follow-up results that show how students benefited from their training. Faculty members also enjoy knowing that their contributions had a bearing on students’ occupational adjustment and advancement. Teacher-coordinators can often help teachers of other classes where workplace learning students may be having problems.

Administrators are interested in student outcomes — how students benefit from workplace learning. Keep them informed of student achievements, placements, employer evaluations, and other activities. Periodically submit statistical and narrative written reports and invite them to observe students at training stations, in classrooms, and at functions of student organizations. Administrators must be informed of problems the workplace learning program solves, including improved attendance, dropout reduction, increased employability, and real-world relevance for education. Teacher-coordinators also need to learn of the challenges faced by the program, including any assistance needed for its continuous improvement.

Counselors and advisors want to know about student development. Actively involving them in the operation of the workplace learning program will reduce their concern that enrolling a student in the program may restrict opportunities for students to enroll in other courses that may
be needed in the future. To demonstrate to counselors and advisors the student benefits of workplace learning, invite them along on coordination visits, plan their participation in the related-class instruction, involve them in the student admission process, and use their professional expertise to help students determine career interests and aptitudes and to prescribe student learning activities.

Parents, especially in work experience learning programs serving secondary students, are extremely important to student progress and program success. They should be involved with their student’s choice of courses and with their long-term educational plan. Parents may often be uninformed about the opportunities workplace learning provides, or they may be misinformed about its purposes and values.

A common misconception is that students enrolled in workplace learning cannot meet college entrance requirements. Be sure to let parents know that many workplace learning graduates tend to improve both grade point averages and attendance because classes are “blocked” together in morning or afternoon, which eliminates the “wasted” time of normal school schedules; that they retain these improvements; and that admission to college becomes easier than it may have been otherwise.

Another common parental objection is that students have “the rest of their life to work,” so they should take an easier load and enjoy the school year. This argument actually supports the very reason schools need to organize workplace learning programs — since students have “the rest of their life to work,” they must do everything they can to ensure their success in the work world. Workplace learning is the most practical and economical way to guide students to successful and meaningful employment, regardless of their chosen field. Often, the work experiences occur during the school day, allowing students to fully participate in other school and personal activities as well as in the work-based learning program.

Teacher-coordinators must encourage parents to endorse the program by showing them that it is educationally sound, socially acceptable, and extends past “having a job” because it offers specific occupational preparation and experience.

Teacher-coordinators can establish good relationships with labor organizations and their members who will be co-workers of student-trainees by enlisting their cooperation early in the program planning stages, by giving recognition for their contributions to workplace learning, and by demonstrating how workplace learning benefits employees in their occupational fields.

Employers in the community must be well informed about the workplace learning program and must understand their responsibilities within it. Employers must do more than mean well and be willing to hire students; they must understand the training and educational aspects of the program and help to achieve training goals. Schools can become a direct and reliable employment and referral source for both work experience students and those not able to enroll in the program. Therefore, information directed toward employers should emphasize the benefits of working with the school to develop good employees.
Personal contact made by the teacher-coordinator is the most effective means of communicating with employers. In addition, employers may also be reached through printed materials, service organization and trade association meetings, paid advertising and newspaper publicity, as well as public relations events associated with the workplace learning program, including appreciation/recognition events, career fairs, and guest speaker requests. Invitations to participate in planning, advisory councils, evaluation, and public relations activities helps keep employers informed and involved in work-based learning.

Community Groups, including numerous agencies, organizations, and civic clubs, are concerned with community development and the educational opportunities available in Iowa schools. They are often influential in establishing new curricula or in getting total community support for programs. Be sure to keep these groups informed about the workplace learning program/s and ask them to play a part in helping develop a program suited to the needs of individuals in the community.

Many professional organizations, welfare agencies, service organizations, and other community groups welcome opportunities to have the teacher-coordinator and students speak about programs at their meetings. By becoming active participants in their communities, including appropriate involvement in organizations and community improvement projects, teacher-coordinators can develop and maintain harmonious relationships that also benefit the learning program.

Public Relations Activities
• Personal contact;
• News releases and newspaper articles;
• Presentations by students and/or teacher-coordinators;
• Radio/TV presentations and public service announcements;
• Community exhibits;
• Career days or career fairs;
• Pamphlets, brochures, flyers, and newsletters;
• Videotape, slide, PowerPoint, or multimedia presentations;
• Tours and open houses;
• Special school assemblies;
• School exhibits;
• Breakfasts, luncheons, dinners, and banquets;
• Bulletin boards and display case presentations.

Determining what should be done and when to do it are the most important decisions for teacher-coordinators to make. Creating a calendar of public relations events will help ensure that useful activities are completed in a timely manner. Rather than try to do everything when resources are limited, success will be more likely if teacher-coordinators choose a few activities or events they know can be completed and done well. The suggested calendar on the following pages can be customized for each work-based learning program.
<table>
<thead>
<tr>
<th>Month</th>
<th>Public Relations Activities or Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July-August</strong></td>
<td>• Complete and update surveys • Contact local media • Prepare news release for local papers • Prepare and distribute informational brochures • Plan and schedule presentations for faculty orientation • Promote work-based learning while securing training stations • Plan presentations to service clubs • Prepare bulletin board or display case for opening of school • Conduct orientation meeting with new students and parents • Set up advisory council and plan schedule of meetings • Plan and publicize student organizations • Attend state-sponsored coordinators’ conference</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>• Schedule community resource people for related class • Meet with school and/or local newspaper editor to create a series of articles on students and businesses that serve as training sponsors • Plan and publicize activities of student organizations • Release news article on advisory council’s work • Give administrators a list of students, positions, and employers</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>• Schedule administrators and counselors for related class and training station visits • Schedule students to present their jobs via bulletin board or display case • Schedule students to speak to selected service clubs • Release news articles regarding training placement of students; continue to feature one or more students each week</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>• Schedule training station visits and assist with using the training plan • Arrange to speak or have a student speak at a service club meeting • Encourage students to sponsor a service project • Prepare a news release for a sales project or service activity • Reserve space for workplace learning activities in school yearbook • Emphasize American Education Week activities</td>
</tr>
<tr>
<td>Month</td>
<td>Activities</td>
</tr>
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</tbody>
</table>
| **December** | - Plan student organization party  
             - Plan and conduct a career related school assembly program |
| **January** | - Distribute program brochures to prospective students  
               - Develop a short mid-year report on program progress for advisory council members, faculty, and administration  
               - Review workplace learning opportunities with counselors  
               - Prepare for student registration with counselors  
               - Start preparation for National Career & Technical Education Week |
| **February** | - Develop a news release regarding student organization activities for the school or local newspaper  
               - Develop a news release regarding related state competitive events  
               - Provide information to students who may want to enroll in a workplace learning program  
               - Conduct National Career & Technical Education Week activities: displays, articles, presentations, speakers, contests, etc. |
| **March** | - Develop and mail a newsletter to all program graduates  
               - Share student successes with counseling staff  
               - Interview all student applicants for next year’s class |
| **April** | - Finalize plans for Employer Appreciation/Recognition event  
               - Invite advisory council members and school board members to visit training stations  
               - Interview applicants for next year’s class |
| **May** | - Develop and send a parent newsletter  
               - Make a point to personally thank each employer and training station sponsor for their efforts during the year  
               - Develop a news release regarding advisory council membership and contribution  
               - Contact prospective employers |
| **June** | - Schedule counselor, advisor, administrator, and teacher appreciation luncheon  
               - Evaluate results of public relations efforts  
               - Attend summer school or workshops for professional development  
               - Plan next year’s public relations schedule |

**Employer-Employee Appreciation/Recognition Activities**

Most workplace learning programs plan some type of employer-employee appreciation activity near the end of the school year to recognize the contributions of these important program partners. Beyond the common courtesy extended through this activity, benefits of planning and
holding an annual appreciation event include:

- Employers receive formal – and public – recognition for time and effort given.
- Students develop leadership skills in planning and conducting the event.
- Students develop proper social skills for formal business situations.
- Greater prestige is created for workplace learning.
- The new role undertaken by graduating students is formalized.
- Positive public relations for workplace learning can be generated.
- Increased cooperation between the school and community is recognized.

The dinner banquet has been the most popular form of employer appreciation event. Other activities involving food, awards, and recognition – luncheons, breakfasts, and less formal dinners – can also be successful at showing appreciation for the workplace learning partners in your community.

When planning the activity, teacher-coordinators should work with students and student organizations to accomplish the following:

- Establish a student planning committee early in the year;
- Decide the type of recognition activity;
- Select an event date for April or May;
- Establish a theme;
- Collect prices and menus from several acceptable sites or caterers, if food is involved;
- Decide methods of fundraising and collecting funds to support the event;
- Establish timelines for securing funds to support the activity and for designing and printing invitations, response requests, award certificates or plaques;
- Plan the event program;
- Determine recipients of awards;
- Assign responsibility for each part of the event program;
- Decide who to invite to the event and create an attendance list;
- Periodically check the progress of the plan.

Schools with several workplace learning programs (exploration, work experience, internships, apprenticeships) frequently plan one appreciation event for all classes. The planning phase for such a multi-program event may be more complex and extend the timeline for completion.

When properly planned and conducted, employer appreciation events can produce tremendously beneficial results, thereby increasing the positive public relations perception of the workplace learning program. Certificates hanging on walls in participating businesses or a decal on their doors identifying them as appreciated members of the workplace learning team does much to foster positive attitudes toward workplace learning.

Laws/Rules and Ethical Behavior
Teacher-coordinators of workplace learning programs must constantly be aware of all legal aspects of employment that apply to student-trainees. Most important are those items relating to
workers under the age of eighteen. Teacher-coordinators have responsibilities, both moral and professional, to know the provisions of the law that apply to the employment of young people.

As training station sponsors, employers are legally responsible for following the provisions of laws governing employment. Employers may look to teacher-coordinators for legal and employment information, especially if they have not regularly employed students. If employers refuse to comply with applicable laws, they should be considered inappropriate as training stations. Existing agreements with such employers, if any, should be terminated.

Bias on grounds race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status is prohibited in workplace learning programs. Teacher-coordinators must ensure that all students have the same opportunities to participate. Discrimination is prohibited in admission, recruitment, treatment of students, academic requirements, financial and employment practices, health, welfare, and social services.

Written assurances of nondiscrimination must be obtained from training sponsors. The following statement serves as an example of what should be included in training agreements:

*It is the policy of this business/company not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).*

More specific information and references about risk management (safety and health), legal issues, and employment laws provided in another section of this guide.

**Workplace Learning (WBL) Advisory Council**
Teacher-coordinators need the 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. Suggestions for advisory council membership may come from the school board, school administration, Chamber of Commerce, professional organizations, civic clubs, labor organizations, school faculty, businesses, industries, former or current students, the Iowa Department of Education, employment agencies, the Iowa Division of Labor Services or the US Department of Labor, and institutions of higher education. Key qualifications include an interest in education, the school,
and the workplace learning program; occupational experience and specialties; enthusiasm; character; and available time. Balanced representation for the final council membership is also important.

Among other services, advisory councils may be called upon to assist teacher-coordinators with public relations, classroom instruction, on-the-job training, and program evaluation. The council should:

- Provide a link between the school and community, including identification of training stations and placement opportunities;
- Create a close relationship between local businesses and the WBL program;
- Provide an opportunity for interested employers to help organize and impact the educational needs of the community, including suggestions for program standards, components, changes, and evaluation;
- Serve as a sounding board for policies, procedures, innovations, ideas, and other elements of the work-based learning program;
- Help publicize and increase community support for the WBL program;
- Assist with teacher-in-the-workplace experiences that contribute to professional growth of faculty in occupational areas and new technologies.

Structure and procedures for advisory councils can be determined by the local group and facilitated by the program teacher-coordinator. Many models exist and can be adapted for local use.

Advisory Committees: Iowa Code, Section 258.9 states that institutions receiving federal or state vocational education funds shall, as a condition of approval by the State Board, appoint a local advisory council composed of public members. Legislation requires description of how institutions will actively involve parents, teachers, local businesses, and labor in planning, development, implementation and evaluation of programs.


Student Organizations
Student organizations play an important role in preparing students for occupational success. Their broad goals involve social, educational, occupational and character development; leadership training; and the development of a sense of personal responsibility and civic consciousness in students. Each student organization also has specific goals and objectives that are unique to the discipline it serves. With good planning and strong support, student organizations can stimulate student learning inside and outside the classroom. Students from the work experience program may also participate in other existing clubs and student organizations,
and teacher-coordinators can connect those experiences to the workplace learning program.

Student organizations relevant to workplace learning are:

- BPA Business Professionals of America – secondary and postsecondary students in business
- DECA – (formerly Distributed Education Clubs of America) – secondary students in marketing
- Delta Epsilon Chi – postsecondary students in marketing
- FBLA (Future Business Leaders of America) – secondary students in business
- FFA – secondary students in agriculture (formerly Future Farmers of America)
- FCCLA (Family Careers and Community Leaders of America) – (formerly FHA – Future Homemakers of America) – secondary students in family and consumer science
- HOSA (Health Occupations Student Association) – secondary and postsecondary students in health
- Phi Beta Lambda – postsecondary students in business
- PSA – postsecondary students in agriculture
- TSA (Technology Student Association) – secondary students in industrial technology
- Skills USA-VICA – (formerly VICA –Vocational Industrial Clubs of America) – secondary and postsecondary students in trade and industrial education

(Go to www.iowa.gov/educate. Select the menu “Career and Technical Education” menu item “Career and Technical Education Overview” to access information on student organizations)

Student organizations can be established and used as a method of accomplishing workplace learning program goals when students need to develop:

- Personal, social, and leadership skills;
- Significant opportunities for interaction with other students and professionals in the work world;
- Opportunities for studying career choices and testing the levels of their occupational skills;
- Co-curricular activities which provide opportunities to plan and implement a program of work.

If local chapters of the national organizations exist or are created, work experience teacher-coordinators should expect to serve as the chapter sponsor or advisor. This advisory role is an important part of the total teacher-coordinator effort and involves directing, leading, and supervising all chapter activities. Successful advisors must be able to:

- Develop the abilities of chapter members to appropriately conduct chapter meetings and activities;
- See that meaningful publicity brings positive attention to chapter activities;
- Assist students in evaluating chapter activities;
- Give appropriate emphasis to student participation in local, state, and national organization activities and events.
• Become familiar with local school guidelines and policies governing student organizations, as well as the chartered requirements, goals, and objectives of each organization.

As local chapter advisors, teacher-coordinators perform five functions: administrator, program-of-work facilitator, evaluator of activities, facilitator of conferences and competitive events, and coordinator of public relations. Because each organization maintains its own guidelines for these functions, advisors should become familiar with those required by the specific groups with school chapters.

Teacher-Coordinator as Chapter Administrator
Most chapters must complete and submit reports to local school officials, state advisors, and national advisors on membership status, chapter activities, candidates for office, and participants in competitive events, among others. Advisors should ensure that the chapter’s secretary takes responsibility for maintaining complete files, including budgets, calendars, publications, annual reports, evaluations, charters, correspondence, and other relevant materials.

Teacher-Coordinator as Program-of-Work Facilitator
In this function, advisors guide and assist students in developing the written outline of activities a local student organization plans to accomplish during the year. Activities should involve the members in a variety of experiences that meet their needs and the needs of the organization, school, and community. Advisors help obtain administrative approval for the program of work and provide adult supervision for all educational, social, and civic activities.

Planning a Program of Work ensures that student organization activities complement the educational goals of both the work-based learning program and the organization itself. Ask the following questions:

• What is the activity and its objective(s), or why is the activity needed?
• What is the time frame required?
• Who is responsible for each part of the activity?
• What resources, funds, materials, supplies, and equipment are needed?
• Who will evaluate the activity?

Teacher-Coordinator as Evaluator of Activities
Evaluation is the key to improvement in any student organization. Advisors should prepare an annual report on the effectiveness and outcomes of each activity outlined in the chapter’s program of work, and the report should be shared with the advisory council and local school administration, among interested others. Reviewing the previous year’s evaluation will help assure that new programs are meeting the needs of participants. Items to evaluate include chapter goals, procedures, activities, outcomes, and the personal goals of members and participants.

Teacher-Coordinator as Facilitator of Conferences and Competitive Events
Many student organizations offer competency-based competitive events, designed to test
knowledge, skills, and attitudes gained while in the work-based learning program and which correlate to student career objectives. Advisors plan, manage, motivate, guide, and counsel students who participate in local, state, and national conferences, competitive events, and related learning activities.

Teacher-Coordinator as Coordinator of Public Relations
Advisors assist chapter members in publicizing their organization and its activities to gain community support, recognize member achievements, facilitate cooperation of parents and others, and generate interest from prospective members. By sharing the benefits gained from participation in student organizations, advisors help ensure their existence and the continued involvement of students, employers, community members, faculty, administrators, and parents.

Parent Involvement
Because parents are concerned about the educational programs and progress of their children, their involvement in the workplace learning program can serve many purposes. Among other roles, parents can be enlisted as classroom and worksite resources, which will help translate them into enthusiastic supporters of and positive communicators about the work-based learning programs. Parents can also provide an increased amount and quality of information about their students. As parents become assured that their students are succeeding, they may also be willing to provide potential training stations and placement opportunities. In addition, parents can participate in the advisory council and be called upon for feedback and program evaluation.

Parents may be involved at all levels of the workplace learning program, from district advisory councils to parent-specific organizations, community forums, newsletters and other media communications, open houses, guidance meetings, and volunteer programs. Increased communication with parents will help address concerns and expectations such as:

- Is this program the best choice for my child?
- Can my child be successful in this program?
- Will my child have enough time to work, be successful in school, and participate in other activities?
- Will this program prevent my child from taking necessary classes, participating in extracurricular activities, or becoming involved in other important school events?
- Is my child ready to make a career choice?

Parents also want to be satisfied that their children are receiving a quality education and that their children are being treated fairly, with all the advantages and opportunities as students in other parts of the school program. While not all parents will be able to participate directly in the work-based learning program, keeping them informed will increase their support for the program and its benefit to their students. Parents or parent groups may become involved in any of the following ways:

- Advising on program enrollment procedures and application forms;
- Discussing perceptions at a program open house;

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Completing a questionnaire or interview as part of the assessment process;
• Holding informal conversations during the school year;
• Serving as guest speakers or other resources for career units;
• Helping to schedule tours of local employer locations;
• Taking a positive role at home in career guidance;
• Referring potential training stations;
• Discussing interview procedures and/or role-playing student job interviews;
• Helping their child prepare for job interviews;
• Reviewing and recommending changes in program components;
• Seeking their assistance if their child is not meeting program expectations;
• Involving them in the program evaluation process;
• Establishing a parent advisory committee;
• Serving as chaperones and supervisors of students’ organizations and activities.

Developing and Maintaining Training and Exploration

Vital to the success of any workplace learning program are training stations — employers who provide training environments for student-learners. Because students will have different occupational and career objectives and because they need work experiences appropriate to those objectives, many different training stations are needed. When students are matched with suitable training stations, the value of the workplace learning experience becomes apparent.

Selecting Potential Training Stations

Training stations extend the school classroom. As community laboratories, employers provide key experiences to students in the workplace learning program. Desirable employers and potential training stations can be identified through a screening process that answers these questions:

• Will this site provide experiences that relate appropriately to students’ occupational objectives?
• Will the employer’s staff and workers serve as good role models?
• Is the employer open and willing to cooperate with program requirements, including coordinator visits, evaluations, forms, reports, and supporting a training sponsor?
• Are current employees satisfied with and positive about the business?
• Are there legal, safe, and healthy working conditions?
• Does the employer support the workplace learning program?
• Does the employer provide methods, facilities, and equipment that reflect current industry standards?
• Does the employer have a positive reputation in the community as a respected and progressive business?
• Is the business an Equal Opportunity Employer?
• Does it follow the guidelines established in the training agreement and training plan?
• Does it provide a fair compensation for student-trainees comparable to other entry-level
workers?
• Can it create a wide variety of tasks and work experiences that will enhance student-trainee education?
• Can it provide on-going employment throughout the school year?
• Will the location of the business pose transportation problems for students?

Establishing Training Stations
To answer these and other questions, teacher-coordinators should visit each employer. Call ahead and make an appointment to meet with its owner or manager, present a business card, and explain the workplace learning program. At this or subsequent meetings, teacher-coordinators have at least two objectives: to determine if the business is appropriate for a training station and, if it is, to gain the employer’s willingness to participate in the workplace learning program. Discussions with potential employers and training sponsors should include this information:
• Previous employer experience with workplace learning.
• Purpose and goals of workplace learning.
• Brief overview of operation.
• Benefits of workplace learning to employers and training stations.
• Employer’s need for part-time workers and concerns about hiring students.
• Role of the teacher-coordinator.
• Expectations for the employer.
• Procedures for student interviews.

Employers should be given a complete picture of the workplace learning program, especially how participating in the program will affect their businesses. By helping employers understand program goals, the relationship of classroom instruction to on-the-job training, the respective roles of the teacher-coordinator and employer in providing student training, and the support services available for students and employers, they are more likely to become willing and eager partners.

Recommendations for potential training stations can be found from many sources, including the workplace learning program advisory council, former and current training sponsors, the local Chamber of Commerce, professional organizations, school administrators and counselors, past and present students, labor union officials, employment agencies, community surveys, telephone and business directories, newspapers and other local media, as well as recommendations of friends and family.

Outline for Meeting with Employer to Establish a Training Station
• Introduce yourself and present a business card.
• Begin the meeting by explaining the purpose of your visit.
• Explain the purpose and features of the work experience program. Use a program brochure and/or leave one with the employer.
• Provide information about workplace learning program students and the need to provide them with supervised work experiences. Individualize your presentation to the needs of
the employer.

- Determine the interests, values, attitudes, and needs of the employer. Ask about the employer’s attitude toward providing part-time employment for students.
- Answer employer questions about the program and its students.
- Identify and respond to any employer concerns about hiring special needs students. Be prepared to answer questions about particular students, their personal traits, school records, and work aptitudes.
- Explain your role in helping employers provide support in training students.
- Ask if the employer is able to provide a part-time position for a student.
- Explain the procedure for student job interviews
- Obtain possible dates and times when the employer would interview students.
- Explain the follow-up procedures after student job interviews.
- Thank the employer for the meeting time, interest, and cooperation with the program.
- Remind the employer when you plan to visit about the results of student program applications and job interviews.

**Student Placement**

Appropriate placement of students in training stations is critical to their success and to the continued success of the workplace learning program. Students’ career objectives are key factors when determining proper training stations, so teacher-coordinators must take time to get to know both students and employers in order to work with them effectively.

Placement success is enhanced when teacher coordinators:

- Know the student and the employer thoroughly.
- First consider previous employers who have worked with work-based learning.
- Make every attempt to secure long-term, rather than seasonal, placements.
- Consider the hours of student employment to avoid conflicts with educational development and the law.
- Provide employers with multiple student candidates with similar career needs, whenever possible, so employers feel they have a choice when hiring.
- Instruct students in proper procedures for job application, job interviewing, and follow-up after the interview.
- Assist students in arranging interviews.

Leave the final selection of student-trainees up to the employer. Students should not be encouraged to find their own jobs as a condition of admission into the workplace learning program. Although it may seem to reduce teacher-coordinator workload, a few of the obvious drawbacks are:

- Lack of employer understanding of training responsibility;
- Employer reluctance to cooperate in training plan design and student evaluation;
- Employer reluctance to adhere to school policies, safety and health laws, and child labor laws;
- Reduced student loyalty to program objectives;
• Occupational placement that is inappropriate to student career objectives;
• Reduced alliance between the school and training sponsor;
• Reduced loyalty between the student and the teacher-coordinator.

Teacher-coordinators should work with students before sending them on job interviews to ensure that students have the best chance of making it past the interview phase and into a positive employment position. Students are more successful in being hired when they have an opportunity to practice interviewing skills in role-playing sessions. Before they apply for jobs or arrange interviews, students should also write resumes and cover letters for various positions, and teacher-coordinators should provide feedback about needed revisions and improvements to these documents.

Training Station Coordination Visits
By using their professional skills and enthusiasm for workplace learning, teacher-coordinators play a critical role in successfully resolving program challenges and maintaining good relationships with employers, students, schools, and their communities. Regular coordination visits are key to these positive relationships.

By regularly visiting worksites and observing student-trainees, teacher-coordinators can address potential difficulties, provide feedback and encouragement, and keep student-learners on track. Regular visits can also help improve and/or maintain the effectiveness of training stations. Some training sponsors may be adept at providing on-the-job instruction to student-trainees, while other sponsors may be unaware of effective techniques and will benefit from information that teacher-coordinators can provide during regular visits. Be sure the coordination visits have a purpose, and consider the following guidelines:
• Correlating related instruction with on-the-job training;
• Coordinating training plans;
• Evaluating student progress;
• Resolving problems;
• Assessing the overall training environment; and
• Assisting the training sponsor with the training function.

Continued Development of Training Station Sponsors
Working with a work-based learning student may be a new experience for many training sponsors. Although carefully selected because of their potential ability, training sponsors can be more effective in their educational role when they are given help about how to work with students to provide good job preparation.

Training sponsors may or may not be experienced supervisors who know how to relate to the students they supervise. By discussing human relations and communication issues with training sponsors, teacher-coordinators may help them become more successful in their relationships with students and to become better supervisors overall.
An effective development program for training sponsors is one good method of maintaining the support of employers. Providing on-going supervisor training to all interested businesses, both those that already provide good student training and those that need improvement, is a service to the community that can increase local business involvement in and commitment to the work-based learning program.

**Training Agreements**

Training agreements are documents that outline the duties and responsibilities of all parties involved in a workplace learning experience: employers, teacher-coordinators, students, and parents. A business-like way to increase the effectiveness of the workplace 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, should be signed by everyone, and should be completed (or copied) in multiples for each party to retain. Specific features of training agreements include:

**Basic Items**
- Statement of purpose;
- Non-discrimination statement;
- Signature lines for four parties involved;
- Beginning wages, starting employment date, and term of employment;
- Unemployment tax exclusion statement.

**Employer Responsibilities**
- Provide training and supervision of student-trainee.
- Provide a variety of work experiences based on student progress.
- Provide both oral and written appraisals of student progress.
- Provide a minimum number of hours of employment per week on a regular basis during the school year. **REMEMBER:** State and federal guidelines differ for maximum hours students may work-follow more restrictive guideline.
- Identify procedures to follow if student is absent from work or has discipline concerns at work or in school.
- Hold a conference with the teacher-coordinator before dismissing student.
- Comply with all state and federal regulations regarding child labor, wages, and address other employment-related legal issues.
- Establish insurance coverage via the school/parents/business.
- Provide safety orientation.

**Student-Trainee Responsibilities**
- Be honest, punctual, cooperative, and properly groomed;
- Adhere to attendance policies of both the employer and school;
- Keep necessary records, as required by both the employer and school;
- Conform to rules and regulations as established by the employer;
- Communicate with the training sponsor and teacher-coordinator about all aspects of the
work experience, including problems;
• Discuss the employment situation with the teacher-coordinator before submitting resignation.

School Responsibilities
• Provide related instruction coordinated with the student’s training station.
• Observe and coordinate student training through on-site observation and discussion.
• Provide student evaluation at appropriate times.
• Coordinate appropriate insurance coverage (medical and accident/liability).
• Assure/provide safety training.
• Assure insurance coverage: medical/liability

Parent Responsibilities (secondary school students only)
• Assure student’s transportation needs are met.
• Support both the employer and school in the work-based learning effort.
• Assume responsibility for student between leaving school and arriving at the training station.
• Assure insurance coverage for student (medical)

As Managing Agent for insurance programs of the Iowa Association of School Boards, Robert E. Jester of Jester Insurance Services, Inc., in Des Moines, provides advice to Iowa schools and school districts on insurance and liability issues. Phone: 515-243-2707 e-mail: rejester@insurance.com.

Teacher-coordinators should meet in person with the employer and training sponsor to review and sign the training agreement. Personal meetings with students and their parents will also be valuable in achieving success of the agreement and the work experience.

Training Agreements vs Training Plans
Training agreements should not be confused with training plans. Training agreements are the documents that describe the general terms under which employers, schools, and students will complete a work experience/exploration. Training plans are the specific outlines of knowledge, skills, and attitudes that students should acquire at the training station during the term of the training agreement. A Sample Training Agreement is shown on the next page.
TRAINING/EXPLORATION AGREEMENT  

(School Name, Address, Phone Number)

Student-Learner ___________________________ Job Title ___________________________ Business ___________________________

Phone ___________________________ Title ______________________________________

Supervisor/Employer ___________________________ Training /Exploration Period Begins

Ends ___________________________ Pay Rate if employment ___________________________

Career ___________________________

Objective________________________________________________________________

Workplace Learning prepares students for employment. To participate, all parties must agree to:

Everyone

• The agreement will not be terminated without the knowledge of all parties concerned.
• The teacher-coordinator and the training sponsor will cooperatively develop and update the student’s training plan.
• After providing appropriate notification, the student may withdraw or transfer from a training station when it would enhance the student’s educational opportunities.
• The student will work/explore at least __ hours, but not more than __ hours, each week.
• All complaints or problems will be addressed to and resolved by the teacher-coordinator.

Parent

As the parent/guardian, I agree:

1. To support both the business and school in the workplace learning effort and encourage my student to perform the duties and responsibilities of the training/exploration experience.
2. To notify the teacher-coordinator of any physical/medical restrictions that might interfere with the student’s performance.
3. To give full consent to the school district to use any photographs, audio or video tapes taken of my son/daughter while participating in school or work activities for public relations with no claim for payment for any promotional activities of the program or school district. (All approvals based on opportunity for review before publication)
4. To provide transportation of my student to and from work if necessary.
5. To assure insurance coverage for medical assistance if needed.

Student

• The policies, rules, and regulations of the school and the business will be upheld.
• Actions, attitudes, and appearance will reflect positively on the school and the business.
• Advance notification of absence will be given to the employer and the teacher-coordinator.
• The student will attend an annual employer appreciation event.
• Other part-time employment will not be pursued while enrolled in the workplace learning program.
• Records of work experiences/exploration will be completed and submitted as required by the school.
• Work-based learning activities will be chosen and completed as designated by the teacher-coordinator.
• The teacher-coordinator must give approval before the student may quit or change jobs.

Employer

• The student will be trained/employed for a designated number of hours each week in order to receive credit.
• The student will be assigned a supervisor who will work with the teacher-coordinator in developing the student’s training plan and evaluating the student.
• State and federal employment and compensation regulations apply to the student.
• State and federal safety and health regulations apply to the workplace and the student.
• If employed, the student will be paid the prevailing wage of other workers doing similar work.
• Safety orientation/s will be provided the student learners
• Follow Section 96.19-7-g of the Code of Iowa regarding students’ earnings being exempt from both state and federal unemployment.
• Assure insurance coverage of students for medical and liability.

Teacher-Coordinator

• The student’s on-the-job performance will be observed and evaluated periodically throughout the year.
• The teacher coordinator will assist the student in securing employment/exploration at an approved training station.
• The teacher-coordinator will work with the training sponsor to develop a training plan for the student.
• The teacher-coordinator will counsel the student about her or his progress on the job.
• The teacher-coordinator will determine the student’s final grade/report for the work experience/exploration.
• The teacher-coordinator will reinforce training/exploration experiences with related classroom instruction.
• The teacher-coordinator will fairly enforce policies, rules, and regulations following non-discriminatory practices.
• The teacher-coordinator will assure insurance coverage and safety training for students.

Employer/Supervisor ___________________________ Date ____________

Teacher-Coordinator ___________________________ Date ____________

Student ___________________________ Date ____________
It is the policy of the parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, exploration, clinical or work experiences, assigned to jobs, and otherwise treated without regard to of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status.

Section 96.19-(18) Employment Defined (g) (7) of the Code of Iowa indicates that as long as the student is under 22 years of age and is enrolled in a regular school program under a cooperative agreement for which he or she will receive academic credit, their earnings are exempt from both state and federal unemployment. Do not report the student-learner’s earnings on your format(s).

(See resources section of this guide for other working examples of training agreements and plans).

Recruiting and Enrolling Students
Workplace learning exists to help all students who want and need it. Because it is often an elective offering and sometimes a required part of training, teacher-coordinators must let students know what it is all about and how it can help them. This section outlines a system for recruiting (informing) and enrolling students in the workplace learning program.

General Information
Admission to a work experience/training program should be concerned primarily with the proper fit of student needs and program purpose. To assume that there are “better” or “worse” applicants is to misinterpret the goals of the program. Remember that students’ in-school performance may not accurately predict performance in the workforce. Criteria for admission should be established by the teacher-coordinator, with suggestions and recommendations from school guidance counselors, administrators, and other teachers in the admissions area. When admissions criteria are approved, the teacher-coordinator assumes responsibility for final decisions about who is admitted to the program. “Employability” of students should be considered during the admission process and employers/trainers prepared to address employability issues. In addition, students must be able to provide suitable transportation in order to participate.

Recruiting and Enrolling Students

The admission process outlined in this section includes six steps: recruiting, applying, gathering information, interviewing, deciding, and informing students about status.

Step 1: Recruiting
This informational step involves publicizing, marketing, or selling. For some teacher-coordinators, the term recruiting seems to carry a negative connotation. Within the context of the workplace learning process, however, recruiting is nothing more than:
• Informing students about the purposes of workplace learning;
• Showing students how participation in workplace learning can benefit them;
• Honestly explaining opportunities available as a result of participating in the workplace learning experience.
While recruiting, teacher-coordinators should keep in mind that workplace learning is for those who need it, want it, and can profit educationally from it. Before beginning an active recruitment process, teacher-coordinators should meet with the school administrator to discuss any policies affecting the extent to which individuals or departments may promote particular activities or programs. Administrators generally strive to assure that all students and staff are informed about all school programs and normally offer considerable latitude for teacher-coordinators to inform students of the workplace learning program. Suggested methods and techniques to effectively recruit students, many of which are on-going responsibilities of teacher-coordinators, include:

- Referrals from teachers and counselors;
- Referrals and recommendations from current workplace learning students;
- Presentations by current students;
- Announcements in classrooms or student bulletins;
- Presentations by workplace learning staff at school assemblies or in classrooms;
- Brochures or information sheets distributed to students;
- Referrals from employers and training sponsors when students apply for jobs;
- Displays on bulletin boards and other appropriate locations;
- Results of student surveys.

Recruiting becomes much easier when viewed as part of a well-developed marketing or public relations plan (See Program Management). Activities are outlined here to help teacher-coordinators make certain that students who may benefit from participation in the workplace learning program are appropriately informed about opportunities available to them. Although students generally enroll in work-based learning at specified times, most successful teacher-coordinators make student recruitment a continuous effort.

Teacher-coordinators realize that highly professional behavior is extremely important in the recruitment process. Any evidence of high pressure campaigning to encourage students to enroll will work against the long-term objectives of the recruiting effort. By developing and implementing an on-going public relations plan, teacher-coordinators will make the best use of resources and be effective in recruiting students for the program.

Step 2: Applying
The first evidence of an effective recruitment program is the application from prospective participants. Application forms for the work-based learning program should be created, distributed widely, and used to gather information for making decisions about potential students. Existing school registration procedures may offer a model system to use.

Application forms created for the workplace learning program should be readily available through standard school offices, including those of guidance and counseling. Frequently, schools with more than one work-based learning program use a single application form for all programs. Information on the form should be sufficient to determine which program would be appropriate for the applying student. At minimum, the form should provide sections for information concerning:
• Personal background:
• Career interests;
• Student’s current class schedule;
• Courses already taken that relate directly to the training opportunity;
• School attendance history;
• Previous work experience;
• Names of teachers and other who can provide recommendations;
• Instructions for completing and returning the form;
• Student and parent or guardian signatures.

Because special regulations and responsibilities are part of the workplace learning experience, a statement of STUDENT AGREEMENT that helps define student and school responsibilities should be part of the application process, and it should be signed by both the student and parents to indicate their intent to abide by all oral and written expectations. (A Student Agreement should not be confused with the Training Agreement, which outlines training station rules and regulations.

Step 3: Gathering Information
Much of the information needed for decisions about appropriate program participants can be found on the student application form. Other information to be considered in the admission process may be found by:
• Seeking recommendations from teachers listed on the form;
• Seeking recommendations from previous employers listed;
• Examining the student’s cumulative record;
• Examining the student’s attendance, tardiness, and behavioral records;
• Meeting with the school nurse or other appropriate school personnel;
• Seeking input from the student’s current and former teachers, counselors, and administrators;
• Meeting with the student’s parents or guardians;
• Obtaining a signed parental approval form, when appropriate.

The more information about a student that the teacher-coordinator can obtain, the more likely the decision made will result in a successful work experience.

Step 4: Interviewing
Several suggestions have been made for collecting information about each applicant, but the most important method of learning about the student is the interview.

The interview is a structured, two-way, information-sharing opportunity. The teacher-coordinator should be learning about the student, and the student should be learning about the workplace learning program and the responsibilities of the work experience.

To establish a favorable environment for the free-flow of two-way communication, teacher-
coordinators should create a pleasant, relaxed atmosphere and encourage active participation by the student. The discussion may include items such as:

- Purpose of the work-based learning program;
- Program policies;
- Parental approval forms;
- Student occupational aspirations;
- Related-class lesson content;
- Opportunities and limitations within the indicated occupation;
- Details of the student training agreement;
- Student work history;
- Student motivation to participate in the work-based learning program.

Step 5: Deciding
At this point, teacher-coordinators should have collected all appropriate information on which to base a decision. Decisions should be made as objectively as possible, which is more likely if they are based on a clear set of criteria, such as those suggested below. For example a work experience student must:

- Be in good standing in the school;
- Be at least 16 years of age;
- Have an occupational objective (to discourage students merely looking for money or school release time);
- Have successfully completed the required sequence of proper courses before enrolling;
- Have good recommendations from a certain number of other staff or adults;
- Have a good attendance record or a firm commitment to improve;
- Show desire and potential to benefit from workplace learning.

Decisions should be made on the basis of the needs of the student compared with the criteria established for the program, rather than trying to create some kind of “proper” or “model” work-based learning student. The “best” students are ones whose needs can be met by the program and who have the commitment to fulfill their agreement.

Step 6: Informing Students about Admission Status
Once decisions have been made regarding students admitted to the program (subject to appropriate employment), all students who have applied should be informed of the decisions and their application status. If a large number of responses must be made, teacher-coordinators may choose to inform students by letter. Whenever possible, however, personal contact is recommended so student questions can be answered.

For all students who are accepted, permanent files should be created. Documents that may ultimately be included in the permanent folder are:

- Completed application form;
- Personal data sheet;
- Signed parental approval form;
• Signed training agreement;
• Signed training plan;
• Wage and hour report(s);
• Employer insurance certification;
• Class schedules;
• Evaluation forms.

Notification to students of acceptance into the workplace learning program should include information about a scheduled orientation session.

Orientation to Student Responsibilities During On-the-Job Training

Work experience students will benefit from an organized orientation program to help them understand requirements of the worksite and their responsibilities to the employer, to themselves, and to the program.

Successful programs establish consistent policies and procedures and expect participants to adhere to them. Teacher-coordinators may want to develop a “student guide” as a way of assuring that all students receive the same information and to provide a reference that students can use throughout their work experience year. (See example cooperative work experience program guides developed by local coordinators- part of this comprehensive guide-Separate folder)

Orientation programs should cover any rules, general and safety regulations, and expectations of the workplace learning program, as well as those specific to each of the employers where students are placed. Students will also benefit from receiving any employment guides or manuals from their prospective employers. Safety orientation remains a primary issue.

Program Records

Maintaining adequate records and information about the program safeguards its continuity. Information should be on file and up-to-date so the program will continue seamlessly, whether or not the same teacher-coordinator or other program staff are in place from year to year. A program filing system should contain:

• Individual student folders;
• New student applications;
• Lists of or sources for prospective employers;
• Correspondence folders;
• Follow-up summaries;
• Reference material inventory;
• Student organization minutes;
• Advisory council minutes;
• Program budgets and reports;
• Related-course outline(s) or syllabus;
• School and program forms.
With such records, program continuity can be maintained and current teacher-coordinators can be more organized. Schools and programs may wish to adopt policies for the length of time to keep program records, so they may be used to provide recommendations to graduating students or for other appropriate purposes.

Training Plans

The training plan is one of the most important tools available to the workplace learning effort. A written outline of the knowledge, skills, and attitudes the student will or should acquire during the program year 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 made available to the student-trainee.

(Resources helpful to developing training plans are identified in the Training plans folder-part of this guide)

Roles and Responsibilities
In developing the plan, the student’s occupational objective, the knowledge already possessed, and the kind of learning experiences the student is capable of handling must also be identified and accommodated. Involving the student in the development of the plan will assure that such information is included and will provide the student with a look at the skills that are essential to success in the particular occupation.

The training plan specifically helps ensure that training is provided in all/any aspects of a business; that everyone understands the training that is to be accomplished; and that training is coordinated with the student’s classroom experiences. Development of a training plan also enhances student evaluation as an on-going process during the school year. If the competencies needed in the job are identified and used to train the student, then the student’s attainment of these competencies can be evaluated using the same items. (See All-Aspects Publication at www.iowa.gov/educate. Select menu” Career and Technical Education Overview” then select What is All Aspects? (All Aspects of an Industry) (266.17 KB). This publication identifies all aspects of any business and serves as a baseline for planning to explore or learn any part of a business or all parts of the business.

Teacher-coordinators work with the needs of both students and training stations to develop related class instruction and to create the list of occupationally based skills and attitudes that students learn on the job. Training sponsors are responsible for using the training plan to direct, supervise, and evaluate students’ on-the-job learning activities.

Contents of the Training Plan
Although training plans will vary from student to student, all plans should contain essentially the same types of competencies, including job skills (from basic to complex, based on progression),
human relations skills, communication skills, work habits and attitudes. The Occupational Outlook Handbook, America’s Career Infonet and O Net are three helpful resources in identifying specific job skills to include in a training plan.

Sources for Training Plans
In the work-based learning program, minimum competencies, as identified at the state level and which are appropriately developed in the job setting, should be used as the foundation for the individualized competency list that is jointly developed by the training sponsor and the teacher-coordinator. Obviously, development of training plans can be very time consuming. Training plans for comparable jobs may already exist and serve as a springboard for quick development. Other coordinators in workplace learning programs throughout the state should be contacted to share plans. Also see resources identified above and the resources section of this guide for other working examples of plans.

If such training plans are not available, teacher-coordinators can ask a committee of technical specialists to develop competency lists. (Competencies available for various occupational at the Iowa State Education Department) Then, by providing these competencies to training sponsors, they can be used to prepare a training plan that meets the needs of both students and training stations. Training sponsors will then designate the areas of instruction to be provided. Once a training plan is developed for a student in a specific occupation, it can be adapted for other students who are placed in the same or similar occupations. The training plan, however, should always be adapted to the specific training station and to the individual student.

- Training plans are always subject to change, as students develop through the school year, and as individual strengths and weaknesses are identified. Training plans may also become a basis for the required periodic evaluation necessary for awarding credit. When developing training plans, be sure to: Individualize for each student, based on occupational goals and objectives;
- Develop competencies cooperatively among the teacher-coordinator, employer, student, and technical content area instructors;
- Use the plan during each coordination visit;
- Assure that training plans reflect and support the related classroom learning.

Developing a Training Plan for Students at the Workplace
Students need a training plan that begins at school, carries over into the workplace, and contains clear expectations of what students, teachers, and employers are expected to do. Possible components include:

- A list of learner outcomes to be measured in the classroom and workplace. The list describes what students should be able to do and the level at which students should be able to do them.
- Activities, of at least two types, which students should perform at the workplace. The first type should provide students with more information about the workplace, workers, and the industry. For example, students can interview their supervisors about how they
got their jobs and what they do on their jobs. Most of these activities are unpaid career awareness activities that benefit the student. The second type of activity should be work samples or some other reflection of work where the student is involved in activities that contribute to the overall profitability and efficiency of the employer. For example, a graphic arts student runs the printing press.

• **All Aspects of a given Industry** serve as a guide to identifying what might be considered for the training plan. These aspects, defined by The Carl D. Perkins Vocational and Technical Education Act of 1998 and later legislation, include planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues. The training plan should specify how the student is going to receive broad understanding and experience in the industry during classroom learning, work, or both. (See All-Aspects Publication at [www.iowa.gov/educate](http://www.iowa.gov/educate). Select menu “Career and Technical Education Overview” then select [What is All Aspects? (All Aspects of an Industry)](http://www.iowa.gov/educate) (266.17 KB).

• **Reflection time**, orally and in writing, should be built into the work-based learning experience. Students who take time at work to write about what they observe and learn can reflect and absorb knowledge. Students should share their reflection with workplace supervisors, teachers, and peers.

Planning Suggestions for Developing Your Own Training Plan

Specific format and contents of your training plan(s) will evolve during discussions with your education and employment partners. Use a planning sheet as a place to start. Eventually, your final training plan will need to be signed by your partners — students, teachers, administrators, employers, and parents — with expectations clearly communicated. A sample training plan follows in this guide. (See resources section of this guide for other working examples of plans).

Your Partners in Training Development

When creating a training plan, make every effort to identify a group of employers or your advisory committee who will work with you and your team to develop one common training plan format. If a number of employers must include special expectations, outcomes, or activities that are particular to them, a customized training plan may be required for each employer who provides a placement for workplace learning. Customized training plans may also be required for each student placed at a single employer because of different work activities or student interests. You and your partners should first agree to a common set of broad outcomes for each activity and include these expectations in the training plan.

Planning Worksheet

A planning worksheet can be used in discussions between the teacher-coordinator and employer/trainers which provides a place to list your overall learner outcomes for the workplace learning experience. Within each area of possible instructional activities (orientation to the business, specific work skills and knowledge, general work skills and behavior, safety skills, human relations, and All Aspects of the Industry) partners should discuss and record learner outcomes for each activity and include agreed upon expectations in the training plan. The information
identified in the planning worksheet can be used to create a training plan similar to the examples in this guide—see example below and in the resources section of this guide.—note that the examples vary in format but all include specific skills to be addressed, a time period for the training/exploration experience, an evaluation format, and an open ended comment section for specific input by employers/trainers.

Location
With your partners, you may want to discuss where the activities will take place. Some activities may be conducted at the work/training/exploration site, while others may take place in education settings (community schools or colleges or other settings)

Sample Planning Sheet Entries
Overall Learner Outcomes
• Students will understand the careers available in the health industry in order to make decisions about their future career plans.
• Students will learn to take the vital signs of a patient.
• Through case study lessons of a current patient’s medical history, students will understand how dietary conditions affect the body.

Career Development Activities
Through interviews of co-workers, students will learn the education requirements necessary to attain various positions within the industry.

• All Aspects of the Industry Activities Students will conduct research on the management structure of their place of employment and design an organizational chart.

Reflection Activities
• Students will record their workplace experiences in a journal each day.

Planning Sheet Formats
Planning sheets can take as many forms as there are people who create them. In addition to the specific key items identified in the example above, planning sheets may also identify:

• Name of the work-based learning experience.
• Length of the experience.
• Schedule of the experience.
• Grade level of the experience.
• Number of students to be placed if broad-based exploration activity.
• School partner name.
• Employer partner name.

The form of the planning sheet is not as important as the information it allows you to collect and use as you develop effective training plans for the students you will place.
**SAMPLE TRAINING PLAN**

*Education at Work: Protech Training Plan*

**Student:** ____________________________

**Date:** ______________________________

**DEPARTMENT / POSITION:**
Special Services / Operations Clerk

---

**I. Department Procedures**

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</table>

A. **Tasks**

1. Researches $50-and-under overdraft/charge-offs for other account relationships.

2. Data entry on SAP.

3. Responds to inquiries by customers and branches, performing research when necessary.

4. Performs follow-up with branch staff and/or customers, as appropriate.

5. Has direct contact with vendors to give and receive updated information.

6. Assists in the preparation and filing of branch administration reports.

7. Types letters, memos, and other documentation using Word software.

8. Provides telephone coverage.

9. Handles incoming and outgoing mail.

10. Keeps department filing current.

11. Produces letters to branches regarding customer overdraft.

12. Other duties as assigned:

---

B. **Systems / Equipment Proficiency**

1. Uses computer to perform daily functions.

2. Accurately uses 10-key adding machine.

3. Efficiently operates telephone systems.

4. Uses the fax machine.

5. Operates the copying machine.

---

C. **Terminology / Conceptual Understanding of Department**

1. Develops a working knowledge of the branch. Supports department and all aspects of branch operations.

2. Understands department filing system.
## II. Principles

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<th>ES</th>
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<th>BS</th>
<th>N/A</th>
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<tbody>
<tr>
<td><strong>A. Understanding of Organization</strong></td>
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<tr>
<td>1. Describes functions of the department’s work.</td>
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<td>2. Explains how department relates with other departments.</td>
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<tr>
<td>3. Understands the purpose of major departmental procedures.</td>
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<td>4. Other:</td>
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<tr>
<td><strong>B. Safety and Security</strong></td>
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<tr>
<td>1. Adheres to company safety and security regulations.</td>
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<tr>
<td><strong>C. Skills (where applicable)</strong></td>
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<tr>
<td>1. Understands and demonstrates basic knowledge of banking, insurance, and investments:</td>
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<tr>
<td>• Computation skills</td>
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<td>• Reading skills</td>
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<td>• Telephone skills</td>
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<td>• Keyboard/computer skills</td>
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<tr>
<td>• Filing skills</td>
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<tr>
<td>• Office machines</td>
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<tr>
<td>• Verbal and written communication</td>
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</tr>
<tr>
<td>a. Writes clearly, concisely, and accurately</td>
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<tr>
<td>b. Listens actively; understands directions</td>
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<tr>
<td>c. Asks questions to learn, to solve problems, and to clarify</td>
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<tr>
<td><strong>D. Other / Miscellaneous</strong></td>
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</tr>
<tr>
<td>1. Understands departmental terminology.</td>
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<tr>
<td>2. Other:</td>
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</table>

Using Task Analysis to Help Prepare the Training Plan

A task analysis is a procedure designed to collect information about the knowledge, skills, and attitudes necessary to be successful in a specific occupation. Information is gathered from people who have expert knowledge about the occupation — people who have worked in the occupation...
for several years, managers or supervisors who are familiar with the occupation, or other technical content experts who know about the requirements of the occupation.

Teacher-coordinators of workplace learning programs need to have a detailed description of the job duties and tasks of an occupation in order to plan appropriate instruction for students who are training in that occupation. When determined, the detailed task list is given to the training sponsor to identify the tasks needed by students for job success, and the competencies are then used to outline students’ training plans. The task analysis process is time consuming and should only be used by teacher-coordinators when adequate information is not available to plan appropriate instruction and training for a particular job or occupation. The Occupational Outlook Handbook and other sources identified earlier serve as excellent resources to identify specific skills for development in most occupational fields. The skills identified in these resources can be placed in an outline on a planning sheet and used as a baseline for developing a training plan relevant to a local business. The skills can be quickly reviewed by a local business person and then they can add or delete items as necessary to complete a relevant list appropriate to the local business.

Three Task Analysis Steps that can be considered/modified for local use

• First, develop a questionnaire containing a comprehensive list of possible tasks for an occupation that can be evaluated by business people. The list can be developed by:
  - Reviewing textbooks and training materials for the occupation; (see Occupational Outlook Handbook, America’s Career Infonet and O Net
  - Reviewing research studies that describe appropriate tasks;
  - Asking advisory committee members, training sponsors, or advanced students to list the necessary tasks for the occupation.

When the tasks have been identified, questionnaire rating scales should be developed so each task statement can be rated for its relevance and inclusion in the final document. Different rating scales, such as importance of task or training sequence, can capture a variety of information about each task.

Second, conduct in-person interviews of about 30-45 minutes each with experts in the occupation. Several subjects, each with at least 2-3 years of experience, should be asked to accurately describe the job duties of the occupation. Different types and sizes of businesses should be interviewed to get a broad picture of the occupation and to offer examples of differences that exist among businesses. To begin the interviews, ask open-ended questions and record all ideas concerning the major tasks and responsibilities of an employee in the occupation. Follow by providing a list or inventory of tasks that the interview subject can use to identify specific tasks of the occupation and to rate each according to the established criteria (importance, training sequence, etc.).

Finally, summarize the interview data and develop a final list of tasks that most business people ranked as important or very important. These are the tasks to use for training, and they can be
sequenced as entry-level, intermediate, or advanced. From this information, training plans can be
developed, instructional materials can be selected or prepared, and students can determine what
knowledge, skills, and attitudes are needed for success in the occupation.

More Task Analysis and Instructional Development Resources
Many resources exist in the fields of instructional systems design (ISD) and training that offer
specific guidelines for developing and using a task analysis process, interpreting the resulting
data, creating training plans, and creating and improving training instruction and delivery. Check
with local colleges and universities, a local chapter of the American Society for Training and
Development (ASTD) http://www.astd.org
or use an Internet search engine to look for “instructional systems design.”

Evaluation of Student Performance
As the teacher-coordinator develops the training plan in cooperation with the training sponsor,
evaluation of progress regarding specific job skills/exploration must be considered. The teacher-
coordinator should develop an evaluation procedure that will measure student performance and
provide the student with information/suggestions on current strengths and areas where
improvement is needed.

Developing a System for Evaluation
In developing an evaluation system, teacher-coordinators must determine the purpose of the
evaluation, what needs to be evaluated, when evaluation should occur, and how to evaluate.

Purposes of Evaluation
In the work-based learning program, evaluation can provide the student, teacher-coordinator, and
training sponsor with information that will be helpful in planning future instruction. Because
evaluation can be used for many reasons, one of which is to contribute to student grades, the
purpose of conducting evaluations of students’ on-the-job training/exploration must be
specifically identified before anything else is begun.

The structure and content of the form, the procedures, and the use of the information may
change, depending on the purpose of the evaluation. Teacher-coordinators should carefully
consider why evaluation is needed and state the purposes clearly, so students, employers,
trainers, parents and others will understand and support the procedures.

Roles and Responsibilities-
In evaluating student performance, the training sponsor identifies which skills the student
performs well and which skills the student needs to improve. The sponsor then helps the student
in improving specific job skills and informs the teacher-coordinator of skills needing
improvement so individual classroom instruction may be provided to the student. The teacher-
coordinator identifies what, when, and how to evaluate, as well as procedures for evaluation and
works with the training sponsor to conduct the evaluation session with the student.

What to Evaluate
The goals and objectives of the program and expected student outcomes will provide information on what to evaluate. Student-level skills such as work adjustment skills (social and communication skills, personality traits, work habits, and student attitudes) and specific job skills should be considered in developing assessment tools and evaluation strategies.

When to Evaluate
Evaluation should occur on a regular basis. Frequent evaluation reinforces positive behavior, effective job performance, and continued effective performance. In addition, skills that require improvement can be corrected before they seriously affect student performance. Completing an evaluation at least every five to nine weeks will help it be useful to the student and employer/trainer.

How to Evaluate Student Performance
Evaluation forms are completed by training sponsors because they are in the best position to provide objective feedback on student job performance. Teacher-coordinators, however, 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.

Evaluation Procedures
When developing a system to evaluate students’ on-the-job performance, the following steps may serve as a useful guide

1. Identify what is to be evaluated. Beyond basic and technical job skills, the work habits, attitudes, and personality traits needed for job success should be evaluated. Common areas of interest are attendance, appearance, cooperation, work ethic, listening skills, following directions, punctuality, grooming, appearance, cooperation and dependability. (21st century skills identified earlier in this guide serve as a baseline for building a profound evaluation tool.) Special care must be taken not to include items that are not consistent with the goals of the program i.e. exploration vs training.

2. Select or develop an evaluation form. The form should be carefully selected to allow student performance to be evaluated as completely and objectively as possible. Since the form will be used by many different groups, it should be easy to understand and use. Formats can range from detailed competency lists to general work-habit lists or a combination of several items. See example forms in the resources section og this guide.

3. Explain evaluation procedures. As students are accepted into the work experience program, and as training sponsors are identified to work with students, evaluation procedures should be explained to each one. Both students and training sponsors must appreciate the importance of evaluation in the effectiveness of on-the-job training, and they must be willing to use it. Parents should also understand the evaluation process and be familiarized with the tools to assist them in supporting the students involved.
4. Take evaluation forms to training sponsors. As the time for evaluation nears, teacher-coordinators should prepare students and training sponsors for the process. The teacher-coordinator should review the procedure and form with
   a. students, especially because it may be their first job evaluation. Be sure
   b. to respond to students’ questions and concerns. Help them recognize that the purpose of evaluation is to identify both job strengths and areas needing improvement or exploration goals and that remarks about improvement should not be taken as personal criticism. Teacher-coordinators should deliver evaluation forms to training sponsors in person; they should not be mailed. Personal delivery stresses the importance of evaluation and allows teacher-coordinators to review procedures with sponsors. Parents should also be contacted and helped to understand the evaluation process and tools.

5. Schedule and conduct the evaluation interview. Evaluation is conducted to identify student strengths and areas of needed improvement. Information obtained is used to structure the next on-the-job training/exploration period. Evaluation interviews offer an opportunity for students, training sponsors, and teacher-coordinators to understand the ratings and engage in an important part of the training process. Teacher-coordinators should control the evaluation interview to ensure a positive atmosphere is maintained. Important strengths and weaknesses should be discussed, and plans should be developed for the next training period. Each participant should be given ample opportunity to discuss the evaluation items. A careful record of the interview should be kept, particularly if information not on the form is discussed. Teacher-coordinators may want to meet individually with students and/or training sponsors, in case there is information that either wishes not to share with the other. Encourage parents to review progress with students and contact the coordinator for specific ideas for supporting their students.

Steps to Positive Evaluation Interviews
While everyone might agree on the importance of evaluation in the training process, the interview itself can be a difficult procedure for many business people, managers, or supervisors to conduct. Teacher-coordinators must walk a fine line during the interview, carefully guiding the atmosphere and content, while also encouraging students and training sponsors to discuss the evaluation directly with each other. The following ideas may help make the evaluation interview a positive experience:

1. Make sure the interview is conducted in a quiet, private place which is free of interruptions.
2. Plan for the evaluation interview by identifying objectives, reviewing student records, developing suggestions for positive actions, and preparing a preliminary summary.
3. Explain that the purpose of the interview is to measure student progress and identify performance which is done well and performance which needs improvement. Remind students that the purpose of the interview is to help them improve their on-the-job training performance.
4. Start the interview by putting the student at ease. Remain calm regardless of student attitude or behavior.
5. Listen to the student. Part of the purpose of the evaluation interview is to gain information or learn more about student attitudes toward the on-the-job training experience. The student should be given the opportunity to discuss strengths, areas of needed improvement, and means of improving performance.

6. Talk about behavior, not about personality. Talk about correct actions; do not attack the student. Focus the evaluation on the student’s performance of basic job skills, work adjustment skills, human relations skills, and specific job skills needed to be successful in an occupation. Talk about objective job-skill performance, not about subjective factors.

7. Offer encouragement. Help the student recognize that you believe s/he does more things right than wrong. Offer sincere compliments when the student’s performance merits positive reinforcement. When the student needs to improve a skill, be sure to provide specific suggestions and/or instructions on how to improve the performance.

8. Leave the student anxious to improve. Help students recognize that critical remarks by teacher-coordinators or training sponsors are not personal attacks. Help students identify ways they can improve their on-the-job performance.

9. Plan for follow-up procedures. Suggest how students will receive instruction to improve, whether that is classroom instruction from teacher-coordinators or specific job instruction from training sponsors. Give students specific instructions on why, how, and when improvement is expected.

10. To be complete, the evaluation interview should end with a summary of the discussion. In addition, plans should be developed and agreed upon for the next training period. When evaluation interviews are conducted successfully, subsequent on-the-job training efforts should be more effective.
Chapter 3  Program Evaluation

How well does workplace learning achieve its purposes? 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. Educators are obligated to ensure that educational processes deliver specified program objectives. Developing assessment tools to seek information to evaluate processes for improvement is a necessary step to quality initiatives.

A basic guide for planning and managing program evaluation can be found at the following location. This resource serves as a general reference for program evaluation.
http://managementhelp.org/evaluatn/fnl_eval.htm

Program evaluation can be an annual process assumed by the school, teacher-coordinator, and advisory committee. Evaluation of the program should include students and parents as well as employers. They represent the most involved members of the community, are most likely to take the time to respond to assessments, and most informed/prepared to critique what is or is not happening.

Accreditation Evaluation
Many schools periodically participate in some type of evaluation to maintain accreditation. During that process, a team of evaluators reviews the entire school, analyzes its strengths and weaknesses, and makes recommendations for improvement. The North Central Association (NCA) is one accrediting agency that conducts school evaluations – and that also maintains criteria for work-based learning methods. During an NCA evaluation visit, a team of two or three persons considered to have expertise in an occupational field evaluates the program. Before the NCA team makes its analysis, teacher-coordinators and a selected committee assess the program and identify what needs to be done to improve the operation. The Iowa Department of Education also conducts school improvement reviews which includes a review of career and technical programs/activities. Specific information regarding training agreements related to workplace learning is part of the review process. See http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1558&Itemid=2342
Local Evaluation

In the absence of an external or accreditation evaluation, or one required by the Department of Education, conscientious teacher-coordinators wanting to improve may enlist the help of teacher-educators from state 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 efficiency of workplace 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. The major purpose of the mastery test is to differentiate between students who have fully mastered the competencies and the ones who have not. In addition, teacher-coordinators can evaluate their instructional effectiveness within particular units of the curriculum.

- **Student Evaluations.** A semester or year-end anonymous program evaluation should be given to students to uncover attitudes, reactions, opinions, and recommendations related to program objectives, teaching techniques, instructor effectiveness, training sponsor qualities, and training station opportunities, among others.

- **Parent Evaluations.** An effective means of improving communications and parent involvement is through the use of an evaluation by parents of students involved in the program. Be sure to include parent communications, insurance coverage for students, safety of students, transportations issues, assistance in guiding students, and other management practices involving parents. The key here is to establish parent support and identify concerns that need to be addressed by the school/coordinator.

Quality Indicators for Evaluation of a Program

Workplace learning should be reviewed in a comprehensive manner. Undoubtedly, the key component of any successful workplace learning design is the teacher-coordinator, but the areas outlined below should be reviewed with equal importance to ensure a solid foundation and good reasons to continue the program.

**I. PROGRAM DEVELOPMENT AND OPERATION**

Goal: The workplace-learning program is planned to meet student and community needs through clear, attainable objectives which fit the overall education program of the school and are evaluated systematically.
Quality Indicators
1. Written statements containing the purposes and objectives of workplace learning are on file with the administration and are consistent with the school philosophy.
2. All students enrolled have an occupational objective or are trying to establish an objective.
3. Provisions are made to accommodate disabilities and other special needs.
4. A clear-cut job description for the teacher-coordinator is maintained and updated annually.
5. The teacher-coordinator works with school guidance personnel in assessment and enrollment of prospective students.
6. Program planning reflects requirements for emphasis on math, English, science, social studies, and occupational competencies as core curriculum subjects.
7. Student safety is accommodated via medical and liability insurance provided through the school district, employers, and/or parents.

II. ADVISORY COUNCIL
Goal: The advisory council provides effective communication between the school and the community, is responsible for suggesting curriculum changes, and assists in evaluation.

Quality Indicators
1. There is proportionate representation from the community on the advisory council for special needs, interests, gender, and minorities.
2. The teacher-coordinator attends meetings of the advisory council and is familiar with recommendations made.
3. The advisory committee serves to assure adequate support for the program and consistently assesses the management and implementation of program objectives to improve/maintain the program. Specific assessment tools have been developed to carry out this role of the committee.

III. FACILITIES AND EQUIPMENT
Goal: The facilities are current and of sufficient size and quality to effectively meet the instructional needs of students.

Quality Indicators
1. A classroom, storage facilities, and access to a private office with telephone are available to the teacher-coordinator.
2. Students have access to computers.

IV. PROGRAM ADMINISTRATION
Goal: The work-based learning program functions with an adequate budget for salary, travel, equipment, and supplies.
Quality Indicators
1. The work-based learning program is an integral part of the local plan for career education and is considered equal but of separate instructional design.
2. An approved operating budget for the current fiscal year is on file and available to the teacher-coordinator.
3. The teacher-coordinator uses a plan or checklist to assure all students are kept informed about their achievement of necessary skills and knowledge (competencies).
4. An on-going review of instructional materials is conducted to ensure that materials are free from gender discrimination and bias and are updated to accommodate current trends and needs in the community/nation.

V. INSTRUCTIONAL STAFF
Goal: A qualified teacher-coordinator is responsible for conducting a quality program, as well as maintaining effective school and community relations

Quality Indicators
1. The teacher-coordinator is vocationally approved and possesses the personal, technical, professional, and occupational competencies necessary to prepare students for entry-level employment or for advanced educational instruction.
2. The teacher-coordinator participates in continuing education, in-service training, and/or other forms of professional and technical development.
3. Professional competency is maintained through involvement in affiliated professional organizations associated with the workplace learning program.

VI. CURRICULUM AND INSTRUCTION
Goal: The content of all instruction is competency/research-based, is organized around the skill development needed by students, and includes an overview of occupational opportunities.

Quality Indicators
1. Students are apprised of the importance of 21st century employment skills, safety in the workplace, productivity, the free enterprise system, and entrepreneurial skills as they pursue occupational preparation opportunities.
2. The curriculum is based on analysis of the knowledge, skills, and attitudes required to meet the occupational objectives of students.
3. Written plans that clearly state competencies, activities, and resources to be used during instruction are developed and implemented. These job-specific competencies for each of the six occupational areas are used in conjunction with the core competencies (http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=263&Itemid=1423).
4. A variety of instructional methods (small group activities, visual materials, field trips, speakers, etc.) are used.
5. Student leadership development activities are incorporated into the overall course of study.
6. Students are provided with individualized projects or units of study relating to their occupational objectives.
7. English, math, science, and social studies are integrated into the related class for continued emphasis on developing essential competencies.

VII. STUDENT/EMPLOYER FOLLOW-UP AND STUDENT PLACEMENT
   Goal: Comprehensive evaluation of the program is conducted, including follow-up of students to determine successful placement, student opinion of program effectiveness, parent opinion of program adequacy, and employer opinion of program adequacy.

Quality Indicators
1. Opinion surveys are conducted annually concerning the adequacy of the workplace learning program.
2. The findings of evaluation, follow-up, and surveys are available and used by the teacher-coordinator, administration, and advisory council in updating and improving the program.

VIII. WORKPLACE LEARNING COMPONENTS
   Goal: Work-based learning involves responsibility and experience in applying skills relevant to the student’s career objective.

Quality Indicators
1. Students, parents, employers, and the school have a signed, written training agreement.
2. A training plan has been developed for each individual student and is relevant and specific to the student’s occupational objectives. The student, employer, and teacher-coordinator use the plan to measure the progress and sequence of student learning experiences.
3. Regularly scheduled coordinating visits are maintained and are of sufficient frequency and number so the teacher-coordinator can assist with training or occupational problems.
4. The teacher-coordinator maintains records of each student agreement, training plan, employer rating sheets, wage and hour records, and information obtained from coordination visits. These should be retained for several (3) years.
5. The related classroom instruction is taught by the teacher-coordinator and is designed to fit the student’s occupational objective and/or individual job needs.
6. Credit is granted for occupational experience as well as the related classroom achievement.
7. The employer and teacher-coordinator are involved in evaluating student progress, with the final grades awarded by the teacher-coordinator.
8. A competency-based evaluation instrument is used to measure student performance at the training station.
9. There is an organized system for developing and approving training stations.
10. Each student participates in an appropriate occupational training experience for the
minimum number of hours per week that provides a continuum of training/exploration.

11. Students are provided release time (excused time away from the school building) during
the normal school day.

12. Students are employed for a monetary wage at a rate comparable to that paid other part-
time employees for similar work and are not displacing other workers who could do such
work.

13. Travel expenses are provided for coordination purposes and other program-sponsored
activities.

14. State and federal labor laws are reviewed by the teacher-coordinator, student, parent and
employer.

15. Safety instruction is provided by the school as well as training sites/employers involved
in the program.
Chapter 4  Risk Management: Safety and Health

Workplace Learning Guide 2010

Risk Management, Safety, and Health Training for Workplace Learning

The personal health and safety of each student in a workplace learning experience is of primary importance to everyone involved in community-based experiential learning opportunities for Iowa’s students. It is the responsibility of teacher-coordinators and others involved in supervising students at workplace learning sites to be aware of good risk management practices and to work together for the health and safety of all parties.

Just as all employees should be afforded safe and healthy environments in which to perform their work, so must all students receive adequate protection for their health and safety, especially when they are involved in on-the-job learning activities. By teaching students good health and safety procedures and practices when they are also learning other aspects of expected job performance, they are more likely to take those practices with them into later employment and can help to make their worksites better and safer places for everyone.

Risk management is the term used for assessing and minimizing or eliminating hazardous situations and practices in the workplace. Safety training provides all workers at a place of employment, including student-learners, with information and practice in the procedures and processes needed to perform their jobs as safely and productively as possible. From the correct use of a specific tool to the proper procedure for responding to an emergency and reporting an accident, all workers, including students, must be trained.

On-the-job safety is not a luxury or a frill. Safety and health standards, policies, and procedures are critical to the productive operation of any workplace. In short, good workplace safety and health benefits the bottom line. Fewer days are lost to illness and injury – and fewer workers’ compensation claims are paid, which lowers insurance premiums. Productivity improves when equipment is working properly, when workers have been adequately trained in both the procedures of their jobs and in safety procedures, and when workers are not concerned about possible injury from unshielded parts or unsafe components or practices.
Workplace Safety is the Law

It is important for teacher-coordinators to know that many state and federal laws govern the health and safety of workers, including students, while they are on the job. The Fair Labor Standards Act and other state laws dealing with child labor, workers’ compensation, unemployment insurance, immigration, occupational safety and health, wages and hours of work, equal access, and others are intended to protect worker safety.

Employers who provide workplace learning opportunities for students must be aware of their legal obligations, but those obligations are essentially the same for students as for other workers. In other words, if employers provide safe workplaces and training in health and safety issues for their ‘regular’ employees, conditions should be the same for students in workplace learning experiences at those sites.

Risk Management is Common Sense

Despite the fact that nothing in the world, including a workplace, can be guaranteed 100 percent safe or accident-free, employers can manage risk for employees and student-learners. Managing risk means to develop a plan that assesses hazards in the workplace and identifies solutions or actions to reduce the possibility of problems, accidents, or injuries. Three primary strategies for managing risk are:

• Avoid the dangers – sell or otherwise eliminate dangerous equipment or property; remove dangerous conditions; stop hazardous practices
• Transfer the dangers – buy insurance; make contractual agreements; obtain waivers of indemnification and/or certificates of insurance
• Reduce dangerous incidents through safe work practices – establish and implement safety and training programs; regularly inspect worksites, workstations, and equipment; establish and implement regular maintenance procedures and schedules

In a nutshell, risk management is a practical process used to keep people and property safe from harm. Parents have been practicing risk management for years.

Risk management is also just good common sense. While this guide will provide practical tools and suggestions that can be used by teacher-coordinators, employers, students, and others involved in workplace learning opportunities, nothing can replace common sense.

If a situation does not look safe, feel safe, or act safe, it is probably NOT safe and no student (or worker) should be placed there.
Share and use these guidelines for common sense risk management:

- Assess and prepare for potential problems. Don’t ignore them. Reacting after problems occur is not enough. Not only has damage been done to the organization, financially and perhaps physically, but a “moral hazard” is also created. Anyone who is responsible for people and/or property has a duty to take care of them – before problems or injuries occur.
- Provide training to reduce risk. Trained workers are less likely to put themselves in dangerous situations or to use tools improperly, even if a worksite might be considered hazardous. Training and education are also “tools” of the workplace that should be provided to all employees, including student-learners.
- Ignorance is not a viable defense. Not knowing does not shield from liability. When everyone is informed, you can avoid “liability paranoia.”
- Use written agreements to provide greater protection and reduce liability. Oral agreements can be just as binding as written ones, so any agreement between two or more parties should be put in writing and acknowledged by all involved.
- Seek technical assistance whenever needed. State and federal agencies provide free consulting services, including workplace audits, to help employers meet their requirements without penalty.
- Be consistent in planning, policies, and procedures. If one group of workers receives information or follows certain practices, be sure all other groups, including student-learners, are treated in a similar manner.
- Evaluate and update risk management strategies as often as necessary to maintain a comfort level for the school, employer, employees, and student-learners.

Develop a Risk Management Plan

To help support their responsibility for the people and property in the workplace, every employer should develop and implement a written Risk Management Plan. While the information in this Guide is not intended to replace any existing company safety and health program, it can serve as a reminder for important aspects of student-learner safety. For companies without a formal safety and health program, the information presented here can be used as the basis for establishing one. While no plan can guarantee an accident-free workplace, following the principles and procedures in this Guide can significantly reduce the risk of danger to all employees, including student-learners.

The following statement may serve as a model for employers who want to establish safe and healthy workplaces and effective risk management plans.

State and federal law, as well as our policy, mandates that the safety and health of our employees be of utmost importance. Safety and health must be a part of every operation and every
employee’s responsibility at all levels.

It is our intent to comply with all health and safety laws affecting our operations, our employees, and the public as a whole. To do this, we must constantly be aware of conditions in all work areas that can produce or lead to injuries or illnesses. No employee is required to work at a job known to be unsafe or dangerous to his/her health!

Your cooperation in detecting hazards, reporting dangerous conditions, and controlling workplace hazards is a condition of employment. Inform your supervisor immediately of any hazardous situation.

**OSHA and IOSHA Regulations**

Safety and Health Regulations are for Everyone’s Protection
All employers or training stations in the workplace learning program must know and comply with all applicable regulatory standards, laws, and rules established by the following state and federal agencies:

- **United States Department of Labor (DOL) federal**
- **Occupational Safety and Health Administration (OSHA) – federal**
- **Iowa Occupational Safety and Health Administration (IOSHA)**
- **Iowa Division of Labor Services/Workforce Development (IDOL)**
- **Iowa Department of Natural Resources (IDNR)**
- **Iowa Department of Transportation (IDOT)**
- **Iowa Department of Revenue and Finance**
- **Iowa Workers’ Compensation Division/Workforce Development**

Other state laws affecting employers, employees, and places of work may be found in the Code of Iowa. Because federal and state legislation may change the letter and the intent of established laws, employers must develop a plan – which should include providing training – to keep themselves, their workers (including student-learners), and their workplaces up-to-date on all laws and regulations affecting their businesses.

Remember:

- Students are responsible for following regulatory statutes, rules, and standards in the course of their daily work activities.
- Supervisors are responsible for staying current on updates to regulatory statutes, rules, and standards.

**Safety and Health Training**

Safety and health training is one of the most important elements of any effort to prevent injury or illness. Safety training develops safe workers. Safety training enables workers to learn their jobs properly, reinforces existing safety policies and procedures, and helps manage risk to employees and employers alike. Student-learners should be trained in proper workplace safety procedures.
BEFORE they begin work.

Supervisors are key figures in establishing successful programs to prevent injury or illness because they have primary responsibility for implementation and for investigating accidents and illnesses according to established plans and procedures. Supervisors must be familiar with the safety and health hazards to which employees are exposed, how to recognize them, their potential effects, and the rules and procedures for maintaining a safe workplace. Training sessions for student-learners should include:

- Safe work procedures unique to the student’s job, with an explanation of how these safety procedures protect against risk and danger;
- Conditions when personal protective equipment (PPE) is necessary, with instructions on how to use and maintain the equipment in good condition;
- What to do when emergencies occur.

**Written Programs and Specific Training for Employers to Achieve Compliance**

Some safety and health regulations or standards require written programs and specific training sessions developed and held at recommended intervals. To help employers establish effective programs, meet requirements, and provide proper training, a complete list of OSHA General Industry and Construction Standards that require inspection, annual training, or written programs is available from the Consultation and Education Services of the Iowa Division of Labor Services. A sampling of these standards and training requirements are listed below:


Employees, especially supervisors and managers, who are responsible for ensuring compliance should be trained annually to help them improve their knowledge of important safety and health requirements. A free 10-Hour Voluntary Compliance OSHA Certificate Course for General Industry and Construction can be conducted at any business site and customized to the sponsor’s needs. Contact the Consultation and Education Office, Division of Labor Services, at 515-281-7629 or 800-562-4692 for more information and to schedule the course at an employer workplace.

**IOSHA 1904 – Recording and Reporting Occupational Injuries and Illness**

Employers are required to record and report work-related fatalities, injuries, and illnesses. Required forms include the OSHA 300 Log and the Employer's First Report of Injury. Fatalities must be reported within 8 hours. Call 877-2-IA-OSHA (877-242-6742).


A written Fire Prevention Plan is required to identify major workplace fire hazards and proper handling and storage of hazardous chemicals. A written Emergency Action Plan is required for identifying measures to ensure safety from fire and other emergencies. Contact IOSHA Consultation and Education Services for a copy of the Safety and Health Program and
Emergency Action Plan Packet.

Fire Protection/Emergency Evacuation Training
All employees who handle flammable liquids or who respond to workplace

IOSHA 1910.95 – Occupational Noise Exposure Standard A written Hearing Conservation program outlining requirements to protect employees’ hearing is required.

Hearing Conservation Training: Annual
All employees who have at least an 85-decibel average noise exposure level for an 8-hour day – which generally includes those operating noisy equipment or machinery – need to be trained on methods for protecting their hearing.

IOSHA 1910.119 – Process Safety Management Standard A written Process Safety Management Plan must be created to identify methods for protecting employees who handle extremely hazardous chemicals such as chlorine and ammonia.

IOSHA 1910.132 – Personal Protective Equipment (PPE) Standard A written “hazard assessment” of all workplace hazards must be done to identify the appropriate personal protective equipment needed for affected employees.

   Personal Protective Equipment Training
   All employees who need to wear PPE to protect themselves from workplace hazards must be trained. Training must establish employee efficiency with the equipment and procedures.

IOSHA 1910.134 – Respiratory Protection Standard A written Respiratory Protection Program must identify storage, selection, cleaning, inspection, and fit-testing of respirators to protect employees from respiratory hazards in the workplace.

   Respiratory Protection Training
   All employees who wear a respirator must be trained on methods for protection from respiratory hazards, including how to wear, use, clean, and store the equipment.

IOSHA 1910.146 – Confined Space Entry Standard A written Confined Space Entry Program is required to control employee exposures while working in confined spaces.

IOSHA 1910.147 – Lockout / Tag-out Standard
A written Energy Control Program is required, including machine-specific procedures, to prevent employee injury.

   Lockout / Tag-out Training: Annual
   All employees authorized to work on machines, motors, pumps, or other equipment,
especially electricians, plumbers, and other maintenance personnel, must be trained annually on controlling the hazardous energy sources of these machines. Training must establish employee proficiency with equipment and procedures. All authorized personnel must be certified annually in writing that they know how to adequately lock out and/or tag a piece of equipment or machinery.

IOSHA 1910.179 – Overhead Cranes, Hoists, Slings Standard and Training Employees who use chains, slings, hoists, cranes, and other lifting mechanisms must be trained on the requirements for use, storage, and inspection of these devices.

IOSHA 1910.1030 – Bloodborne Pathogens Standard A written Exposure Control Program is required for identifying those individuals with potential exposure to bloodborne pathogens and the work tasks creating increased exposure during work activities.

Bloodborne Pathogens Training: Annual
All employees, especially supervisors, custodians, and emergency response teams, who respond and render first-aid to injured employees, must be trained annually on controlling exposure to bloodborne pathogens.

IOSHA 1910.1200 – Hazard Communication Standard A written hazard communication plan, which provides all employees with adequate information and appropriate training on all hazardous chemicals used in the facility and their hazards, is required. A list of all Material Safety Data Sheets (MSDS) on all hazardous chemicals used in the facility must be included.

IOSHA 1910.1450 – Occupational Exposure to Hazardous Chemicals in Laboratories Standard A written Chemical Hygiene Plan is required for all laboratories using hazardous chemicals in their processes.

IOSHA 1926.350-354 – Welding and Cutting Standard and Training
Training must be provided on gas welding and cutting, arc welding and cutting, fire protection, ventilation and protection, among other topics.

IOSHA 1926.450-454 and 1926.1050-1060 – Scaffold, Stairway, and Ladder Standards and Training
Training must be provided for employees who perform work while on a scaffold or ladder, including electrical hazards, fall hazards, load capacities, and falling object hazards, among other topics.

IOSHA 1926.501-503 – Fall Protection Standards and Training
Employees exposed to potential falls greater than 6 feet must be trained to prevent falls using fall protection equipment such as harnesses, lanyards, guardrails, rope grabs, or positioning devices.
IOSHA 1926.650-652 – Excavation Work Standards and Training
Training must be provided to workers in occupations where excavation is a component, including requirements for protective systems, among other topics

OSHA/IOSHA Publications on Standards and Training
Many safety, health, and risk management publications related to work-based learning experiences are available from the Iowa Occupational Safety and Health Administration (IOSHA) Consultation and Education Division of the Iowa Division of Labor Services. Use them as guides to help assess risks to student-learners at potential training stations. Use them also in working with local employers to implement safety and health programs and training that can improve conditions at their worksites, enabling them to become valued training stations for the work-based learning program. Contact:

Iowa Division of Labor Services Consultation: 515-281-7629
IOSHA Consultation and Education:
1000 East Grand Avenue
Des Moines, Iowa 50319-0209
Ph. 515-281-0202
Fax: 515-281-5522
http://www.iowaworkforce.org/labor

The Iowa Division of Labor Services no longer provides free copies of the Iowa Occupational Safety and Health Standards for General Industry and Construction. Several businesses sell copies of the federal OSHA standards, which are appropriate to Iowa employers. Iowa usually adopts federal standards, although Iowa does have an additional requirement under the Hazard Communication Standard 1910.1200. Standards are available on the Web at: http://www.osha.gov

Printed copies of documents can be ordered from the following services:

American Safety, Inc.
http://www.trainosha.com/
US Government Bookstore 317 West Fourth Street Reuss Federal Plaza, Suite 150W Davenport, IA 52801-1204
310 W Wisconsin Avenue 563-322-4942 voice Milwaukee, WI 800-896-8867 toll-free.

Superintendent of Documents Washington, DC

For More Information…
Remember, these lists provide only a sampling of workplace regulations and resources designed to protect both employers and workers. Employers and employees are required to stay current and must keep themselves informed. Teacher-coordinators and others involved in work-based learning activities must be part of the cooperative team whose efforts are focused on increased safety and health for all workers. More information specific to the situations and concerns of
each employer can be found at the following Web sites:

United States Department of Labor Occupational Safety and Health Administration
http://www.osha.gov

United States Department of Labor
http://www.dol.gov

Iowa Division of Labor Services Iowa Occupational Safety and Health Administration
www.iowaworkforce.org/labor

Additional resources can be found in the resources section of this Guide.
Sample Safety Policy and Responsibilities

Safety is Good Business
As part of sound business practice and a commitment to a safe and healthy workplace for all employees, every employer – especially those involved in providing workplace learning experiences for students – should consider developing a written Safety Policy Statement that is shared with all employees, including staff, supervisors, managers, and administrators. Because schools are also employers and are leading the way in promoting safety and health for work-based learning program participants, they should have written safety policies and a commitment to safe practices as well.

Use the following sample statements as guides when developing or revising workplace safety policy statements and when assigning responsibility for safety on the job. Written manuals and on-going training programs are two good ways of defining and communicating the safety policies of a business or school to its employees, including student-learners.

Sample: Brief Safety Policy Statement
While no policy can guarantee an accident-free workplace, following our safety policies will significantly reduce the risk of injury to you and your co-workers. To be successful, such a program must embody proper attitudes on the part of supervisors and employees toward the prevention of injury and illness. Promoting safe and healthy working conditions requires everyone’s cooperation. Only through our joint efforts can we establish and maintain an effective safety and health program.

The information contained in this manual establishes our safety policy. Employees are to become familiar with the entire policy and adhere to it whenever performing company business.

Sample: Extended Safety Policy Statement
Our company is concerned about your safety. We want every employee to work without injury or illness. The cooperation of employees and management in observing our policies and established responsibilities will provide safe and healthy working conditions for all.

Safety and efficient operation go hand-in-hand. Regardless of assignment, jobs will only be considered efficiently completed when done without employee injury. Accident prevention, quality assurance, and outstanding service all use the same methods. Accidents that result in personal injury or property damage represent needless waste. We provide the tools, equipment, and people to do the job – creating quality products at minimum cost. As an employer, we are responsible for safety and health; employees can assist our achievement of a safe and healthy workplace.
In support of this policy, management will:

- Make every effort to comply with applicable federal and state laws and mandated safety and health requirements.
- Establish safe work procedures and provide necessary personal protective equipment and safety and health training.
- Provide funding for appropriate safety and health training.
- Involve employees in the safety and health program through a safety committee and support of their efforts.
- Investigate and evaluate all accidents to identify corrective opportunities and recommend appropriate action to prevent recurrence.
- Conduct periodic (at least monthly) safety inspections of all facilities to identify unsafe conditions and risky behaviors.
- Expect employees to observe all safety and health procedures and comply with established safety and health responsibilities outlined in this policy.

Sample: Assignment of Safety Responsibilities

Employees/Student learners are expected to follow safe procedures and take an active part in protecting themselves and their fellow employees, regardless of their position in the organization. As an employee/student learner, you have a personal responsibility to:

- Read the IOSHA poster at the job site.
- Comply with all applicable IOSHA standards.
- Follow all employer safety and health rules and regulations. Wear or use prescribed personal protective equipment while engaged in work. Ask your supervisor for clarification when needed. Employees who ignore or violate these procedures may be subject to disciplinary action.
- Report any job-related injury or illness immediately to your supervisor; seek treatment promptly.
- Report all hazardous conditions, practices, and behaviors in the workplace to your supervisor and make recommendations for correction.
- Cooperate with the IOSHA compliance officer conducting investigations when inquiring about safety and health conditions in the workplace.
- Exercise employee rights under the IOSH Act.
- Use all provided safety equipment properly. Do not abuse or destroy it or other equipment and tools in the workplace.

SUPERVISORS will actively support this policy as an example to those responsible to them. Supervisors are directly responsible for employee safety and health and for developing and maintaining a safe and healthy work environment. As a supervisor, your personal responsibility is to:

- Ensure employees follow all established safety and health procedures and practices.
- Provide counseling and administer disciplinary action when appropriate.
- Provide on-going employee training on safe and healthy work practices and procedures,
and provide positive reinforcement for safe and healthy behaviors you observe.

• Investigate all injuries and accidents to identify causes. Submit recommendations for preventing recurrence.

Employee Rights Under IOSHA
Under the Iowa Occupational Safety and Health Act, employees have certain rights. Employees have the right to seek safety and health on the job without fear of punishment. Employees have the right to:

• Review copies of appropriate IOSHA standards, rules, regulations, and requirements that the employer should have available in the workplace.
• Request information from the employer on safety and health hazards in the area, on precautions that may be taken, and on procedures to be followed if an employee is involved in an accident or is exposed to toxic substances.
• Receive adequate training and information on workplace safety and health hazards.
• Request that IOSHA investigate if hazardous conditions or violations of standards exist in the workplace.
• Have an authorized employee representative accompany the IOSHA compliance officer during the inspection tour.
• Respond to questions from the IOSHA compliance officer, particularly if there is no authorized employee representative accompanying the compliance officer on the inspection “walk-around.”
• Observe any monitoring or measuring of hazardous materials and see the resulting records, as specified under the IOSH Act, and as required by IOSHA standards.
• Have an authorized representative, or themselves, review the Log and Summary of Occupational Injuries (OSHA No. 300) at a reasonable time and in a reasonable manner.
• Object to the abatement period set by IOSHA for correcting any violation in the citation issued to the employer by writing to IOSHA within 15 working days from the date the employer receives the citation.
• Submit a written request to the National Institute for Occupational Safety and Health (NIOSH) for information on whether any substance in the workplace has potentially toxic effects in the concentration being used, and have their names withheld from the employer, if so requested. (See the Reference Section of this Guide for NIOSH contact information and phone numbers.)
• Be notified by the employer if the employer applies for a variance from an IOSHA standard, and testify at a variance hearing, and appeal the final decision.
• Have their names withheld from the employer, upon request to IOSHA, if a written and signed complaint is filed.

All safety and health policies should be communicated to everyone and applied consistently to every workstation, job, and employee, including student-learners exploring occupations..
Sample Safety Rules for Student-Learners

Safety Is Everyone’s Job

Teacher-coordinators of workplace learning programs should make every effort to ensure that student workers are protected from accidents, injuries, or occupational illnesses or diseases while on the job. Information, such as this Guide, can help schools and participating employers cooperate to create safe, efficient, and effective plans for the health and safety of all employees, including student-learners.

School personnel and employers should work together in evaluating all business operations. When ways to minimize accidents and injuries are identified, employees and student-learners can be continually conscious of safety and health issues as they perform their jobs. When injuries occur, prompt action must be taken to provide adequate treatment.

Sample Safety Rules for All Student-Learners

- All employees must follow our safe practices and procedures. Employees should report all unsafe conditions and practices to their immediate supervisor.
- The supervisor is responsible for implementing all safety policies and for ensuring that employees observe and obey all rules and regulations necessary to maintain safe and healthy work places, work habits, and work practices.
- Good housekeeping must be practiced at all times in the work area. Clean up all waste and eliminate any dangers in the work area.
- Suitable personal protective equipment must be worn whenever needed.
- Anyone under the influence of intoxicating liquor or drugs, including prescription drugs that might impair motor skills and judgment, will not be allowed to work.
- Horseplay, scuffling, or other acts which may have an adverse influence on the safety and health of any employees, including student-learners, are prohibited.
- Work must be well planned and supervised to avoid injuries in the handling of heavy materials and the use of workstation equipment.
- No one will be permitted to work while their ability or alertness is so impaired by fatigue, illness, or other causes that it might expose them or others to injury.
- All machine guards and other protective devices are to be kept in place, properly adjusted, and maintained.
- Employees shall not handle or tamper with any electrical equipment or machinery unless they have received specific instructions.
- Each day, before beginning work, all employees should inspect their work area for any dangerous conditions and inform the supervisor of any hazards.

No matter what policies are in place, all information should be shared with everyone, including student-learners, and policies should be applied consistently to every workstation, job, and employee.
Brief Overview of Selected Safety and Health Topics

Many workplace conditions, practices, and activities require specific procedures and/or specific responses to assure safety and health in the workplace for all employees, including student-learners. Because safety affects everyone in the workplace, teacher-coordinators should be aware of safety and health regulations, and student-learners should receive the same training and safety/health information as other employees.

NOTE
This section of the Guide provides a very brief overview – in alphabetical order, not in order of importance – of several major health-and-safety-related workplace situations, tools, processes, and issues. This list is neither comprehensive nor exhaustive. When possible, appropriate OSHA or IOSHA materials are referenced, all of which are available through contact resources identified.

Accident Investigation and Injury Reporting – IOSHA 1904
All on-the-job illnesses and injuries should be reported to the supervisor as soon as possible. Fatalities must be reported within 8 hours. Call 877-2-IA-OSHA (877-2426742). All injuries and illnesses should be investigated by the supervisor, who must complete and submit the required reporting forms, including the OSHA 300 Log, and the Employer’s First Report of Injury. A satisfactory accident report will generally answer the following questions:
• What happened?
• Why did the incident/accident occur?
• What has been done? What did you do to ensure it won’t happen again?
• What more should be done?
• What are the correctable opportunities?
• How do we keep it from recurring?

Compressors and Compressed Air – IOSHA 1910.169
All compressors must be equipped with pressure relief valves and must be tested on a monthly basis to ensure they work as intended.

Confined Spaces – IOSHA 1910.146
A written Confined Space Entry Program must be developed to identify and evaluate confined spaces, define conditions of entry, and ensure personnel are protected from confined space hazards. Such a program must include provisions to:
• Identify and control hazards
• Establish a written confined space entry procedure and permit
• Maintain a record of air monitoring of confined spaces
• Provide necessary personal protective equipment
• Establish emergency rescue procedures
• Provide employee training about the confined space entry program
Employers must ensure that only authorized persons are permitted into confined spaces. Confined spaces must be monitored before anyone enters. Air quality must be checked for oxygen deficiency and the presence of flammable vapors, gases, and toxic chemicals.

**Electrical Safety and Work Practices – IOSHA 1910.301-399 and others**

Unsafe work practices often contribute to electrically related accidents and injuries. The following guidelines will help protect employees and student-learners:

- Electrical tools or equipment must be grounded or double-insulated.
- Extension cords must have a grounding conductor.
- Exposed wiring and cords with frayed or deteriorated insulation must be repaired or replaced.
- Flexible cords and cables must be free of splices or tape.
- The use of metal ladders must be prohibited in areas where the ladder or the person using the ladder could come in contact with energized parts of equipment, fixtures, or conductors.
- All disconnecting switches and circuit breakers are to be labeled to indicate their use or equipment served.
- All energized parts of electrical circuits and equipment must be guarded by approved cabinets or enclosures against accidental contact.
- Sufficient access and working space must be provided and maintained around all electrical equipment.
- All unused openings in electrical enclosures and fittings, including conduit knock-outs, must be closed with appropriate covers, plugs, or plates.
- Electrical enclosures, such as switches, receptacles, and junction boxes, must be provided with tight-fitting covers or plates.


A written Fire Protection Plan should outline details on minimizing fire potential and should identify guidelines for handling and storing flammable and combustible liquids and gases. The local fire department should be invited into the business to become acquainted with the facility, its location, and specific hazards. Fire safety training should be provided to all employees, including student-workers. Local building codes and fire marshal rules must also be considered and addressed by appropriate policies.

All exits, including fire doors, must remain free of obstructions. They must be marked to identify their location and must not be locked while the facility is occupied. Fire door fusible links should be in place. A written Emergency Action Plan should outline what to do to evacuate the facility in case of emergency or for sheltering during severe weather.

All automatic sprinkler water control valves should be checked and automatic sprinkler systems should be tested and maintained monthly. Clearance of at least 18 inches should be maintained below sprinkler heads.
Environmental Quality – Check with IOSHA: many standards apply
All employees are entitled to work in environments that are safe and free of health hazards. Obviously, many business operations may use potentially dangerous materials or processes which can affect environmental quality. Employers must provide appropriate protections and safe and healthy work environments for employees, including personal protective equipment, adequate exhaust systems, periodic inspections, established exposure limits, and safety and health training.

Limits must be established and not exceeded for fumes from chemical interactions, painting processes, welding, cutting torches, brazing, exhaust from forklifts or other vehicles used within closed buildings, and other processes or equipment specific to each business operation.

Water provided throughout the facility should be clearly identified as to whether it is for drinking, washing, or cooking. All rest rooms should be kept clean and sanitary.

Flammables / Combustibles – IOSHA 1910.101-111
Where flammable liquids are used, employees and student-learners must be trained in safe storage and handling procedures, ways to avoid spills, proper use of bonding and grounding, use of approved flammable liquid storage containers, and safe housekeeping practices.

Only approved containers with self-closing lids and flash arrestors are to be used for storing flammable liquids.

All flammable and combustible liquids, such as gasoline, kerosene, and the like, must be returned to proper storage cabinets or rooms at the end of the working day or when use of the product is finished.

Hazardous Chemical Exposure – IOSHA 1910.1200
All employees, including student-learners, should be screened before taking positions that may expose them to hazards they are not physically capable of handling.

Many materials used in the operation of a business are hazardous because of their specific and unique properties. Some may be explosive, corrosive, flammable, or toxic; they may have properties that combine these hazards. Even chemicals that may seem relatively harmless by themselves can become dangerous when they interact with other substances, whether through planned or accidental contact.

To avoid injury and/or property damage, student-learners – and all employees – who handle chemicals in any area of the workplace must be trained to understand the hazardous properties of these chemicals. They must also know the acceptable level of exposure to each chemical, what safety systems must be in place when working with the chemical, and the first-aid procedures to apply to victims of chemical exposure. Before using a specific chemical, safe-handling methods must always be reviewed. Supervisors are responsible for ensuring that the equipment needed to
work safely with such chemicals is provided. Material Safety Data Sheets (MSDS), identifying
the chemical, symptoms of exposure, and effects, must also be provided for each chemical used
in the workplace.

If a company uses hazardous chemical substances in its operations, a training program should be
implemented and provided to employees and any student-learners. Training should include
proper storage and labeling of chemicals, use of protective clothing and equipment, handling of
chemicals, potential fire and toxicity hazards, when not to have a chemical in a confined space,
how to store chemicals in closed containers, and the use of eye wash stations and safety showers.

The following general safety precautions should be observed when working with chemicals:
• Keep the work area clean and orderly.
• Use the necessary safety equipment.
• Carefully label every container with the identity of its contents and appropriate hazard
  warnings.
• Store incompatible chemicals in separate areas.
• Substitute less toxic materials whenever possible.
• Limit the volume of volatile or flammable material to the minimum needed for short
  operation periods.
• Provide means of containing the material if equipment or containers should break or spill
  their contents.
• Obtain and read all appropriate Material Safety Data Sheets (MSDS).

**Hoists / Related Mechanical Lifting Equipment – IOSHA 1910.176-184 and others**
Only employees who have been trained in the proper use of hoists should be allowed to operate
them. Operators must avoid carrying loads above people and provisions should be made in
workplace layout and workflow to keep pedestrian and vehicle traffic out from under the hoist
travel path.

Every overhead electrical hoist must be equipped with a limit device to stop the hook travel at its
highest and lowest points of safe travel. Stops must be provided at the safe limits of travel for
trolley hoists. Check these limits without a load to ensure the device is working correctly. Hoist
controls should be plainly marked to indicate direction of travel or motion. Rated loads of each
hoist must be legibly marked and visible to the operator.

Hoists with safety latches, lanyards, or other safety devices must be used when lifting materials
to ensure that slings or load attachments won’t accidentally slip off. All chains, ropes, or slings
must be free of kinks or twists and inspected monthly and annually.

Every cage-controlled hoist must be equipped with an effective warning device. Close-fitting
guards or other suitable devices must be installed on hoists to ensure that hoist ropes will remain
in the sheave grooves. All nip points or contact points between hoist ropes and sheaves which are
permanently located within 7 feet of the floor, ground, or working platform must be guarded.

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Housekeeping – IOSHA 1926.25 and 1910.141
Work sites must be clean and orderly. Work surfaces must be kept dry, or appropriate measures must be taken to assure that surfaces are slip-resistant. Spills must be cleaned up immediately. Paint spray booths, dip tanks, and general paint areas must be cleaned regularly.

Oily and paint-soaked rags are combustible and must be discarded in metal containers with metal lids. All combustible scrap, debris, and waste must be stored safely and disposed of promptly. Waste containers should have lids.

Information Posting
Federal and state laws require businesses to post certain employment-related information in a conspicuous place where employees gather, such as a bulletin board in a break room or cafeteria. All employees must have free access to this information.

Postings required in Iowa include:
• Unemployment Insurance
• OSHA Injuries and Illnesses Log and Summary (posted annually in February; required of employers in high-rate industries having more than 10 workers)
• Safety & Health Protection on the Job (IOSHA)
• Your Rights Under Iowa’s Minimum Wage
• Equal Employment Opportunity is the Law

Postings required by the federal government include
• Employee Polygraph Protection Act (Form WH-1462)
• Family & Medical Leave Act (FMLA)
• Notice to Employees—Federal Minimum Wage
• Equal Employment Opportunity is the Law (EEOC)
• Safety and Health Protection on the Job (OSHA)
• USERA (Uniformed Services Employment and Reemployment Rights Act)

Ladders – IOSHA 1910.1050-1060 and others
Ladders must be kept in good working condition, made of suitable material, of proper length, of the correct type for the use intended, and checked each time before use. Do not use ladders with broken or missing steps, rungs, or cleats, broken side rails, or other faults. Ladder rungs and steps must be free of grease and oil. Non-slip safety feet must be provided on extension ladders. Move up and down a ladder by facing it and grasping the side rails with both hands.

Ladders used near electrical equipment must be made of a non-conducting material. Stored ladders must be easily accessible for inspection and service, kept out of the weather and away from excessive heat, and well supported when stored horizontally.

A portable ladder must not be used in a horizontal position as a platform, walkway, or to hold
more than one person at a time. A portable ladder must not be placed in front of doors that open
toward the ladder, or on boxes, barrels, or other unstable bases.

The height of a stepladder should be sufficient to reach the workstation without using the top or
next-to-the-top steps. The proper angle for a portable extension ladder is found by placing the
base of the ladder a distance from the wall equal to one-quarter of the vertical distance from the
base of the ladder to the top of its resting point.

**Lockout / Tag-out Procedures – IOSHA 1910.147**

All machinery or equipment must be de-energized or disengaged and access to such machines
must be locked out during cleaning, servicing, maintenance, adjusting, or setup operations.
Written machine-specific procedures must identify all critical steps for controlling hazardous
energy sources. Before working on machines or equipment, any stored energy must be
dissipated.

Through the use of a lock and tag, which may only be removed by the person placing the lock
and tag, verification must be made that all hazardous energy has been removed and controlled.
Only trained employees should be authorized to lock out equipment. Every year, each authorized
employee must re-certify by demonstrating continued understanding of lockout procedures. All
employees must have annual training or retraining in lockout/tag-out procedures.

Before operating any machine, employees – including student-learners – must be trained on safe
methods of machine operation. Supervisors must provide instruction on methods available to
protect operators and others in the area from hazards such as nip points, rotating parts, flying
chips, and sparks. Supervisors must ensure that student-learners follow safe machine operating
procedures at all times.

Machinery and equipment must be kept clean and properly maintained, and a regular program of
safety inspection for all machinery and equipment must be in place. If machinery is cleaned with
compressed air, the air must be pressure-controlled. Personal protective equipment or other
safeguards must be used to protect operators and other workers from bodily injury.

Adequate clearance must be provided around and between machines to allow for safe operation,
set-up, servicing, material handling, and waste removal. All manually operated valves and
switches that control machine operation must be clearly identified and readily accessible.

All equipment and machinery must be securely placed and anchored, where necessary, to prevent
tipping or other movement that could result in personal injury or property damage. Machines
must be constructed to be free from excessive vibration when run at full speed. A power shut-off
switch must be provided within reach of the operator’s position at each machine. Electrical
power must be capable of being locked out for servicing, maintenance, and repair. Emergency
stop buttons must be provided and operational. Foot-operated switches must be guarded and/or
arranged to prevent accidental start-up by people or falling objects. A protective mechanism must
be installed to prevent machines from automatically starting when power is restored after a power failure or shutdown.

All pulleys, belts, moving chains, gears, pinch points, and other potential sources of hazard must be properly guarded. Machine guards must be secure and arranged so they do not present a hazard. All special tools used for placing and removing material must protect the operator from injury at the point of operation. When operated within 7 feet of the floor, all fan blades must be protected by a guard with openings no larger than one-half inch. Saws used for ripping must be equipped with anti-kickback devices and spreaders. All radial arm saws must be arranged so the cutting head will gently return to the back of the table when released.

**Material Handling / Manual Lifting or Carrying (Ergonomics) –**

**Check with OSHA: many standards may apply**

Nearly every operation or work assignment begins and ends with handling of materials. Because such tasks are common and make up the greater part of daily activities, they offer more potential sources for accidents, injuries, and property damage. To reduce the dangers, these common activities demand the same degree of diligence in safety planning and practice as do unusual hazards.

Although powered industrial trucks, forklifts, or other mechanical lifting devices may be used for exceedingly heavy loads, whenever heavy manual lifting is required, all employees must be properly trained.

- **BEFORE manually lifting a load:** Inspect the load for sharp edges, slivers, and wet or greasy spots.
- Inspect the route over which the load will be carried to ensure the entire path is visible to the person carrying the load and that it is clear of obstructions or spills that could cause tripping or slipping.
- Consider the distance the load is to be carried and recognize that grip strength will weaken over long distances.
- Wear gloves when lifting or handling objects with sharp or splintered edges. Gloves must be free of oil, grease, or other agents that may cause a poor grip.
- Size up the load and make a preliminary “heft” to be sure it is easily within your lifting capacity. If not, get help.
- Always get help when lifting or moving heavy materials or equipment.
- Two people carrying a long piece of pipe or lumber should carry it on the same shoulder and walk in step.

For manual lifting and carrying:
- Establish solid footing by placing feet 10-15 inches apart and one foot slightly ahead of the other.
- Always lift, push, or pull in the direction of strength.
- Tighten stomach muscles when lifting. Don’t hold your breath.
• Assume a bent-knee or squatting position. Keep a straight back and your head up. Grasp the object firmly and lift by straightening knees, not by bending your back.
• Carry the load close to your body, not on extended arms. To turn or change position, shift your feet; don’t twist your back.

Noise – IOSHA 1910.95
Adequate hearing protection equipment must be available to all employees working in areas where continuous noise levels exceed 85 decibels. To be effective, hearing protection devices must be properly fitted and employees must be instructed in their use and care.

Personal Protective Equipment (PPE) – IOSHA 1910.132
Employees must wear clothing that is appropriate to the workplace and job, and they must be made aware of dangers posed by personal items like jewelry. In addition to appropriate personal attire, employees must be supplied with the proper safety equipment and clothing needed for protection on the job.
• Safety goggles, glasses, and face shields must correspond to the degree of hazard, such as chemical spills, corrosive materials, welding flashes, impacts from flying objects or particles, dust, punctures, contusions, or burns. Protective eyewear should not be altered or replaced without the supervisor’s permission.
• Rubber gloves and rubber aprons must be worn when working with acids, caustics, or other corrosive materials and substances.
• Protective gloves, aprons, shields, and other means must be provided in areas where injuries could occur from cuts, corrosive liquids, and/or harmful chemicals, especially when cleaning up toxic or hazardous materials.
• Appropriate footwear, including steel-toed shoes, must be worn in areas where injuries may occur from hot, corrosive, or poisonous substances; falling objects; crushing; or penetrating materials.
• When necessary, employees must use NIOSH-approved respirators.
• Hard hats must be worn in areas where objects may fall and at all times while on construction sites.
• Jewelry cannot be worn around powered equipment.
• Hearing protection, including muffs or plugs, must be worn when working within any area where noise levels average above 85 decibels for 8-hour periods of time.
• All safety equipment must be maintained in sanitary condition and ready for use. Employees are to report any defective equipment immediately to the employer.
• The employer must pay for the PPE unless otherwise stated in the law/rule.

Powered Industrial Trucks (PIT) / Forklifts – IOSHA 1910.178
Forklifts or other powered industrial trucks are to be used whenever possible to lighten loads and avoid heavy manual lifting. Before using a forklift or PIT, be sure to inspect it for correct operation of all systems and controls. When using forklifts or other powered industrial trucks,
• Only trained personnel 18 years of age or older are allowed to operate industrial trucks. Lift truck operating rules are to be posted and strictly enforced.
• Inspect all pallets before loading or moving.
• Forklifts must be maintained in safe operating condition. Check that brakes on each industrial truck can bring the vehicle to a safe and complete stop when fully loaded. The parking brake must prevent the vehicle from moving when unattended.
• Each industrial truck must have a horn which can be clearly heard above the normal noise in the area where it is operated.
• Substantial overhead protective equipment must be provided on high-lift rider equipment.
• Aisles and doorways must be designated, permanently marked, and kept clear to provide safe passage for all equipment, including industrial trucks.
• When using a forklift to load or unload tractor-trailers and other cargo trucks, make sure the trailers or cargo trucks are secured against movement.

Smoking
Students under 18 years of age are not permitted to smoke. Any other employee smoking allowed by the business must be restricted to areas safely away from flammable and combustible materials that have adequate exhaust ventilation to minimize second-hand smoke exposure to employees.

Tools, Hand and Portable – IOSHA 1910.241-244, 1926.300-307, and others
All employees must be instructed on the proper use and care of the tools and equipment required by their work assignments. Faulty or improperly used hand/portable tools are a safety hazard and must be checked often for wear or defects.

Small hand tools such as chisels or punches develop “mushroom” heads during use and must be reconditioned or replaced when necessary.

Tool handles must be wedged tightly. Broken or fractured handles on hammers, axes, and similar equipment must be replaced promptly. Appropriate handles must be used on files and similar tools.

Worn or bent wrenches must be replaced regularly. Cutting edges should be kept sharp enough so tools will move smoothly without binding or skipping. When not in use, all tools should be stored in a dry, secure location.

Power tools, including grinders, saws, and similar equipment, must not be used without the correct shield, guard, or attachment recommended by the manufacturer. The work-rest on a grinder should be kept adjusted to within 1/8-inch of the wheel. The adjustable tongue on top of the grinder should be kept adjusted to within 1/4-inch of the wheel. Portable circular saws must be equipped with guards above and below the base shoe. Circular saw guards should be checked before each use and periodically throughout the use period to assure they are not wedged up and
leaving the lower portion of the blade unguarded.

**Transporting (Driving) Students and Materials –**

**Check with IOSHA: many standards may apply**

Public Law 105-334 amends the FLSA requirements to modify Hazardous Occupation Order 2 dealing with student transportation, and sets the minimum age at 17 for any on-the-job driving on public roadways. For employment subject to the FLSA, no employees under 17 years of age may drive on public roadways as part of their job. For farm jobs, minors may drive on the farm but not on a public roadway. Iowa laws affecting drivers are not as restrictive as federal laws, but children under 18 may not be employed in occupations that require driving or helping in transporting students or materials.

Under certain conditions, seventeen- and eighteen-year-olds may drive on public roadways as part of their employment only if all the following federal requirements are met:

- Driving is limited to daylight hours;
- A state license, valid for the type of driving involved in the job, is held;
- A state-approved driver education course has been successfully completed and the student has no record of moving violations at the time of hire;
- Vehicles are equipped with seat belts for the driver and passengers, and employers have directed each person that seat belts must be used at all times;
- Vehicles do not exceed 6,000 pounds gross vehicle weight;
- Such driving may be only occasional and incidental to employment (no more than 20 percent of work-time in any workday, no more than 5 percent of work-time in any work week, or four times in a calendar month), and may not involve towing vehicles; route deliveries or route sales; transportation-for-hire of property, goods, or passengers; urgent, time-sensitive deliveries; transporting more than three passengers, including employees; driving beyond a 30-mile radius from the place of employment; or more than two trips away from the primary place of employment in any single day to transport passengers other than employees.

If vehicles are used during the workday, follow these guidelines:

- Passenger safety is paramount. Seat belts and shoulder harnesses must be worn at all times. Trucks or large vehicles transporting groups must have devices to prevent falling from the vehicle while it is in motion, and they must be equipped with handrails and steps placed so employees can safely get on/off and in/out.
- All employees, including student-learners, must have a valid operator’s license for the classification of vehicle being driven, and they must be certified or trained in its operation.
- Vehicles should be in good working condition, inspected on a regular basis and equipped with lamps, brakes, horns, mirrors, windshields, and turn signals that are in good working order.
- Lock vehicles when unattended.
- Follow all speed limits.
• Park in legal spaces and do not obstruct traffic.
• Practice defensive driving.
• When carrying cutting tools with sharp edges in the passenger compartment, place them in closed boxes or secured containers.

Still valid is an Iowa Department of Education memo from 1990, which addressed the question of driver/vehicle requirements for schools and AEAs transporting special education students to “activities.” Excerpts from that memo are provided below.

The question of whether the vehicle used to transport students to [community-based training activities, integration activities with non-disabled peers, and work experiences (either paid or non-paid)] is considered a “school bus” and, therefore, requiring a fully certified school bus driver, is addressed in the definitions Section 321.1 (27) of the [Iowa] Code and is defined as follows:

“School Bus means every vehicle operated for the transportation of children to or from school, except vehicles which are: (a) Privately owned and not operated for compensation, (b) Used exclusively in the transportation of the children in the immediate family of the driver, (c) Operated by a municipally or privately owned urban transit company for the transportation of children as a part of or in addition to their regularly scheduled service, or (d) Designed to carry not more than nine persons as passengers, either school owned or privately owned, which are used to transport pupils to activity events in which the pupils are participants or used to transport pupils to their homes in case of illness or other emergency situations. The vehicles operated under the provisions of paragraph “d” of this section shall be operated by employees of the school district who are specifically approved by the local superintendent of schools for the assignment.”

Of particular interest, and most often applicable to schools and school employees is “exception (d)” of the definition. Please note that a vehicle which has been manufactured to carry not more than 9 persons as passengers (including the driver) and used to transport pupils to “activity” events in which pupils are participants, is not considered to be a school bus. Therefore, the driver of this vehicle is not required to be licensed as a school bus driver, i.e., to obtain a chauffeur’s license and school bus operator’s permit.

Activity,” relating to special education programs, is interpreted by the department to include
1. Community-Based Training Activities including domestic living, recreation-leisure, community mobility, and career-related work experiences in Iowa communities.
2. Integration Activities with non-disabled peers during and after school hours.
3. Work Experiences including paid or non-paid job experiences for the purpose of exploration, work experience, or specific skill training.

It should be carefully noted that transporting these students home-to-school and back on a
regular route basis, however, does fall under the definition of a school bus and both the vehicle and driver must conform to statutory and administrative regulations.

Walkways – IOSHA 1910.21-30
All aisles and passageways should be distinctly marked and kept clear of obstructions. Equipment should be stored so it does not protrude into passageways or aisles. Whenever possible, separate aisles should be designated for walking and for powered vehicles. Caution signs should be posted when separate aisles are not available.

Spills that occur in walkways or vehicle passageways should be cleaned up immediately, and a caution sign should be placed on all wet or drying surfaces.

Changes in elevation should be clearly marked.

Welding, Cutting, and Brazing – IOSHA 1910.255
Only authorized and trained personnel 18 years of age or older are permitted to use welding, cutting, or brazing equipment. Welding electrodes must be removed from holders when not in use. All electric power to the welder must be shut off when unattended. All connecting cables must have adequate insulation.

Hoses are identified red for acetylene, green for oxygen, and black for inert gas and air.
- Examine each cylinder for obvious signs of defect before use.
- Keep cylinders secured so they cannot be tipped or knocked over.
- Keep cylinders away from sources of heat.
- Never open cylinder valves near sources of ignition.
- Keep cylinders, valves, couplings, regulators, hoses, and other apparatus free of oily or greasy substances.
- Be sure all cylinders without fixed hand-wheels have keys, handles, or nonadjustable wrenches on stem valves when in service.
- Mark all empty cylinders appropriately, close the valves, and install valve-protection caps.
- Use pressure-reducing regulators only for the gas and the pressures for which they are intended.
- Before removing a regulator, close the valve and release the gas.
- Before moving cylinders that are not secured on special trucks, remove all regulators and install valve-protection caps.

Workplace Inspections and Inspection Checklists
Workplace safety and health depends on observation. All supervisors and employees are responsible for inspecting their work areas for hazardous conditions on a daily basis. Inspections should include tools, workstations or workspaces, floors, walking and working surfaces, vehicles, and any special equipment. Any hazards found must be corrected before work begins. In addition, a facility safety inspection should be performed monthly, at minimum, and the
findings should be documented on a Safety Inspection Checklist. At minimum, the following items should be inspected:

- Fire extinguishers
- Chain hoists
- Cranes
- Hand tools
- Safety relief valves on pressure vessels
- Ladders
- Electrical cords
- Eye wash and shower stations
- Exits

Modify the following Sample Safety Inspection Checklist for your particular operation.

<table>
<thead>
<tr>
<th>Sample Safety Inspection Checklist</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMPLOYER POSTING</strong></td>
<td></td>
</tr>
<tr>
<td>OSHA poster displayed?</td>
<td>YN</td>
</tr>
<tr>
<td>Emergency telephone numbers</td>
<td>YN</td>
</tr>
<tr>
<td>displayed?</td>
<td></td>
</tr>
<tr>
<td><strong>RECORD KEEPING</strong></td>
<td></td>
</tr>
<tr>
<td>OSHA 300 logs kept up to date?</td>
<td>YN</td>
</tr>
<tr>
<td>Summary posted in February?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>MEDICAL</strong></td>
<td></td>
</tr>
<tr>
<td>Medical records filed separately?</td>
<td>YN</td>
</tr>
<tr>
<td>First aid kits, gloves available?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>FIRE PROTECTION</strong></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers inspected</td>
<td>YN</td>
</tr>
<tr>
<td>monthly?</td>
<td></td>
</tr>
<tr>
<td>Mounted? Accessible?</td>
<td>YN</td>
</tr>
<tr>
<td>Charged? Tagged?</td>
<td>YN</td>
</tr>
<tr>
<td>18” Sprinkler clearance maintained?</td>
<td>YN</td>
</tr>
<tr>
<td>Fire alarm system operational?</td>
<td>YN</td>
</tr>
<tr>
<td>Fire doors blocked?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>MATERIAL HANDLING</strong></td>
<td></td>
</tr>
<tr>
<td>Hooks provided with safety latches?</td>
<td>YN</td>
</tr>
<tr>
<td>Limit switches operational?</td>
<td>YN</td>
</tr>
<tr>
<td>Hoists inspected monthly?</td>
<td>YN</td>
</tr>
<tr>
<td>Rated load for hoists posted?</td>
<td>YN</td>
</tr>
<tr>
<td>Controls plainly marked?</td>
<td>YN</td>
</tr>
<tr>
<td>Slings, chains inspected?</td>
<td>YN</td>
</tr>
<tr>
<td>Tagged?</td>
<td></td>
</tr>
<tr>
<td><strong>EXITS</strong></td>
<td></td>
</tr>
<tr>
<td>Accessible? Lighted? Marked?</td>
<td>YN</td>
</tr>
<tr>
<td>Exit doors unlocked?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>TOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Acceptable condition?</td>
<td>YN</td>
</tr>
<tr>
<td>Stored adequately?</td>
<td>YN</td>
</tr>
<tr>
<td>Grinders guarded? Adjusted?</td>
<td>YN</td>
</tr>
<tr>
<td>Ladders inspected?</td>
<td>YN</td>
</tr>
<tr>
<td>Acceptable?</td>
<td>YN</td>
</tr>
<tr>
<td>Guarded? Grounded?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>MACHINES / EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Guarded? Secured? Inspected?</td>
<td>YN</td>
</tr>
<tr>
<td>Lockout procedures used?</td>
<td>YN</td>
</tr>
<tr>
<td></td>
<td>YN</td>
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<td>------------------------------</td>
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</tr>
<tr>
<td>Labeled?</td>
<td></td>
</tr>
<tr>
<td>In approved containers?</td>
<td></td>
</tr>
<tr>
<td>Bonded? Grounded?</td>
<td></td>
</tr>
<tr>
<td>Oily rags stored in metal containers?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>HOUSEKEEPING</strong></td>
<td></td>
</tr>
<tr>
<td>Materials cleaned up?</td>
<td>YN</td>
</tr>
<tr>
<td>Aisles designated and clear?</td>
<td>YN</td>
</tr>
<tr>
<td>Oil, chemicals, water cleaned up off floor?</td>
<td>YN</td>
</tr>
<tr>
<td>Adequate space between machines?</td>
<td>YN</td>
</tr>
<tr>
<td>Adequate storage?</td>
<td>YN</td>
</tr>
<tr>
<td>Paint filters, booth clean?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>PERSONAL PROTECTIVE EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Being worn as required?</td>
<td>YN</td>
</tr>
<tr>
<td>Stored adequately?</td>
<td>YN</td>
</tr>
<tr>
<td>Cleaned? Maintained?</td>
<td>YN</td>
</tr>
<tr>
<td>Eye wash/showers inspected?</td>
<td>YN</td>
</tr>
<tr>
<td>Tested?</td>
<td></td>
</tr>
<tr>
<td><strong>WELDING, CUTTING, BRAZING</strong></td>
<td></td>
</tr>
<tr>
<td>Flow check valves used?</td>
<td>YN</td>
</tr>
<tr>
<td>Oxygen/acetylene stored apart/</td>
<td>YN</td>
</tr>
<tr>
<td>Cylinders chained/secured?</td>
<td>YN</td>
</tr>
<tr>
<td>Hot-work permit used?</td>
<td>YN</td>
</tr>
<tr>
<td>Regulators closed after use?</td>
<td>YN</td>
</tr>
<tr>
<td>Acetylene used below 15 psi?</td>
<td>YN</td>
</tr>
<tr>
<td>Hoses/cables condition acceptable?</td>
<td>YN</td>
</tr>
<tr>
<td><strong>ELECTRICAL</strong></td>
<td></td>
</tr>
<tr>
<td>Grounded?</td>
<td></td>
</tr>
<tr>
<td>Panels, breakers labeled?</td>
<td>YN</td>
</tr>
<tr>
<td>Temporary wiring protected?</td>
<td>YN</td>
</tr>
<tr>
<td>GFCIs provided around moisture?</td>
<td>YN</td>
</tr>
<tr>
<td>Insulation adequate?</td>
<td>YN</td>
</tr>
<tr>
<td>Condition OK?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 5  Labor Laws and Legal Issues Overview
Workplace Learning Guide 2010

A Place to Start…
Many rules and laws have a significant impact on the functioning of educational programs that use work-based learning components. This guide is not intended to be an authoritative or comprehensive presentation of these laws. Instead, this section alerts educators and employers to areas where they may need to work together to take special action, obtain more information, or seek assistance from other individuals and agencies.

Child labor laws were enacted to protect minors from injury in the workplace and to prevent work from interfering with education. However, it has become increasingly apparent that structured work-based learning enhances rather than detracts from education by reinforcing academic learning and by highlighting the relevance of education to goals in later life. The objective of protecting minors from workplace injuries remains as strong as ever, which means that additional legal obligations must be considered when providing workplace learning opportunities to students.

Fact sheets are available detailing exact requirements and resources available to schools, employers, employers and parents. You can download the information and create your own support pack for those involved in school sponsored workplace programs. Go to: http://www.ehso.com/ehso2.php?URL=http%3A%2F%2Fwww.dol.gov/dol/topic/youthlabor/index.htm

Educators, Employers, and Labor Law

Employers are required by law to maintain a healthy and safe working environment and to follow provisions of laws that govern employment. Educators can serve as a source of information for employers who may need to make changes in their workplace procedures in order to offer safe and effective workplace learning opportunities for students, since several special provisions apply to the employment of workers under the age of 18. As student advocates, educators have a professional responsibility to be familiar with those provisions and to do everything possible to provide for the safety and health of students enrolled in their programs. If an employer refuses to comply with regulations established by state or federal law, teacher-coordinators should terminate the relationship and find another training station.
Go to the following web site for resource information that will be helpful for employers to address safety issues. Safety material resources are available to you via [www.youngworkers.org/nation](http://www.youngworkers.org/nation). Look for "Facts for Employers" and “Orientation Worksite Supervisors about Teen Health and Safety: Steps and Resources for job Placement Professionals."

Although federal and state regulations provide some exemptions for students involved in workplace learning programs, educators and employers must keep their programs and requirements for student participants within the bounds of the law. While employers who provide workplace learning opportunities must be aware of their legal obligations, compliance obligations for employers who participate in workplace learning programs are no greater than when hiring minors under other circumstances.

### Constitutional Basis for Labor Law

Section Eight of the United States Constitution authorizes Congress to regulate interstate commerce. With this constitutional basis and a long history of judicial decisions, the Fair Labor Standards Act (FLSA) was enacted in 1938, establishing minimum wage, overtime pay, recordkeeping requirements, and child labor standards affecting full-time and part-time workers in the private sector and in federal, state, and local governments.

Most states had enacted child labor laws before the 1938 passage of the FLSA, and many states continue to provide a higher level of protection to employees within a state than that identified by the FLSA. *Where both state and federal labor standards have been enacted on an issue, the stricter standard must be observed.* State laws, including those that affect compulsory schooling and child labor, also regulate wages and similar standards regarding the kind of work that may be performed by students. In Iowa, Chapter 92 of the Iowa Code governs child labor and identifies the requirements that must be met by employers and work-based learning programs that involve students under the age of 18. When in doubt about specific laws affecting student employment, consult Iowa Code Chapter 92 and Iowa Administrative Code, Chapter 32.

### Workplace Learning vs. Employment Subject to FLSA

What kind of activity is considered a workplace learning experience and what is considered employment under current federal labor law?

Workplace or work-based learning is a learning experience for students at an employer’s work site. Included are work experiences (both paid and unpaid), workplace mentoring, and broad instruction, to the extent practical, in all aspects of an industry. The workplace component must be a planned program of job training and work experience that progresses to higher and higher levels of competence, and it must coordinate what is learned in school with what is learned on the job. Instruction in general workplace competencies – such as developing positive work attitudes, employability skills, and participation skills – is part of the workplace learning component.
Workplace activities that do not involve the performance of work are not considered employment subject to the FLSA. Examples are career awareness and exploration, field trips to work sites, and job shadowing where students follow and observe employees in daily duties but perform no work.

Consider…

- Each problem or situation is unique and should be decided on an individual basis.
- Every individual is responsible for his/her own actions. Do not use the excuse that regulations are “someone else’s rules.”
- One cannot be held responsible for what one cannot predict. Time and circumstances are important elements in predicting actions. Circumstances play a critical role in determining negligence, where negligence means doing something that a reasonable and prudent person would not do under the circumstances or not doing something that a reasonable and prudent person would do under the circumstance.
- One cannot sign away the rights of others.
- Be sure vehicles are adequately covered by insurance if they will be used for transporting students.
- Carefully scrutinize all workstations before placing students in employment situations. Check the safety and health record of each firm, including OSHA 300 logs and first reports of injury. Provide any needed safety instruction and provide proof that safety instruction has been given in the related-instruction classroom.
- Liabilities for students going to and from work are the same as for students going to and from school. Use a signed training agreement to provide proof that parents are aware that their children are in a cooperative education/work-based learning program and are driving to and from work.

Labor Laws Affecting Border Districts
In border districts, local schools are responsible for knowing about and complying with laws of surrounding states when placing students in work-based learning experiences outside Iowa. Information about labor laws in specific states bordering Iowa can be found at the following Web sites:

- Illinois Department of Labor – [http://www.state.il.us/agency/idol/](http://www.state.il.us/agency/idol/)
- Nebraska Department of Labor - [http://www.dol.nebraska.gov](http://www.dol.nebraska.gov)
- Minnesota Department of Labor – [http://www.doli.state.mn.us](http://www.doli.state.mn.us)
- Wisconsin Department of Workforce Development – [http://www.dwd.state.wi.us/](http://www.dwd.state.wi.us/)

Fair Labor Standards Act

133
The Fair Labor Standards Act (FLSA): An Overview

The FLSA, the federal labor law, regulates employment relationships in four areas: minimum wages, overtime, child labor, and equal pay. Because Congress’ authority to create labor standards is based on its power to regulate commerce, the Act applies only where certain commerce tests are met.

Two questions must be answered to determine whether the FLSA applies:

1. Does an employment relationship exist?
2. Is the enterprise, business, or employee involved in interstate commerce?

Criteria 1. In general, where a person who is not an independent contractor performs work for an employer with the employer’s knowledge, an employment relationship exists and the employer must comply with the FLSA. The FLSA does not apply, however, if work is performed in the course of training rather than employment, and those criteria are discussed below.

Criteria 2. The commerce test may be satisfied on the basis of: 1) the size or nature of the enterprise/business; or 2) the nature of an employee’s duties. Although an enterprise may not meet the commerce test, the FLSA still applies to employees of any business who are engaged in interstate commerce in the course of their work, such as interstate communication by mail or telephone, and interstate shipping or receiving of products. In effect, the FLSA reaches into almost all workplaces.

Workplace Learning and Employment Under the FLSA

Students in workplace learning programs may engage in a range of types and intensities of activity in the workplace – from gaining career awareness through job shadowing to learning occupational and employability skills by working in internships or youth apprenticeships.

A workplace learning experience: (See Opinion Letter dated 2-24-95 on pages 178-179, Topic: employer relationship and payment of wages)

• Is a planned program of job training and work experience that benefits students and is appropriate to their abilities. It may include training related to pre-employment and employment skills, similar to what would be offered at a vocational school, and is coordinated with the school-based component; Encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills;

Is structured to expose students to all aspects of an industry, promoting development of broad, transferable skills; and

Provides for real or simulated tasks or assignments, including actual operation of employer facilities and equipment, which push students to develop higher-order critical thinking and problem solving skills.
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 and not covered by FLSA provisions requiring employer payment of wages to students enrolled in workplace learning experiences, all four of the following criteria must be met:

- 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;
- 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;
- 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; and
- 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 workplace 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 18, penalties, work permits, as well as permitted instruction and training.

To comply with federal labor laws when workplace 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 through their Web site http://www.iowaworkforce.org/labor/ and/or the United States Department of Labor Web site: http://www.dol.gov/whd and www.youthrules.gov

Phone numbers and other contact information can be found in the resources section of this Guide.

FLSA and Hazardous Occupations

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The FLSA prohibits “oppressive child labor,” which is generally defined as 1) the employment of minors 16 and 17 years old in an occupation deemed hazardous (see list below), and 2) the employment of minors under 16 in any occupation. However, regulations can be issued permitting employment of children 14 and 15 years of age in non-manufacturing and non-mining occupations where the employment does not interfere with schooling and where conditions are not detrimental to health and well being. The FLSA also makes special provisions for minors in agricultural work.

Iowa law prohibits many of the same occupations identified below with federal prohibitions, but it is not always consistent. Be sure to check both laws when considering placement in hazardous occupations for workplace learning experiences.

Activities Prohibited under Federal Hazardous Occupation Orders (HOs)

<table>
<thead>
<tr>
<th>HO #</th>
<th>DESCRIPTION OF PROHIBITED ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>manufacturing and storing explosives</td>
</tr>
<tr>
<td>2</td>
<td>motor-vehicle driving and outside helper</td>
</tr>
<tr>
<td>3</td>
<td>coal mining</td>
</tr>
<tr>
<td>4</td>
<td>logging and saw milling</td>
</tr>
<tr>
<td>5*</td>
<td>using power-driven woodworking machines, including saws</td>
</tr>
<tr>
<td>6</td>
<td>exposure to radioactive substances</td>
</tr>
<tr>
<td>7</td>
<td>operation of power-driven hoisting devices, including forklifts, cranes, and non-automatic elevators</td>
</tr>
<tr>
<td>8*</td>
<td>use of power-driven metal forming, punching, and shearing machines</td>
</tr>
<tr>
<td>9</td>
<td>mining other than coal mining</td>
</tr>
<tr>
<td>10*</td>
<td>slaughtering or meat packing, processing, or rendering, including the use of power-driven meat slicers</td>
</tr>
<tr>
<td>11</td>
<td>operation of power-driven bakery machines</td>
</tr>
<tr>
<td>12*</td>
<td>use of power-driven paper-products machines, including paper balers</td>
</tr>
<tr>
<td>13</td>
<td>manufacturing of brick, tile, and kindred products</td>
</tr>
<tr>
<td>14*</td>
<td>use of circular saws, band saws, and guillotine shears</td>
</tr>
<tr>
<td>15</td>
<td>wrecking, demolition, and ship-breaking</td>
</tr>
<tr>
<td>16*</td>
<td>roofing operations</td>
</tr>
<tr>
<td>17*</td>
<td>excavating, including work in a trench as a plumber</td>
</tr>
</tbody>
</table>

Student-learners aged 16 or 17 in vocational education programs may be employed in these seven Hazardous Occupations (HOs) only if they are employed under a written agreement that meets the five conditions listed in 29 CFR 570.50(c), as follows:

1. Any work in a hazardous occupation is incidental to training;
2. Work in the hazardous activity is intermittent, for short periods only, and is under the direct and close supervision of a qualified person;
3. Safety instruction is provided; and
4. A schedule of progressive work processes is provided; or
5. The work is part of an apprenticeship registered with the US Department of Labor’s Bureau of Apprenticeship and Training or with a state apprenticeship council.

Remember, in Iowa, the state child labor law, Iowa Code Chapter 92, applies.

Students who are 14 or 15 years old may not work in either the Hazardous Occupations listed above, or in the following areas designated under federal Child Labor Regulation 3:
- Manufacturing, mining, and processing, including filleting fish, dressing poultry, cracking nuts, or laundering performed by commercial laundries;
- Transportation of people or property, whether by rail, highway, air, water, pipeline, or other means;
- Cooking and baking, other than …electric or gas grills that do not entail an open flame; fryers that automatically lower and raise; filtering, transporting and disposing of oil or grease and cleaning of surfaces if temps do not exceed 100 degrees F; and preparing, serving, and warming of foods not above 140 degrees F.
- Work in packing houses, freezers, or meat coolers, and all preparation of meats for sale except wrapping, sealing, weighing, pricing, and labeling;
- Work in storage, warehouses, and workrooms, including loading and unloading trucks, trains, or conveyors, except office work;
- Public messenger service;
- Communication;
- Work on construction sites other than in the office;
- Work connected with maintenance or repair of the business, machines, or equipment, including boilers or engine rooms and areas that have pits, racks, or any lifting apparatus to inflate tires that are mounted on a rim equipped with a removable retaining ring;
- Outside window washing that involves working from windowsills;
- All work requiring use of ladders, scaffolds, or their substitutes;
- Any job involving power-driven machinery, including hoists, conveyor belts, and lawnmowers, except office equipment, dishwashers and other machinery used in a food service operation other than food slicers, grinders, choppers, cutters, and bakery-type mixers.

Again, Iowa Code Chapter 92 provisions regarding prohibited occupations applies to 14 or 15-year-olds in workplace learning programs.

Exemptions to the FLSA must meet the following criteria:
- Student-learners are enrolled in a cooperative vocational training program under a recognized state or local educational agency.
- A written training agreement is in place.
- A signed training agreement is on file with the school and employer.
The work is intermittent and for short periods of time

Safety instructions are given by the school and correlated by the employer with on-the-job training.

A plan exists for on-the-job performance of organized and progressive work processes.


**Hazardous Occupations (HOs) in Agriculture under FLSA**

Federal labor law provisions for work in agriculture are less restrictive than those for non-agriculture operations. However, the FLSA uses the term “agriculture” to refer to family farms, not agricultural operations that ship their products across state lines or those that work on or process products other than their own. Activities prohibited by federal law as hazardous occupations in agriculture include:

- Operating or assisting in the operation of machinery and equipment, including corn picker, cotton picker, grain combine, hay mower, forage harvester, hay baler, potato digger or mobile pea viner, feed grinder, crop dryer, forage blower, auger conveyor, the unloading mechanism of a non-gravity self-unloading wagon or trailer, power post-hole digger, power post driver, non-walking rotary tiller, forklifts, trenchers, potato combines, power-driven circular, band or chain saws, or tractors of over 20 PTO horsepower, and connecting or disconnecting an implement or any of its parts to or from such a tractor
- Working in a yard, pen, or stall occupied by specified animals
- Felling, loading, bucking, or skidding timber more than six inches in diameter
- Working from a ladder or scaffold at a height of over 20 feet
- Driving a vehicle transporting passengers or riding on a tractor; for farm jobs, minors may drive on the farm but not on a public highway
- Working in certain silos, storage areas, or manure pits
- Handling toxic chemicals, blasting agents, and anhydrous ammonia

Exemptions to federal law: Minors aged 14 and 15 who have a 4-H or agricultural education training certificate and student-learners enrolled in career and technical agriculture programs may engage in any non-hazardous job outside of school hours and may perform some farm work activities otherwise prohibited. A written agreement must provide the same conditions listed in 29 CFR 570.50(c) (http://cfr.vlex.com/vid/570-50-general-19684089) as shown for HOs affecting 16- and 17-year-olds above.

Minors under 12 may perform jobs on farms owned or operated by their parents, or with their parents’ written consent, outside of school hours in non-hazardous jobs on farms not covered by minimum wage requirements. Minors aged 12 and 13 may work outside of school hours in non-hazardous jobs, either with their parents’ written consent or on the same farm as their parents. Minors 16 years and older may perform any agricultural job, hazardous or not, for unlimited hours. Teenagers 14 and 15 may work outside of school hours in non-hazardous jobs.

Exemptions in Iowa: All agricultural activities are exempt if the rules under Chapter 92.17 are
FLSA and the Employee-Employer Relationship for Persons with Disabilities (The FLSA essentially treats persons with disabilities the same as non-disabled persons in regards to coverage and employment relationship.)

- For purposes of the Fair Labor Standards Act, where all of the following criteria are met, the US Department of Labor does not consider that physically and/or mentally challenged students’ initial participation in a school-sponsored workplace learning program constitutes an employment relationship. Although Iowa law does not address this issue, the federal criteria are: Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable, and who, because of their disability, will need intensive on-going support to perform in a work setting.
- Participation will be for vocational exploration, assessment, or training in a community-based placement work site under the general supervision of public school personnel.
- Community-based placements will be clearly defined components of individual education programs (IEP) developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment, training, or cooperative vocational education components will be included in the student’s IEP.
- Information contained in a student’s IEP will not have to be made available; however, documentation as to the student’s enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation, with the understanding that participation in such a component does not entitle the student-participant to wages.
- The activities of students at the community-based placement site do not result in an immediate advantage to the business.

When reviewing the potential for an employment relationship, Iowa looks at Iowa Case Law, IRS guidelines, and the US Department of Labor factors, including:
- There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
- The students are under continued and direct supervision by either representatives of the school or by employees of the business.
- Such placements are made according to the requirements of the student’s IEP and not to meet the labor needs of the business.
- The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.
An employment relationship will exist unless all criteria are met. If an employment relationship does exist, participating businesses can be held responsible for full compliance with the FLSA, including the child labor provisions and applicable state laws.

At any time, businesses and school systems may consider participants to be employees and may structure the program so participants are compensated according to the requirements of the FLSA. Whenever an employment relationship is established, the business may use the special minimum wage provisions identified in Section 14(c) of the FLSA. For more information on wages, including minimums and sub-minimums, see the section on Wages in this Guide and Iowa Code Chapter 91A, the Wage Payment Collection law.

More Information
The United States Department of Education and the United States Department of Labor (DOL) also provide Web sites with information about the Fair Labor Standards Act and employment issues, including links to School-to-Work and other workplace learning programs (Youth and adults). Check these sites:

http://www.doleta.gov

http://www2.ed.gov/about/offices/list/ovae/index.html?src=mr

www.wageandhour.dol.gov

Iowa Workforce Development, Iowa Division of Labor Services, maintains up-to-date information on its Web site. Check regularly for information on child labor, occupational safety and health, and other labor-related issues.

www.iowaworkforcedevelopment.gov

Comparison of State and Federal Child Labor Laws (http://www.iowaworkforce.org/labor/childlabor.htm)

A brief comparison chart of important state and federal child labor law information follows. Topics covered include age certificates and work permits, affected employers, training programs, agricultural employment, wages, hours and occupations (including special prohibitions and exceptions), penalties, waivers, and contact information.

Other sections of the WBL Guide 2010 address specific labor and legal issues, including wages, taxes, recordkeeping, insurance, and legislation. All material provided is for general informational purposes only. Specific questions and issues should always be discussed with a qualified attorney and/or with the appropriate state or federal agency.
Because both federal and state laws regulate the employment of students under 18, educators must be familiar with the basic provisions that affect work-based learning programs. The following chart provides a brief summary of key points. Specific questions should be directed to a qualified attorney, the Iowa Division of Labor Services, or the US Department of Labor.

**Brief Comparison: State and Federal Child Labor Laws** In all cases, where both laws apply, the most restrictive law must be followed.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STATE OF IOWA LAW</th>
<th>FEDERAL LAW (FLSA)</th>
</tr>
</thead>
</table>
| Administration and Enforcement | • Iowa Division of Labor Services  
                      • Enforces Iowa Minimum Wage Law; see exemptions under “Wages”  
                      • Assists in dispute resolution relating to wages under Iowa Wage Payment Collection Law | • Wage and Hour Division of US Department of Labor  
                      • Administers and enforces the Fair Labor Standards Act (FLSA) for employers in private sector, state and local governments, US Postal Service and Postal Rate Commission, the Tennessee Valley  
                      • Employees filing complaints may not be discriminated against or terminated |
| Employers Affected           | • All employers                                                                  | Closely based on mandatory minimum wage guidelines for  
                      • Companies with annual gross volume sales/business of $500,000 or more OR  
                      • Hospitals, institutions for physically or mentally ill, disabled, aged; schools, including pre-school, secondary, or postsecondary OR  
                      • Public agencies OR  
                      • Minor employees engaged in interstate commerce or production of goods for interstate commerce |
<table>
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<tr>
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<th>FEDERAL LAW (FLSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours, Occupations:</strong>&lt;br&gt;Special Prohibitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14- and 15-year-olds&lt;br&gt;Work Hours: 4 hours per day on school days; up to 28 hour per week when school is in session. May be allowed to work during flex school hours (new scheduling), as long as scheduled schooling is not missed. Work Assignments: Frying prohibited; see Iowa Code Ch. 92 list of prohibited occupations</td>
<td>14- and 15-year-olds&lt;br&gt;Work Hours: 3 hours per day on school days; up to 18 hours per week when school is in session. May not work during set school hours. Work Assignments: Frying permitted if fryer has baskets that automatically raise and lower. Check complete federal restrictions at US Department of Labor Web site</td>
<td></td>
</tr>
<tr>
<td>16- and 17-year-olds&lt;br&gt;Prohibits work in occupations involving operation of laundry, dry cleaning, or dyeing machinery, and work involving dangerous or hazardous chemicals and others</td>
<td>16- and 17-year-olds&lt;br&gt;No specific prohibitions, except 17 and under prohibited from exposure to ionizing radiation</td>
<td></td>
</tr>
<tr>
<td><strong>Exceptions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Part-time, occasional, or volunteer work for nonprofit educational, charitable, religious, or community service organizations • Work by children of any age in any occupation at any time doing any type of work in a business owned or operated by child’s parents, if parent is on premises • For under 16, modeling allowed between 7 a.m. and 10 p.m., for not more than 12 hours/month</td>
<td>• Students enrolled in work-experience programs may be employed during school hours, for as many as 3 hours on a school day, for as many as 23 hours in a school week, and in occupations otherwise prohibited if a waiver is granted</td>
<td></td>
</tr>
<tr>
<td>• Juvenile court allowed to order under-age children to complete work assignments, when appropriate</td>
<td>• Age and hours of children working in parents’ business when parent is sole proprietor (hazardous work prohibited, even in parents’ business)</td>
<td></td>
</tr>
<tr>
<td>Part-time work in agriculture</td>
<td>• Under 16, work in areas such as – acting/performing in radio, TV, film – operating office machines in office and clerical occupations; – cashier, selling, artwork, advertising, window trimming, comparative shopping – price marking by hand or machine, assembling orders, packing and shelving – bagging/carrying customer orders – delivery work by foot, bicycle, or public transportation – clean-up work, including waxers and cleaners; maintenance work not requiring powered equipment – all kitchen work and equipment essential in performing duties (Non-powered equipment) – courtesy service with cars and trucks, including hand car washing, polishing, and cleaning – clean vegetables/fruits, wrap, seal, label, weigh, price, stock goods</td>
<td></td>
</tr>
<tr>
<td>ISSUE</td>
<td>STATE OF IOWA LAW</td>
<td>FEDERAL LAW (FLSA)</td>
</tr>
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</tr>
<tr>
<td>Agricultural Employment</td>
<td>• Children 14 years and older may detassel corn during June-August; 14- and 15-year-olds may work part-time in agriculture at half of regularly allowed hours: 20 hours per week/4 hours per day in summer, 14 hours per week/2 hours per day when school is in session. See Iowa Code 92.17.</td>
<td>• 14- and 15-year-olds: work prohibited during schools hours or in hazardous occupations. • 12- and 13-year-olds: may work on parent’s farm and, with parents’ permission, on farms where minimum wage is required. • Complete set of regulations available: Child Labor Requirements in Agriculture.</td>
</tr>
<tr>
<td>Age Certificate or Work Permit</td>
<td>• Work permits required for ages 14 and 15. • Recommended: age certificates on file for all workers under 18.</td>
<td>• No work permits required. • Recommended that employers protect themselves by keeping age certificates on file for all workers under age 18.</td>
</tr>
<tr>
<td>School Training</td>
<td>• Training allowed for students instructed in industrial arts department, school shop, industrial plant, or vocational education course, or apprenticeship; no hour limits.</td>
<td>• Training allowed without employment relationship, regardless of age; 16 or older may also be employed during school hours; hazardous occupations (HOs) prohibited for all ages.</td>
</tr>
<tr>
<td>Wages</td>
<td>• Minimum wage rate: $7.25 hour. • Business volume: $300,000. • Several types of minimum wage. • Initial employment or training minimum wage rate ($6.35) for first 90 consecutive calendar days of employment with employer. • No youth minimum wage rate; basic state minimum wage rate applies to all employees of all ages in Iowa. • Tipped employees minimum wage. • Requirements for payment and deductions. • Covers all employers. • Subminimum wages may be permitted for certain persons and employment situations. • Specific exemptions from minimum wage. • Provisions for recovery of back wages. • Iowa Minimum Wage Law poster display requirement.</td>
<td>• Minimum wage rate: $7.25 hour. • Business volume: $500,000. • Several types of minimum wage. • Youth minimum wage rate ($4.25) for employees under 20 years of age during first 90 consecutive days of employment. • Tipped employees minimum wage $2.13/hr. • Requirements for payment and deductions. • Covered employers specified. • Subminimum wages may be permitted for certain persons and employment situations. • Specific exemptions from minimum wage and/or overtime pay law. • Provisions for recovery of back wages. • FLSA poster display requirement.</td>
</tr>
</tbody>
</table>
### Child Labor Laws

<table>
<thead>
<tr>
<th>ISSUE</th>
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<th>FEDERAL LAW (FLSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record keeping</td>
<td>• Required, including – identifying information about employee: name, address with zip code, social security number, birth date if under 19 – occupation – hours worked – wages earned – deductions made – employment agreements</td>
<td>• Required for employees under 19, including – name – home address – date of birth, if under 19 – gender – daily starting and quitting times – daily and weekly hours worked – occupation – regular hourly pay rate – total overtime pay for work-week – deductions from or additions to wages – total wages paid each pay period – date of payment and pay period covered</td>
</tr>
<tr>
<td>Penalties</td>
<td>• Serious misdemeanor, punishable by up to $500 fine and/or 30 days in jail per offense for parent or guardian of minor child, who regularly permits them to work in violation of law Civil penalties up to $10,000 per violation per child.</td>
<td>• Administrative fine up to $50,000 per minor for employers For second willful violation, fine of $100,000 or imprisonment for not more than 6 months, or both. District Court restraining order can be requested to prevent future civil or criminal child labor violations.</td>
</tr>
<tr>
<td>Waivers</td>
<td>• May issue written special orders allowing prohibited work to occur</td>
<td>• None</td>
</tr>
</tbody>
</table>

Additional discussion of many issues listed in the chart above are provided in other sections of this Guide.

**Child Labor Work Permits: Iowa Code, Chapter 92**

The following sections of the Iowa Code refer to work permit requirements for children under 16 and are appropriate to students enrolled in workplace learning experiences.

- 92.10 Permit on file. A person under sixteen years of age shall not be employed to work with or without compensation unless the person, firm, or corporation employing such person receives and keeps on file, accessible to any officer charged with the enforcement of this chapter, a work permit issued as provided in this chapter, and keeps a complete list of the names and ages of all such persons under sixteen years of age employed.
• 92.16 Forms for permits furnished. The proper forms for the work permit, the employer’s agreement, the school record, the certificate of age, and the physician’s certificate shall be formulated by the labor commissioner and furnished to the issuing authorities.

Iowa work permits may be obtained from
Iowa Division of Labor Services 1000 East Grand Avenue Des Moines, Iowa 50319
http://www.iowaworkforce.org/labor/
Ph: 800-562-4692 or 515-281-6374

or your local school (Administration)

or any Iowa Workforce Development Center

http://www.iowaworkforce.org/centers/files/offices.htm

Safety and Access for All Students

All partners in workplace 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, mental or physical disability, and gender identity.

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 place 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, and so forth.

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 the child may not be employable due to race, gender, religion, disability, and so forth.

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, and so forth.

Workplace Learning Teacher-Coordinators are responsible for ensuring that all students have access to any educational component, regardless of race, gender, religion, disability, and so forth. As a first step when entering into any 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.

**Equal Access Requirements**
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, and so forth, 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 Act (IDEA) of 1975 Updated
- Vocational Guidelines from the Office of Civil Rights, Department of Education
- Title II, Americans with Disabilities Act (ADA) of 1990
- Title II, Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990
- School-to-Work Opportunities Act of 1994

**Non-Discrimination Statement**
Written assurances of non-discrimination must be obtained from training sponsors. Include the following statement in each Training Agreement.

It is the policy of all parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, clinical, or work experiences, assigned to jobs, and otherwise treated without regard to race, creed, color, national origin, gender, religion, age, physical or mental disability, political party affiliation, or potential parental, family, or marital status, or gender identity as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

**Equity Resources on the Web**
The Web site of the Equal Employment Opportunity Commission (EEOC) also provides
information for employees and employers on prohibiting discrimination, as well as mediation, training, and more.
http://www.eeoc.gov

The Iowa Civil Rights Commission enforces the laws prohibiting discrimination in employment and other areas on the basis of race, color, creed, sex, religion, national origin, physical and mental disability, age, marital status, familial status, and pregnancy
http://www.state.ia.us/government/crc/index.html 515-281-4121; 1-800-457-4416

The Immigration Reform and Control Act of 1986 is the most comprehensive reform of our immigration laws since 1952. This law preserves our tradition of legal immigration while closing the door to illegal entry. By combining increased border enforcement with prohibitions against employing illegal entrants (or those aliens, such as tourists, who legally enter the United States but are not authorized to work while they are here), the law represents a step forward in the effort to secure our nation’s borders. Immigration law updates can be obtained from the National Immigration Law Center.

Why Employers Must Verify Employment Eligibility of New Employees
Employment is often the magnet that attracts people to come to or stay in the United States illegally. The purpose of the 1986 law is to remove the magnet by requiring that employers hire only U.S. citizens and aliens who are authorized to work here.

The 1986 law, passed in a bipartisan effort of Congress, was strongly supported by the American public. Employers will want to join the effort to protect our heritage of legal immigration and to preserve jobs for those who are legally entitled to them. This cooperation will make jobs available to American citizens and to aliens who are authorized to work here, and it can help people get off welfare and into jobs. Verification of worker identity is also good business practice.

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 an INS or US Department of Labor (USDOL) officer, upon request. Employers will be given at least three days advance notice.

As far as the anti-discrimination provisions of the Immigration and Naturalization Act, the best resource is the Office of Special Counsel of the US Department of Justice. They can be reached at 1-800-255-8155 (employer hotline) or 1-800-255-7688 (employee hotline) or 1-800-237-2515
Preventing Discrimination
The 1986 immigration law also prohibits discrimination. Employers with four or more employees may not discriminate against any individual, other than an unauthorized alien in hiring, discharging, recruiting, or referring-for-a-fee because of that individual’s national origin, or, in the case of a citizen or intending citizen, because of his or her citizenship status.

Penalties for Prohibited Practices
Employers found to have knowingly hired unauthorized employees, or who continue to employ persons known to be or to have become unauthorized, may be fined as follows:

- First Violation: Not less than $250 and not more than $2,000 for each unauthorized employee.
- Second Violation: Not less than $2,000 and not more than $5,000 for each unauthorized employee.
- Subsequent Violations: Not less than $3,000 and not more than $10,000 for each unauthorized employee.

Identity Documents
Documents that establish identity for individuals 16 years of age and older:
- 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
- Voter’s registration card
- For individuals under age 16, who cannot produce one of the documents listed above:
  - School record or report card
  - Doctor or hospital record
  - Daycare or nursery school record

Documents that establish employment eligibility:
- Original Social Security card
- Original or certified copy of a birth certificate issued by a state, county, or municipal authority bearing an official seal
- Certification of Birth issued by the Department of State (Form FS-545)

Q & A about Form I-9
Do United States citizens need to prove they are eligible to work?
Yes. While United States citizens are automatically eligible for employment, they must provide the required documents and complete Form I-9.
Do I need to complete an I-9 for everyone who applies for a job with my company?
No. Employers need to complete I-9s only for people actually hired, where “hired” means when a person begins work.

Yes. While the law requires employers to complete the I-9 when the person actually begins working, it can be completed when the person accepts the job.

Do I need to fill out an I-9 for independent contractors or their employees?
No. For example, employers who contract with another company to provide temporary clerical services do not need to complete I-9s for that company’s employees. The contracting company is responsible for completing I-9s for its own employees. However, employers must not knowingly use contract labor to circumvent the law that prohibits hiring unauthorized workers.

More Information
Check the Web site of the US Immigration and Naturalization Service (INS) regarding immigration issues.
www.uscis.gov

INS Customer Service Call Center 1-800-375-5283 1-800-767-1833 (TTY)

Iowa Centralized Employee Registry
Iowa Employee Registry
Section 252G of the Iowa Code establishes a Centralized Employee Registry for the State of Iowa. Employers must report all new hires or rehires. The law is effective for any employees hired or re-hired on or after January 1, 1994.

Employers must report hiring or rehiring of all employees, age 18 or older, within fifteen days of the hire or rehire. Employers may report employees who, on the date of hire or rehire, are under eighteen years of age.

Reports must include the following information
• Employer’s name, address, and federal identification number;
• Employee’s name, address, and Social Security number;
• Information about whether the employer has employee dependent health care coverage available and the appropriate date on which the employee may qualify for the coverage;
• The address to which income withholding orders or the notices of orders and garnishments should be sent;
• Employee’s date of birth.

For more information and Iowa new hire reporting, call 515-242-5811 or 515-281-8933.

Iowa School-to-Work Legislation
Two pieces of state legislation affect school-to-work (work-based learning) programs in Iowa.
1. Iowa Code 85.61 (formerly known as House File 2443) relates to the use of state workers’ compensation coverage for students at a community college participating in school-to-work (work-based learning) programs.
2. Iowa Code 85.20 (formerly known as Senate File 361) relates to the use of state workers’ compensation coverage for K-12 students participating in school-to-work (workplace learning) programs.

Relevant excerpts from these laws are reproduced below

**Iowa Code, Section 85.61 (2)**

“Employer” also includes and applies to an eligible postsecondary institution as defined in section 261C.3, subsection 1, a school corporation, or an accredited nonpublic school if a student enrolled in the eligible postsecondary institution, school corporation, or accredited nonpublic school is providing unpaid services under a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f.” However, if a student participating in a school-to-work program is participating in open enrollment under section 282.18, “employer” means the receiving district. “Employer” also includes and applies to a community college as defined in section 260C.2, if a student enrolled in the community college is providing unpaid services under a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f,” and that is offered by the community college pursuant to a contractual agreement with a school corporation or accredited nonpublic school to provide the program. If a student participating in a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f,” is paid for services provided under the program, “employer” means any entity otherwise defined as an employer under this subsection which pays the student for providing services under the program.

**Iowa Code, Section 85.61 (11)**

“Worker” or “employee” includes a student enrolled in a public school corporation or accredited nonpublic school who is participating in a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f.” “Worker” or “employee” also includes a student enrolled in a community college as defined in section 260C.2, who is participating in a school-to-work program that includes, but is not limited to, the components provided for in section 258.10, subsection 2, paragraphs “a” through “f” and that is offered by the community college pursuant to a contractual agreement with a school corporation or accredited nonpublic school to provide the program.
RIGHTS OF EMPLOYEE EXCLUSIVE. The rights and remedies provided in this chapter, chapter 85A or chapter 85B for an employee, or a student participating in a school-to-work program as provided in section 85.61, on account of injury, occupational disease or occupational hearing loss for which benefits under this chapter, chapter 85A or chapter 85B are recoverable, shall be the exclusive and only rights and remedies of the employee or student, the employee’s or student’s personal and legal representatives, dependents, or next of kin, at common law or otherwise, on account of such injury, occupational disease, or occupational hearing loss, against any of the following:

1. Against the employee’s employer.
2. Against any other employee of such employer, provided that such injury, occupational disease, or occupational hearing loss arises out of and in the course of such employment and is not caused by the other employee’s gross negligence amounting to such lack of care as to amount to wanton neglect for the safety of another.
3. For a student participating in a school-to-work program, against the student’s school district of residence, receiving school district if the student is participating in open enrollment under section 282.18, accredited nonpublic school, community college, and directors, officers, authorities, and employees of the applicable school corporation.

INJURIES WHILE IN EMPLOYMENT TRAINING OR EVALUATION. A person participating in a school-to-work program referred to in section 85.61, or receiving earnings while engaged in employment training or while undergoing an employment evaluation under the direction of a rehabilitation facility approved for purchase-of-service contracts or for referrals by the department of human services or the department of education, who sustains an injury arising out of and in the course of the school-to-work program participation, employment training, or employment evaluation is entitled to benefits as provided in this chapter, chapter 85A, chapter 85B, and chapter 86. Notwithstanding the minimum benefit provisions of this chapter, such a person referred to in this section and entitled to benefits under this chapter is entitled to receive a minimum weekly benefit amount for a permanent partial disability under section 85.34, subsection 2, or for a permanent total disability under section 85.34, subsection 3, equal to the weekly benefit amount of a person whose gross weekly earnings are thirty-five percent of the statewide average weekly wage computed pursuant to section 96.3 and in effect at the time of the injury.

A self-insurance association formed under this section and an association comprised of cities or counties, or both, or community colleges as defined in section 260C.2, or school corporations, or both, which have entered into an agreement under chapter 28E for the purpose of establishing a self-insured program for the payment of workers’ compensation benefits are exempt from taxation under section 432.1.
Iowa Code, Section 258.10

POWERS OF DISTRICT BOARDS.
1 The board of directors of any school district may carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry, and home economics, and to pay the expense of such instruction in the same ways the expenses for other subjects in the public schools are now paid.
2 The board of directors of a school district may establish and maintain school-to-work programs including alternative learning opportunities through which students may obtain skills or training outside the classroom. School-to-work programs include, but are not limited to, the following:
   a) Short-term job shadowing opportunities for students to explore career interests by observing work at a workplace or to include a series of visits to various workplaces and time spent with individual workers to observe specific jobs.
   b) Structured work experiences integrating school and work-based experiences in an internship that may be an extension of a job shadowing experience.
   c) Mentoring experiences providing students with a formal relationship with a worksite role model who shares career insights and teaches students specific work-related skills.
   d) Career-oriented work experiences tied to school lessons through formal or informal training agreements, formal learning plans or mentoring by workplace personnel who may be paid or unpaid, and which may earn students credit toward graduation.
   e) Structured on-the-job training or apprenticeships for students who are enrolled in a technical or professional program that leads to a high school diploma, advanced certificate of mastery, or associate degree.
   f) Work experiences available to students in school and community placements directly supervised by a school district or community college staff member.
3 The board may provide workers' compensation coverage by insuring, or self-insuring as provided in section 87.4, students participating in unpaid school-to-work programs. A school district's liability to students injured while participating in an unpaid school-to-work program is as provided in section 85.20.

For More Information…
Check with the Iowa Division of Workers’ Compensation. http://www.iowaworkforce.org/wc/ 515-281-5387 or 1-800-JOB-IOWA

Workers’ Compensation Law and Work-based Learning
In the following pages, Robert E. Jester, President of Jester Insurance Services and Managing Agent for the Iowa Association of School Boards Insurance Programs, summarizes some effects of state legislation and potential insurance ramifications for schools, employers, and students in Iowa’s work-based learning programs.
Legislation Summary

Ever since work-based learning programs first came on the scene, one of the first questions asked by many people concerned possible injuries to student participants. Before the Chapter 85.20 (SF 361) amendment, students injured in a work-based learning setting could potentially file for workers’ compensation from a private employer, particularly if they were being paid for their work activities. Unfortunately, they could also file a tort action against various parties, including the school district, the school board, school employees, and others.

Chapter 85.20 clarifies this situation by specifying that students injured in work-based learning programs, where they are being paid by a private employer, will be able to recover workers’ compensation claims from that private employer, just like any other employee. If they are not being paid for such work, workers’ compensation still applies, but it is paid for under the school’s workers’ compensation policy. The receiving school district pays the workers’ compensation claim for students participating under open enrollment.

With the passage of the SF 361 amendment to Chapter 85.20, an injured student is entitled to collect only workers’ compensation benefits. They may not pursue any other kind of liability claim against either the private employer or the school district and its employees. By eliminating the potential of costly litigation, this legislation should help to foster the growth of work-based learning programs and the safety of students involved.

Insurance Issues Related to Workplace Learning Initiatives

As workplace learning opportunities in Iowa expand, so do insurance concerns for both schools and employers who agree to accept students in a variety of work situations. Some of the more important insurance ramifications are outlined below.

For Schools

A. Student Injuries and Workers’ Compensation
   Ever since work-based learning initiatives were first conceived, the most important questions have always concerned potential injury to students. Certainly, when we take students out of traditional classroom settings and expose them to hazards typical of the workplace, we introduce a whole new level of problems that are not common in schools.

B. The recourse for students injured in work-based learning experiences was clarified in Iowa Code Sections 85.20 and 258.00. Workers’ compensation is now the exclusive remedy for students injured in the course of work-based learning activities. The legislation establishes that students participating in work-based learning initiatives are entitled to at least the state minimum weekly benefit amount for disability benefits.

C. At present, there is no initial premium impact on the school’s workers’ compensation policy from this legislation. Since students are not being paid a salary, payroll records of the school will not impact any dollar amounts for work-based learning activities. Any losses that occur, however, will become a part of an individual school claim record and,
thus, would have an impact on future experience modifications, which are based on total
claims.

B: General Liability Insurance Each school has liability insurance that remains in
place to protect the school for claims arising out of a workplace learning program that may
not be addressed by Chapter 85.20. However, we feel that the Chapter 85.20 will
dramatically reduce the amount of legal activity that schools will encounter.

C: Automobile Insurance Transportation risk may also be an issue. If schools
transport students to a workplace learning site in school vehicles, then the school’s own
automobile insurance provides liability protection, as it normally does. If students drive their
own vehicles to places of employment, then each student is responsible for having his or her
own liability insurance. It is unlikely that the school’s insurance would become involved in
the event of an accident any more than it does when a student drives to school on a daily
basis. If students become involved in an automobile accident, injured parties could
theoretically bring action against the school district for some degree of vicarious liability, but
that is covered by the school’s insurance program as an non-owned automobile liability
claim.

For Employers
A. Workers’ Compensation: Iowa law now provides that students injured while participating
in work-based learning settings are covered under workers’ compensation. If students are
paid by the employer, their injuries will now be covered under the employer’s workers’
compensation policy, just like any other employee. The cost impact to the employer is
twofold. First, the additional staff on the payroll means a larger insurance premium. The
second potential impact is generated by potential claims that may occur, since any
workers’ compensation claim can have an impact on the total calculations.

B. General Liability Because Chapter 85.20 makes workers’ compensation the exclusive
remedy for students injured in work-based learning programs, their personal or legal
representatives, dependents, and next of kin, employer liability risk is significantly
reduced, regardless of whether students are covered under the employer’s workers’
compensation policy or that of the school.

C. Students working for and paid by private employers are considered employees for
purposes of liability insurance, becoming an insured under the employer’s liability policy,
assuming that the policy has been extended to cover employees in general. Non-paid
students may pose some additional complications, since many General Liability policies
do not automatically cover volunteers and other non-employee groups. Employers would
continue to be protected by the General Liability policy for any vicarious liability due to
acts of students or volunteers. Care should be taken in assigning students to operate
certain machinery and equipment, particularly large heavy construction equipment where
the potential for injury or damage is high, or where violation of state or federal child
labor laws is possible.

D. Samples of typical endorsements for the General Liability policy that can be used to add coverage for all volunteers, including students, appear below.

E. 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 – whether an employee or not – 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, however, particularly with trucks and other heavy equipment. Most employers will probably not want to grant driving privileges to students still in their teens, where the basic risk is higher than with more experienced drivers. If such driving is deemed advisable, however, employers should verify students’ 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.

<table>
<thead>
<tr>
<th>Common Transportation Types</th>
<th>Liability Coverage</th>
</tr>
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<tbody>
<tr>
<td>• School transports students on school bus</td>
<td>• School bus insurance</td>
</tr>
<tr>
<td>• Employer provides van to transport student-learner employees</td>
<td>• Employer’s insurance</td>
</tr>
<tr>
<td>• Students use public transportation</td>
<td>• Public Transit Authority insurance</td>
</tr>
<tr>
<td>• Students drive own vehicles</td>
<td>• Students’ personal vehicle insurance</td>
</tr>
</tbody>
</table>

In all cases, parents of secondary school students should sign transportation agreements before students are permitted to travel to and from work sites. When students drive personal vehicles, conditions of transportation should be reviewed and defined. Typically, they include:

• Verifying student driver’s license and insurance coverage;
• Limiting transportation to student driver (no passengers); and
• Limiting transportation for the sole purpose of getting to and from the work site.

D: 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 would require 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 these materials.

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 their insurance advisor.

For More Information…

Iowa Division of Workers’ Compensation
515-281-5387 800-JOB-IOWA (800-562-4692) toll-free
http://www.iowaworkforce.org/wc/

Iowa Insurance Division
515-281-5705 877-955-1212 toll-free
http://www.iid.state.ia.us/
Physical Education Program Waivers

Physical education may be waived for secondary cooperative education/work-based learning students with local education agency approval. This provision in the law allows more flexibility for schools in meeting individual students’ goals and needs. The text of the law is shown below.

Iowa Administrative Code 12.5 (5)
All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph. A twelfth-grade student may be excused from this requirement by the principal of the school in which the student is enrolled under one of the following circumstances:

- A cooperative, work-study, or other educational program authorized by the school which requires the student’s absence from school premises during the school day.
- Academic courses not otherwise available.
- An organized and supervised athletic program, which requires at least as much time of participation per week as one-eighth unit of physical education.

For More Information
Check with the Iowa Department of Education.
http://www.state.ia.us/educate

Educators have significant responsibility for protecting personal and academic information about students in their schools and school districts, including information related to work-based learning experiences and employment. Following are a model policy and model rules for schools and educators to use regarding student records and the sharing of student information.
**Dissemination of Student Personnel Record Data**

Student records are an essential part of the educational process. To serve this end, information about students which is required by law, or which is considered necessary in accomplishing the educational goals and objectives established by the school district and its sub-units, 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 and its sub-units, while protecting individual rights in the best interest of the students and preserving the confidential nature of the various types of records.

The intent of rules concerning student records is to establish policy and procedures, to protect the rights of the individual, and to emphasize the concept of free flow of information between parents, students, and school.

**Sources of Requests for Information**

A student’s parent or designated representative shall have access to educational records by scheduled appointments.

Only certificated school personnel who have a proper educational purpose shall have access to student records. Staff members shall respect and observe the importance of the student record. The utmost personal and professional responsibility is required in the uses to which they put their special knowledge about a student.

**Others**

No other person, such as an employer, may have access to any data in a student’s records except under one of the following circumstances and when proper written consent to the access of such records has been obtained.

- The student’s parent must give 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 must specify the records to be accessible and to whom they are accessible. Each request for consent must be handled separately. Blanket permission for the access of the information shall not be honored.

**Notice to Students and Parents – Directory Information**

The student handbook or similar publication given to each student contains general information about the school and shall contain the following statement, which shall also be published at least
annually in a prominent place in a newspaper of general circulation in the school district. The following information may be released to the public in regard to any individual student of the school district as necessity and desirability arises. Any student, parent, or guardian not wanting this information released to the public must make objection in writing to the principal or other person in charge of the school which the student is attending. This objection must be renewed at the beginning of each school year. Potential items released may include name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, and similar information.

**Nonpublic School Students Enrolled in Public School Offerings**

The public school records of a nonpublic school student attending the public schools shall be available to the parents of that student to the extent that student is in attendance in schools belonging to the district.

The education records of a nonpublic school student enrolled in courses or receiving services from the public school district may be shared with the certificated staff of the nonpublic school in which the student is also enrolled, provided that the parents of the student are notified.

**Third-Party Permission Release**

Except for the release of directory information, every time confidential information regarding a student is released to anyone other than the student, parent, or local school personnel, it shall be accompanied by a letter indicating the confidentiality of the material and the necessity for obtaining written consent prior to release of any information to the third party.

The school administration shall have cause to publish, at least annually, in a newspaper of general circulation in the district and in appropriate school publications, notification of the rights accorded students and parents under school rules governing student records. Notice shall be sent individually in the language of the parent or student over the age of 18, if a language other than English is necessary to communicate notice.

**For More Information…**

Check with the Iowa Department of Education. [http://www.state.ia.us/educate](http://www.state.ia.us/educate)
Taxes and Unemployment

Employers must comply with all appropriate tax regulations for students participating in work-based learning experiences. Some significant Iowa tax benefits can accrue to employers who hire from certain populations of people, which may provide teacher-coordinators with additional selling points when approaching employers to establish training stations.

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. For most kinds of work, wages paid in forms other than cash – such as the value of meals or living quarters – must be included. For domestic work in a private household or for farm work, only cash wages count.

Any student who is currently receiving Social Security benefits may earn only a specific amount each year. Check with the Social Security Administration office at 800-772-1213 or on the Web at http://www.ssa.gov for up-to-date information on earnings limits.

Tax Incentives

Iowa employers who hire hard-to-place job applicants may be eligible to receive federal income tax credits under one of two programs—Work Opportunity Tax Credit (WOTC) and Welfare-to-Work Tax Credit (WtWTC). Iowa employers that meet certain criteria are allowed an additional deduction on their Iowa income tax returns for hiring ex-offenders or persons with disabilities.

Tax credits are tied to the amount of wages the employee earns and the number of hours worked. The maximum credit under WOTC goes to an employer whose employee earns $6,000 or more. After figuring other tax requirements, the net effect is a tax break of about $1,500 for hiring an individual who earns $6,000. The maximum tax credit can be as much $2,400 if the employee maintains employment for 400 hours or 180 days. To find out more about the Work Opportunity Tax Credit, call (515) 281-9010 or visit http://www.uses.doleta.gov/.

The tax credit for an employer under WtWTC can be about $3,500 for hiring an individual who is earning $10,000 or more. The employer can get a tax credit of up to $5,000 if the individual continues working for the employer for a second year. To find out more about Welfare-to-Work tax credits and business incentives, call (515) 281-9010 or visit http://www.uses.doleta.gov/.

Employers who qualify for both the Work Opportunity Tax Credit and Welfare-to-Work Tax Credit may choose which of the tax credits is most advantageous for a given tax year.
To qualify for either tax incentive programs, employers must hire workers from the following groups: welfare recipients, Food Stamp recipients age 18 through 24 from low income families, disabled persons referred from Vocational Rehabilitation Services and Department for the Blind, and the U.S. Department of Veterans Affairs, Supplemental Security Income (SSI), economically disadvantaged veterans and low income ex-felons.***

Iowa employers that meet the following criteria are allowed an additional deduction on their Iowa income tax returns for hiring persons with disabilities. This deduction is 65 percent of the wages paid in the first 12 months of employment; the deduction ceiling is $20,000 per employee. Only those employers that meet the "small business" definition can claim the deduction for employing persons with disabilities. Visit http://www.state.ia.us/tax/1040EI/03EI-LineIndex.html, http://www.state.ia.us/tax/1040EI/Line/03Line24.html and http://www.state.ia.us/tax/educate/78578.html for more information.***

Iowa employers that meet certain criteria are allowed an additional deduction on their Iowa income tax returns for hiring ex-offenders. This deduction is 65 percent of the wages paid in the first 12 months of employment; the maximum deduction is $20,000 per employee. To find out more about this tax benefit for employers visit the following links http://www.state.ia.us/tax/educate/78522.html, and number 24. u. located at http://www.state.ia.us/tax/1040EI/Line/03Line24.html.

Employing a Person with a Disability

Workforce Development Centers can provide assistance and direction to businesses employing individuals with a disability. Services range from worker training and assistance, to support in providing useful accommodations and tax incentives. Contact the Workforce Development Center nearest you for any questions regarding recruitment and employment of people with disabilities.

Contact your local Disability Program Navigator.

See chart below for summary of tax incentives.
### Tax Incentives

<table>
<thead>
<tr>
<th>Wage Related Incentives</th>
<th>Accessibility Related Incentives</th>
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</thead>
<tbody>
<tr>
<td>IA Small Business Tax Deduction</td>
<td>Barrier Removal Tax Deduction</td>
</tr>
<tr>
<td>Work Opportunity Tax Credit</td>
<td>Small Business Access Tax Credit</td>
</tr>
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<td></td>
<td>IA Small Business Tax Credit</td>
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</table>

### Brief Overview of Business Tax Credits & Deductions related to Specific Populations of Individuals

<table>
<thead>
<tr>
<th>Incentive</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Barrier Removal Tax Deduction</td>
<td>The cost of an improvement to a business asset is normally a capital expense. However, you can choose to deduct the costs of making a facility or public transportation vehicle more accessible to and usable by those who disabled or elderly. Business may take an annual deduction for expenses incurred to remove physical, structural, and transportation barriers.</td>
</tr>
<tr>
<td>Small Business Access Tax Credit</td>
<td>The disabled access credit is a nonrefundable annual tax credit for an eligible small business that pays or incurs expenses to provide access to persons with disabilities.</td>
</tr>
<tr>
<td>Work Opportunity Tax Credit (WOTC)(Federal)</td>
<td>The Work Opportunity Tax Credit (WOTC), provides a tax credit for employers hiring individuals from certain targeted groups (see detailed information).</td>
</tr>
<tr>
<td></td>
<td>All taxpaying businesses are eligible. Deduction up to $15,000 per year for qualified architectural and transportation barrier removal expenses.</td>
</tr>
<tr>
<td></td>
<td>Small businesses that in the previous year earned $1 million or less in gross receipts or had 30 or fewer full-time employees are eligible.</td>
</tr>
<tr>
<td></td>
<td>An employer may take a tax credit of up to 40% of the first $6,000 in the first year wages per qualifying employee. The maximum per employee is $2,400 per tax year. (see detailed information)</td>
</tr>
</tbody>
</table>
Iowa Small Businesses that meet the criteria (see detailed information) are allowed an additional deduction on their Iowa Income Tax return. A small business cannot have more than 20 full-time employees or make more than $3 million in annual gross revenues. This deduction is in addition to the Work Opportunity Tax Credit. This deduction is 65% of the wages paid in the first 12 months of employment; the deduction ceiling is $20,000 per employee.

Unemployment Tax / Unemployment Compensation Insurance

All employers who are subject to Iowa’s Unemployment Insurance Law are required to submit the quarterly Employer’s Contribution & Payroll Report and to pay contributions due. For more information about Iowa’s Unemployment Insurance laws, download the Unemployment Insurance Handbook for Employers.

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. An example statement is:

*The student and employer mutually understand that the employer is not obligated to pay any unemployment compensation tax during the specified school term / training period. Unemployment compensation cannot be claimed by the student.*

For More Information…

http://www.iowaworkforce.org/ui/
Wages and Exemptions

Minimum Wage
Teacher-coordinators must be aware of occupations and businesses which are covered by minimum wage laws and the compensation that is required to be paid.

Exceptions to Minimum Wage
Because employers of work-based learning students are asked to provide training as well as employment, exceptions to the federal minimum wage can be made. Regular student-learners and disabled learners may receive exemption from the federal minimum wage requirement that will allow employers to pay 75 percent of the minimum wage for student-learners and 50 percent for disabled students. Application for sub-minimum wages must be filed before the student begins employment.

Comparison of State and Federal Wage and Hour Laws

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<tr>
<td>Minimum Wage</td>
<td>• Not less than $7.25/hour for covered nonexempt workers. Business volume: $300,000</td>
<td>• Not less than $7.25/hour effective 7/24/09 Overtime pay, at a rate of not less than 1-1/2 times the regular pay rate required after 40 hours of work in a work-week. Some exceptions for overtime pay in certain industries, like hospitals. Business volume: $500,000 Employers involved in interstate commerce.</td>
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<td>Initial Employment or Training Minimum Wage</td>
<td>• $6.35/hour minimum initial rate for first 90 consecutive calendar days of employment with the employer</td>
<td>• $4.25/hour minimum training wage for first 90 consecutive calendar days of employment, limited to employees under 20 years of age • Employer must comply with more stringent law, so only those Iowa employers not covered by federal law will be permitted to pay workers 20 years old and older $4.25/hour for first 90 consecutive calendar days of employment.</td>
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<td>Youth Minimum Wage</td>
<td>• No Iowa requirement; basic minimum wage applies to all employees of all ages in Iowa</td>
<td>• $4.25/hour minimum permitted for employees under 20 years of age during first 90 consecutive calendar days of employment with an employer. • Employers are prohibited from reducing employees’ hours, wages, or benefits, or otherwise displacing current employees to hire at youth minimum wage.</td>
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<td>Tipped Employees Minimum Wage (employees customarily and regularly receiving more than $30/month in tips)</td>
<td>• $4.35/hour minimum • Tips may be considered part of employee wages, but such wage credit must not exceed 40 percent of the minimum wage • For initial employment or training wage employees, employer must $4.35/hour • Employers who elect to use tip credit provision must inform employee in advance and must be able to show that employee receives at least the minimum wage when direct wages and tip credit are combined. If employee’s tips and employer’s direct wages of at least $4.35/hour do not equal minimum hourly wage, employer must make up the difference. Employees must retain all tips, except when participating in valid tip pooling or sharing arrangement.</td>
<td>• $2.13/hour, as long as tipped employee receives at least minimum wage in tips • Employers who elect to use tip credit provision must inform employee in advance and must be able to show that employee receives at least the minimum wage when direct wages and tip credit are combined. If employee’s tips and employer’s direct wages of at least $2.13/hour do not equal minimum hourly wage, employer must make up the difference. Employees must retain all tips, except when participating in valid tip pooling or sharing arrangement. • Employer required to comply with more stringent law, so Iowa employer must comply with Iowa law.</td>
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<td>Subminimum Wage Provisions</td>
<td>• Certain individuals may be employed at less than the statutory minimum wage, as an incentive to provide employment opportunities for specific populations • Covers student-learners (work-based learning education students); full-time students in retail or service businesses, agriculture, or institutions of higher education; individuals whose earning or productive capacity is impaired by age or physical or mental disability or injury • Employment permitted only under certificates issued by the US Department of Labor, Wage &amp; Hour Division • All federal certificates are honored by the Iowa Division of Labor Services, as long as the percentage granted is applied to the appropriate Iowa minimum wage</td>
<td>• Certain individuals may be employed at less than the statutory minimum wage identified in the FLSA, as an incentive to provide employment opportunities for specific populations • Covers student-learners (work-based learning education students); full-time students in retail or service businesses, agriculture, or institutions of higher education; individuals whose earning or productive capacity is impaired by age or physical or mental disability or injury • Employment permitted only under certificates issued by the US Department of Labor, Wage &amp; Hour Division <a href="http://www.dol.gov/whd/forms/fts.htm">http://www.dol.gov/whd/forms/fts.htm</a> Within Iowa Contact: US Dept. of Labor 643 Federal Building 210 Walnut Des Moines, Iowa 50309 515-284-4625</td>
</tr>
<tr>
<td>Exemptions from Minimum Wages</td>
<td>• Specific exemptions exclude some employers • Because exemptions are narrowly defined,</td>
<td>• Some employers exempt from overtime pay law or both minimum wage and overtime pay laws</td>
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Employers should carefully check exact terms and conditions* • Detailed information about exemption from Iowa minimum wage law is available from the Iowa Division of Labor Services

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<td>Employers Covered</td>
<td>An enterprise of related activities performed through unified operation or common control by one or more individuals for a common purpose, and is • Engaged in laundering, cleaning, or repairing of clothing or fabrics; or • Engaged in the business of construction or reconstruction; or • Engaged in the operation of a hospital, an institution primarily engaged in the care of the sick, aged, or mentally ill or physically disabled who reside on the premises, a school for mentally ill or physically disabled or gifted children, a preschool, a day care, an elementary or secondary school, or an institution of higher education (public or private, operated for profit or nonprofit); or</td>
<td>An enterprise of related activities performed through unified operation or common control by one or more individuals for a common purpose, and – Has annual gross volume of sales made or business done is not less than $500,000, exclusive of separately stated retail excise taxes; or – Is engaged in the operation of a hospital, an institution primarily engaged in the care of the sick, aged, or mentally ill or physically disabled who reside on the premises, a school for mentally or physically disabled or gifted children, a preschool, an elementary or secondary school, or an institution of higher education (whether operated for profit or nonprofit); or</td>
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- Comprised exclusively of one or more retail or service establishments whose annual gross volume of sales made or business done is not less than $300,000, exclusive of separately stated retail excise taxes; or Any other type of enterprise having annual gross volume of sales made or business done of not less than $250,000, exclusive of separately stated retail excise taxes; or • An activity of a public agency • Domestic service workers such as day workers, housekeepers, chauffeurs, cooks, or full-time baby-sitters are covered if they receive at least $100 in cash wages from the same employer in a calendar year or work more than 8 hours in a week for one or more employers

| continued… |

<p>| Is an activity of a public agency • Construction and laundry/dry cleaning businesses, regardless of annual dollar volume of business; new businesses created after April 1, 1990, must meet $500,000 test for coverage under FLSA • Any enterprise covered by FLSA on March 31, 1990 that ceased to be covered because of the $500,000 test remains subject to FLSA provisions for overtime pay, child labor, and record keeping • Employee firm has engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for commerce continued… |</p>
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| Employees of enterprises engaged in interstate commerce, producing goods for interstate commerce, or handling, selling, or otherwise working on goods or materials that have been moved in or produced for commerce that have been exempted under state law may be covered by federal law. Employees of firms not covered under Iowa law may still be subject to federal law if they are individually engaged in interstate commerce or in the production of goods for interstate commerce, or in any closely related process or occupation directly essential to such production, including employees who work in communications or transportation; regularly use the mails, telephones, or telegraph for interstate communication; keep records of interstate transactions; handle, ship, or receive goods moving in interstate commerce; regularly cross state lines in the course of employment; work for independent employers who contract to do clerical, custodial, maintenance, or other work for firms engaged in interstate commerce or in the production of goods for interstate commerce.

- Required wages, including

| Employees of firms not covered under FLSA or state law may still be subject to minimum wage, overtime pay, and child labor provisions if they are individually engaged in interstate commerce or in the production of goods for interstate commerce, or in any closely related process or occupation directly essential to such production, including employees who work in communications or transportation; regularly use the mails, telephones, or telegraph for interstate communication; keep records of interstate transactions; handle, ship, or receive goods moving in interstate commerce; regularly cross state lines in the course of employment; work for independent employers who contract to do clerical, custodial, maintenance, or other work for firms engaged in interstate commerce or in the production of goods for interstate commerce.

- Wages required by FLSA due

Domestic service workers such as day workers, housekeepers, chauffeurs, cooks, or full-time baby-sitters are covered if they receive at least $100 in cash. |
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<th>Deductions</th>
<th>on regular pay day for pay period covered</th>
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<tr>
<td>benefits agreed to by company policy or contract, due on regular pay day for pay period covered</td>
<td>• Deductions for items such as cash or merchandise shortages, employer-required uniforms, and tools of the trade are not legal to the extent that they reduce employee wages below minimum rate required by FLSA or reduce amount of overtime pay due under FLSA</td>
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<td>• All wages due to suspended or terminated employee by next regular pay day</td>
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<td>• Deductions not legal for items such as cash or merchandise shortages, employer-required uniforms, and tools of trade; others must be authorized in writing by employee; deductions without employee written authorization, if for loss due to employee’s intentional or willful disregard of employer interests</td>
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<tr>
<th>Recovery of Back Wages</th>
<th>• Wage &amp; Hour Division may supervise payment of back wages</th>
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<tr>
<td>• Labor Commissioner may supervise payment of back wages</td>
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<tr>
<td>• Labor Commissioner may bring suit for back wages, liquidated damages, attorney’s fees, and court costs</td>
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<tr>
<td>• Employee may file private suit for back wages, liquidated damages, attorney’s fees, and court costs</td>
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<tr>
<td>• 2-year statute of limitations</td>
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<td>• Complaints must be filed within one (1) year of date that unpaid wages were due</td>
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<tr>
<td>• Secretary of Labor may bring suit for back wages and an equal amount of liquidated damages</td>
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<tr>
<td>• Employee may file private suit for back pay and equal amount as liquidated damages, plus attorney’s fees and court costs</td>
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<tr>
<td>• Secretary of Labor may obtain injunction to restrain any person from violating FLSA, including unlawful withholding of proper minimum wage and overtime pay</td>
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<tr>
<td>• Employee may not bring suit if back wages have been paid under supervision of Wage &amp;</td>
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Poster | • “Iowa Minimum Wage Law” poster must be displayed where it can be easily seen by workers of employers covered under minimum wage law • Poster available from Iowa Division of Labor Services | • FLSA explanation must be posted in a conspicuous place by every employer of workers subject to FLSA minimum wage

**Contacts** | • Iowa Division of Labor Services 1000 East Grand Avenue Des Moines, IA 50319 515-281-5337 515-281-3606 800-562-4692 | • US Department of Labor Wage & Hour Division Room 643 Federal Bldg 210 Walnut Street Des Moines, IA 50309 515-284-4625 319-362-8074 C. Rapids 309-797-6235 Quad Cities 712-252-2907 Sioux City

* Examples of Exemptions from Federal Minimum Wage Laws

| Exempt from Overtime Pay | Partial Exemption from Overtime Pay | Exempt from BOTH Minimum Wage and Overtime Pay |
---|---|---|
• Certain commissioned employees of retail or service businesses: auto, truck, trailer, farm implement, boat, or aircraft salesworkers, or parts clerks and mechanics servicing autos, trucks, or farm implements, who are employed by non-manufacturing | • Employees engaged in certain operations on agricultural commodities • Employees of certain bulk petroleum distributors • Hospitals and residential care establishments may adopt, by agreement with their employees, a 14-day work period instead of the usual 7-day work week if employees are paid at | • Executive, administrative, and professional employees, including teachers and academic administrative personnel in elementary and secondary schools • Outside sales employees • Employees of certain computer-related occupations, as defined in Department of Labor |
establishments primarily engaged in selling these items to ultimate purchasers

- Employees of railroads and air carriers, taxi drivers, certain employees of motor carriers,
- Seamen on American vessels, and local delivery employees
- Announcers, news editors, and chief engineers of certain non-metropolitan broadcasting stations
- Domestic service workers living in the employer’s residence
- Employees of motion picture theaters
- Farm workers
- Workers listed as exempt from minimum wage

least time and one-half their regular rates for hours worked over 8 in a day or 80 in a 14-day work period, whichever is the greater number of overtime hours

- Employees without high school diplomas or who have not attained 8th grade level education can be required to spend up to 10 hours in a work-week engaged in remedial reading or training in other basic skills without receiving time and one-half overtime pay for these hours. However, the employees must receive their normal wages for hours spent in such training and the training must not be job specific.

- Employees of certain establishments
- Employees of certain seasonal amusement or recreational establishments
- Employees of certain small newspapers and employees engaged in newspaper delivery
- Seamen employed on foreign vessels and employees engaged in fishing operations
- Farm workers employed by anyone who used no more than 500 “man-days” of farm labor in any calendar quarter of the preceding calendar year
- Casual baby-sitters and persons employed as companions to the elderly or infirm
Federal Exemption Certificates for Student-Learners
As nearly as possible, students should be provided with employment conditions that are identical
to those of any other beginning worker. Because employers of students are asked to provide
training as well as employment, exceptions to the federal minimum wage law can be made.
Regular student-learners and learners with disabilities may receive exemption from the federal
minimum wage requirement that will allow employers to pay 75 percent of the minimum wage
for student-learners and 50 percent for students with disabilities. Exemptions may be obtained by filing Wage & Hour Form 205 for regular student-learners and Wage & Hour Form-226 for
students with disabilities.

To qualify for exemption from federal minimum wage provisions:

• Certification by the appropriate school official on an application for a special
  student-learner certificate shall constitute a temporary authorization for
  employment and, at the end of 30 days, it shall become the permanent student-
  learner certificate, unless modified or denied by the Wage & Hour Division of the
  US Department of Labor;
• Except for designated exemptions, students under 16 years of age are not eligible
  to receive student-learner certificates, and students under 18 years of age cannot
  receive certificates to work in hazardous occupations;
• Student-learners may not be employed at the subminimum wage rate for more
  than 40 hours combined of school instruction and work; and
  ▪ Students may work for more than 40 hours per week combined school
  instruction and work if they are paid the prevailing wage rate for any
  additional hours.

In addition, the application will not be approved if:
• The job does not require a sufficient degree of skill to necessitate a substantial learning
  period;
• Another worker is displaced;
• Wage rates or working standards of experienced workers would be depressed;
• The occupational needs of the community or industry do not warrant the training of
  students at less than the statutory minimum wage;
• There are serious outstanding violations of the Fair Labor Standards Act; and
• The number of students at certificate rates is more than a small proportion of the
  establishment’s working force.

Some businesses that provide training stations may not be within the jurisdiction of federal wage
laws. However, all employers are covered by state and/or federal child labor laws. Teacher-
coordinators should make certain that the employment is permitted under child labor laws and
should be very careful to ensure that students do not become a source of inexpensive labor for
the employer. Compliance can be assured through careful development of training plans and
regular coordinator supervision at work sites.
Public Schools, Child Labor, and Subminimum Wages

Based on a US Supreme Court ruling in 1985, the Iowa Department of Education distributed a memo to Special Needs coordinators regarding child labor and subminimum wages for school-sponsored employment. That memo remains valid. Excerpts are provided here:

…public schools are subject to paying minimum wages unless subminimum wage certificates are submitted and approved with the US Department of Labor in Des Moines (643 Federal Building, 210 Walnut Des Moines, Room 643, Iowa 50309-2407 Ph. 515-284-4625)

The US Department of Labor…form can be used to apply for subminimum wages down to 50% of the minimum wage…for disabled students in work experience programs. The percent level can go lower than 50% if the application is accompanied by a report from a medical doctor. Student learner (any student enrolled in a cooperative work experience program) applications can be obtained from the US Department of Labor and can be used to apply for subminimum wages down to the 75% level. Full-time students (students attending school full-time and employed part-time after or before school hours and not part of a cooperative program) can be employed at subminimum wages down to the 85% level.

One exception to paying minimum wages is still open to public schools. Students are able to work in jobs in the school for less than or up to one hour per day without pay as long as the work is part of the student’s school program and the work situation meets child labor regulations[,] especially in regard to hazardous orders. Work performed under these conditions is not considered “employment.” Consequently, wages do not have to be paid. [The school must be the employer, not a contractor or subcontractor of the school.]

Interpretation of FLSA and Minimum Wage for Work-based Learning Programs

In 1995, the Iowa Department of Education received a letter of interpretation from Maria Echaveste, Administrator in the Employment Standards Administration, Wage and Hour Division of the US Department of Labor in Washington, DC, regarding the Fair Labor Standards Act and training programs such as School-To-Work. That interpretation remains valid.

This is in response to your letter to Senator Hatfield concerning the application of the Fair Labor Standards Act (FLSA) to students participating in training programs such as those which will be sponsored under the School-To-Work Opportunities Act (STW). You are concerned that business participation in STW programs may be at risk due to the perception that provisions of the FLSA present barriers. Your letter and other inquiries demonstrate that there is considerable misunderstanding as to when a STW participant must be considered an employee under FLSA.

The minimum wage provisions of the FLSA do not apply to students in training programs unless there is an employment relationship and the employer meets the coverage tests of the FLSA. Although these criteria do not differ based on the age of the employee or
whether the employee is working under auspices of a STW program, we believe that many of the STW training programs will not result in an employment relationship. If the program is carefully structured and provides a bona fide training experience, the FLSA should not be an impediment to the participation of employers in STW programs.

The Office of School-To-Work of the Departments of Labor and Education has advised us that a learning experience at an employer’s work site that includes all of the following elements is consistent with a learning experience under the STW:

1. A planned program of job training and work experience for the student, appropriate to the student’s abilities, which includes training related to pre-employment and employment skills to be mastered at progressively higher levels that are coordinated with learning in the school-based learning component and lead to the awarding of a skill certificate;
2. The learning experience encompasses a sequence of activities that build upon one another, increasing in complexity and promoting mastery of basic skills;
3. The learning experience has been structured to expose the student to all aspects of an industry and promotes the development of broad, transferable skills; and
4. The learning experience provides for real or simulated tasks or assignments which push students to develop higher-order critical thinking and problem-solving skills.

A student enrolled in a STW learning experience would not be considered an employee within the meaning of the FLSA, if the following additional criteria were met:

1. The student receives on-going instruction at the employer’s worksite and receives close on-site supervision throughout the learning experience, with the result that any productive work that the student would perform would be offset by the burden to the employer from the training and supervision provided;
2. The placement of the student at a worksite during the learning experience does not result in the displacement of any regular employee – i.e., the presence of the student at the worksite cannot result in an employee being laid off, cannot result in the employer not hiring an employee it would otherwise hire, and cannot result in an employee working fewer hours than he or she would otherwise work;
3. The student is not entitled to a job at the completion of the learning experience – but this does not mean that employers are to be discouraged from offering employment to students who successfully complete the training; and
4. The employer, student, and parent or guardian understand that the student is not entitled to wages or other compensation for the time spent in the learning experience – although the student may be paid a stipend for expenses such as books or tools.

If all the foregoing criteria were met, an employer would not be required to pay wages to a student enrolled in a STW learning experience. If, however, some of the above criteria were not met, it is still possible that a STW participant would not be an employee under FLSA; however, all of the facts and circumstances would have to be considered.
We assure you that proper administration of STW programs is important to the Department of Labor. The Wage and Hour Division will assist the State offices administering STW programs in any issues which may arise under the FLSA, and will contact them in an attempt to resolve any matters which come to our attention involving the administration of STW programs in accordance with the requirements of the FLSA.

**Risk Management**

Issues of worker health and safety, safety training, liability, and insurance are part of the business concept known as risk management. Risk management involves the practical concerns of identifying both hazards in the workplace and safe work practices and procedures, training employees (including student-learners) to safely complete their work assignments, ensuring that adequate protections are in place, and providing documentation that can help reduce risks for all parties. In addition, there are legal implications and liability for employers, schools, and students who participate in work-based learning activities.

**Liability Issues**

While everyone would agree that students must be provided a safe and healthy environment in the school and at the work site, educational institutions and employers must also be protected from unnecessary liability. Students do not require special insurance for participation in typical school activities; 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 workplace learning experiences, whether that includes paid work experience, job shadowing, school-sponsored enterprises, on-the-job training for academic credit or awareness/exploration activities.

Liability of Employers. The issue of liability arises whenever any business entity has individuals on its work site. 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 visit the work site.

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.

Students who are not considered employees but who are injured on the work site 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: injury to the student, and injury caused by the student to another person or to property belonging to another person.

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-- 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.

Employers who sponsor workplace 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; and
- The student is negligent; and
- That act results in injury to customers, passers-by, visitors, or the general public; or damage to the property of customers, passers-by, or the general public.

Consent Forms
Schools and employers may want to use “informed” consent forms to outline in detail for participants (and parents or guardians) the risks involved in the activity that students are about to perform. All parties sign the document, indicating they have read and understand the risks involved and agree not to bring a lawsuit for any harm resulting from the identified risks. Consent forms are generally upheld by courts, but they do not excuse an employer from responsibilities for its own negligence. Examples include consent forms allowing students to ride with a parent-volunteer on a field trip, or a training agreement for a teen to work as an unpaid trainee.

Permission Slips
Permission slips are documents that inform parents and guardians about the nature, location, and details of an activity. Permission slips are also helpful as a form of protection to a company – a well informed parent or guardian may not be as likely to bring suit. Permission slips would be used to inform parents and guardians about student field trips and job shadowing events.
Liability and Workers’ Compensation Insurance
The following practices and procedures are recommended for teacher-coordinators to address insurance and liability issues, including workers’ compensation.

- Consult with an attorney about the range of legal issues and their application.
- Involve insurance industry partners early in the design of work-based learning experiences.
- Address employer concerns. Create a letter to employers and potential representatives of work-based learning activities or offer a workshop and invite experts, such as attorneys and insurance agents, to answer employer questions about insurance and liability.
- Presume workers’ compensation coverage is required in work-based learning components when students are considered employees.
- Confirm workers’ compensation coverage with employers or their insurance carrier, who can provide a “certificate of insurance.” When requesting such certificates, work-based learning teacher-coordinators may also ask carriers to be notified of cancellations or lapsed coverage that may result when employers don’t pay premiums. Self-insured employers and members of a self-insurance group can provide copies of their authorization from the State of Iowa Insurance Commissioner (515-281-5705).
- Reduce risk factors. Whenever possible in developing career exploration, career awareness, job shadowing, or unpaid work experience activities, follow practices that reduce the likelihood of incidents which could cause injury to students and that will protect employers and schools from potential liability.

Create a written agreement specifying the purposes and limitations of the activity, including the amount of time required by the activity (limited to the time needed to achieve the desired objective) and the activities in which participants will engage. Limit risks to students by:
- Integrating safety and health training into all curricula as a component of general workplace competencies;
- Providing industry-specific safety training to students as they progress in the program;
- Providing activity-specific safety and health training to students ready to participate in the workplace learning component, either by the employer or with the employer and teacher-coordinator working together, as appropriate; and
- Documenting all training provided.
Chapter 7  Definition of Terms Used in Workplace Learning

Workplace Learning Guide 2010

Throughout this Guide and in other materials related to work-based learning, many terms refer to concepts from the education profession. In striving to make this Guide accessible to employers, students, parents, community leaders, and all interested parties in addition to educators, we relevant to work-based learning, provide an abbreviated glossary of educational terms.

Terms

Advisory Council / Committee
A group of persons, usually from outside the field of education and selected because of their knowledge and expertise in occupational areas, who advise educators regarding career and technical programming.

Agricultural Education Programs
A program of instruction to prepare students for employment in agriculture-related occupations. Such programs encompass the study of applied sciences and business management principles as they relate to agriculture. Subjects of study may include horticulture, forestry, conservation, natural resources, agricultural products and processing, production of food and fiber, aquaculture and other agricultural products, mechanics, sales and service, economics, marketing, leadership development.

Applied Academic Skills
Concepts from the major disciplines which are used by learners to master competencies within a specific occupation.

Articulation
The process of mutually agreeing upon competencies and performance levels transferable between institutions and programs for advanced placement or credit in an educational program. An articulation agreement is the written document which explains the decisions agreed upon and
the process used by the institution to grant advanced placement or credit. Articulation agreements must be signed by at least one community college per program offered at the high school level.  

**Business and Office Education Programs**

A program of instruction to prepare individuals for employment in varied occupations involving such activities as planning, organizing, directing, and controlling all business office systems and procedures. Instruction includes preparing, transcribing, systematizing, and preserving communications; analyzing financial records; receiving and disbursing money; gathering, processing, and distributing information; and performing other business and office duties.

**Career and Technical Education**

Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, and the occupation-specific skills necessary for economic independence as a productive and contributing member of society.

**Career Education**

Instruction including exploration of employment opportunities, experiences in career decision making, and experiences to help students integrate work values and work skills into their lives.

**Career Development**

A lifelong process involving experiences, decisions, and interactions that cumulatively result in the development of a functioning self-concept and the means through which that self-concept manifests itself in the workplace and in the activities of daily living.

**Clinical Experience**

Direct instructor supervision in the actual place of work so learners can apply theory and can practice skills taught in the classroom and laboratory.

**Competency**

A learned student performance which can be accurately repeated and measured. Instruction based on incumbent-worker-validated statements of student outcome (competencies) which clearly describe what the student will be able to do (knowledge, skills, attitude) as a result of the instruction, with evaluation based on ability to perform

**Competency-based Education**

Education designed and organized so students specifically master the knowledge, skills, and attitudes identified as necessary for successful performance in an occupational area. See *Competency*.
Cooperative Education
An instructional method using a cooperative arrangement between a school and an employer to provide required academic courses and related instruction by alternating study in school with a job in any occupational field. These two experiences must be planned and supervised by a certified, licensed teacher-coordinator and employer so each contributes to students’ education and employability. Work periods and school attendance may be on alternative half days, full days, weeks, or other periods of time. Students are paid for work performed on the work site.

Coordination
Procedures and activities performed by the teacher-coordinator in planning, implementing, and supervising students’ on-the-job learning experiences.

Coring
An instructional design where competencies common to two or more different career and technical areas are taught as one course, no longer than one unit of instruction, and acceptable to meet standards as a unit or partial unit in more than one occupationally related educational program. Courses may be placed wherever appropriate within the program.

Disabled (individuals with disabilities)
Individuals with behavioral disorders, learning disabilities, mental disabilities, or severe/profound disabilities.

Disadvantaged
Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in career and technical education or consumer and homemaking programs designed for persons without such handicaps, and who, for that reason, require specially designed educational programs or related services. Also included are people whose needs result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large. Not included are people with physical or mental handicaps.

Family and Consumer Sciences Programs
(a) Consumer and Family Sciences non-occupational programs taught to prepare individuals for multiple roles as homemaker and wage earner, including content in areas such as food and nutrition, consumer education, family living and parenthood, child development and guidance, family and individual health, housing and home management, and clothing and textiles.
(b) “Family and Consumer Sciences Related Occupation Programs” prepare individuals for paid employment in occupations such as child care aide/assistant, food production management and services, and homemaker/home health aide.

Field Training
An applied learning experience in a non-classroom environment under the supervision of an instructor.
General-Related Instruction
Instructional topics important for all student-trainees to know in a free enterprise economic system, regardless of the type of cooperative program offered.

Health Occupations Education Programs
Programs to prepare individuals for occupations in a variety of occupations concerned with providing care through wellness, prevention of disease, diagnosis, treatment, and rehabilitation. Instructional areas include activities in dental science, medical science, diagnostic services, treatment therapies, patient care, rehabilitation services, record keeping, emergency care, and health education. Many occupations in this category require licensing, accreditation, or the use of a specific title to practice.

Industrial Education Programs
Instructional programs in “industrial technology” and “trade and industrial” prepare students for employment in protective services, construction trades, as mechanics and repairers, in precision production, transportation, and graphic communications. Regular systematic classroom instruction is followed by experiential learning with the most important processes, tools, machines, management ideas, and impacts of technology.

Laboratory Training
Experimentation, practice, or simulation by students under the supervision of an instructor.

Leadership Skills
Ability to demonstrate, motivate, and encourage appropriate work habits, attitudes, skills, and involvement in occupational activities.

Marketing Education Program
A program that prepares students for marketing occupations, including merchandising and management, where products and services are made readily available to consumers and businesses. As the bridge between production (including creation of services and ideas) and consumption, marketing is used by retailers, wholesalers, and businesses providing services in for-profit and not-for-profit companies.

Minimum Competency Lists
Competency lists validated by statewide technical committees composed of representatives from appropriate businesses, industries, and organized labor. School districts must choose one set of competencies per service area – and at least four service areas – to include within the three sequential instructional units in that service area.

Multi-Occupations Cooperative (MOC) Education
The MOC method combines on-the-job training in any of the occupational areas with the related classroom instruction. The instructor provides the related classroom instruction, or uses other
career and technical education programs for training, and coordinates training with the employer at the training station. A multi-occupational course may only be used to complete a sequence in more than one vocational service area if competencies from the appropriate set of minimum competencies are part of the related instruction.

**Office Education (OE)**
An instructional program to prepare students for office careers involving initial, refresher, and upgrading education that leads to employment and advancement in office occupations.

**On-The-Job Training (OTJT or OJT)**
A cooperative work experience planned and supervised by a teacher-coordinator and the supervisor (training sponsor) in the employment setting.

**Preparatory Instruction**
Programs preparing youth or adults for full or part-time employment, entrance or advancement in an occupation, or to equip workers with new or different skills demanded by technological changes.

**Related Instruction**
Classroom instruction received by cooperative career and technical education students that relates directly to the occupations in which students are engaged or are planning to engage

**Sequential Unit**
A logical framework for the instruction offered in a related occupational area; no prerequisites for enrollment. Applies to an integrated offering directly related to educational and occupational skills preparation for jobs or postsecondary education. Chapter 281-12.5 of the Iowa Administrative Code defines a unit as a course meeting one of the following criteria: (a) is taught for at least 200 minutes per week for 36 weeks; (b) is taught for the equivalent of 120 hours of instruction; or (c) is an equated requirement as part of an innovative program meeting the educational needs and interests of people.

**Specific-Related Instruction**
Instructional topics that help students become more proficient in one occupational area; sometimes known as technical skill training or job-related instruction.

**Student Agreement**
An agreement for the student, parent, and teacher-coordinator that outlines program guidelines and expectations; used for admission into the cooperative education program.

**Student-Learner or Student-Trainee**
A student enrolled in a cooperative program that is recognized as part of the student’s total educational program.
Student Organizations in Career and Technical Education

- **Business Professionals of America (BPA)** – secondary and postsecondary students in business
- **DECA** – (formerly Distributive Education Clubs of America) – secondary students in marketing
- **Delta Epsilon Chi** – postsecondary students in marketing
- **FBLA (Future Business Leaders of America)** – secondary students in business
- **National FFA Organization** – secondary students in agriculture (formerly Future Farmers of America)
- **FCCLA (Family Careers and Community Leaders of America)** – (formerly FHA – Future Homemakers of America) – secondary students in family and consumer science
- **HOSA (Health Occupations Student Association)** – secondary and postsecondary students in health
- **Phi Beta Lambda** – postsecondary students in business
- **PSA** – postsecondary students in agriculture
- **TSA (Technology Student Association)** – secondary students in industrial technology
- **Skills USA-VICA** – (formerly VICA – Vocational Industrial Clubs of America) – secondary and postsecondary students in trade and industrial education

Teacher-Coordinator
A member of the school staff who teaches the related subject matter in cooperative/workbased learning programs and coordinates classroom instruction with on-the-job training

Technology Education
Instruction to help students become technologically literate and equipped with necessary skills to cope with, live in, work in, and contribute to a highly technological society. Instructional areas include awareness of technology and its impact on society and the environment; furthering career development by contributing to knowledge of scientific principles, technical information, and skills to solve problems related to an advanced technological society; and familiarity with technologies that impact occupations in all six of the required service areas.

Training Agreement
An agreement developed cooperatively by the teacher, cooperating employer, parent, and student indicating what is to be accomplished by the student-learner on the job.

Training Sponsor
The employer, or employer’s designee, who is responsible for supervising the learning experiences of the student-learner on the job, as defined by the training agreement.

Training Station
The place of employment where students learn occupationally related career and technical knowledge, skills, and attitudes.
Work-based Learning
The planned and supervised connection of classroom experiences with the expectations and realities of work. Work-based learning experiences provide all students the opportunity to develop and apply knowledge, skills, and employability attitudes and behaviors leading to better informed career choices and productive employment.

Work Experience (Exploratory)
Program providing students opportunities to observe and systematically sample a variety of work conditions in order to decide if they wish to pursue certain careers and to determine their suitability for occupations being explored. Development of saleable skills is not the purpose of the program.

Chapter 8  Sample Forms, Risk Assessment Checklist, Sample Training Plan, Sample Training Agreement
Workplace Learning Guide 2010

WPL Document is Only a Guide
Consult the appropriate state and federal agencies, along with local school administration and legal counsel, when establishing workplace learning programs, policies, and procedures. Sample forms included in this Guide should always be adapted for use at a particular school or business and reviewed by local school administration and legal counsel. Remember:

The WPL Guide 2010 is not intended to replace common sense. If a situation does not look safe, feel safe, or act safe, it is probably not safe, and students should not be placed there.

Samples

Risk Assessment Checklist
The checklist on the following pages is a guide for assessing the safety and health program and
working conditions at a potential training station. A review of risk factors will help determine whether a prospective employer is able to provide a safe and healthy workplace for students in work-based learning programs.

Key questions are:
- Is the business doing a good job of managing safety in its operation?
- Is the potential for injury and/or illness minimized for students working at the business?

Familiarize yourself with OSHA/IOSH safety and health regulations in this Guide and review the contents of the checklist before scheduling an on-site visit to the potential training station. You may want to talk with one or more of the following company personnel: the plant manager, owner, safety director, risk manager, or human resources director. It may also help to discuss the items on the checklist with the person assigned direct supervision of the training station. Visiting a site in person will allow you to see any conditions, such as poor housekeeping, deteriorating facilities or equipment, poor air quality, among others, that may increase the potential for student injury or illness. Do not simply interview a potential employer over the phone. *At no time, should the checklist be sent to the prospective business for them to complete.*

REMEMBER: The intent of the checklist is not to judge whether a business is good or bad; it should only be used as a guide to determine whether workplace learning placements with this employer are in the best interest of students.

**Risk Assessment Checklist**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Issue</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Practices</strong> (12 possible points)</td>
<td>Written Safety and Health Policy in place?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Management Safety Policy Statement in place?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety policy communicated to all employees? • Verbally • In writing</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety responsibilities assigned to supervisors? • Verbally • In writing</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervisors are held accountable for safety? • Verbally • In performance appraisals?</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All injuries reported immediately to management?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sometimes</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Immediate reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Someone is directly responsible for safety in the business operation?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedure in place for handling employee complaints regarding workplace safety and health?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total for Topic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>189</td>
</tr>
<tr>
<td>Employee Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety committee in place?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety committee active, meets regularly?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System in place for reporting hazards?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one employer per shift trained in first-aid?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training (7 possible points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New employee safety orientation training program in place?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees trained to safely operate forklifts?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees trained to use fire extinguishers?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees trained to use personal protective equipment necessary for their work exposures?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employees are provided with safety training?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Infrequently?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Quarterly?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monthly?</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Sample Forms

<table>
<thead>
<tr>
<th>Topic</th>
<th>Issue</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting, con't.</td>
<td>OSHA poster visible where employees gather?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any work-related injuries this year?</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incident rate for past year? (Incident rate = number of recordable injuries x 200,000 divided by number of hours worked) • More than 10 • Between 5 and 10 • Less than 5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total for Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspections/Audits</td>
<td>Weekly or monthly safety inspections?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety inspections documented in writing?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly or monthly inspection of vehicles and mobile equipment?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forklifts inspected daily?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On-going equipment preventive maintenance plan in place?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fire extinguishers inspected monthly?</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total for Topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prospective Company Total Scores**

- Management Practices _________
- Employee Involvement _________
- Training _________
- Exposures _________
- Protective Measures _________
- Accident/Injury Reporting _________
- Inspections _________

TOTAL SCORE _________

**RATINGS**

- 60 to 50 Excellent program; placement recommended
- 49 to 39 Good program; recommended with upgrades that are discussed with the business before placement
- 28 to 28 Fair program; questionable placement
- 27 or below Poor program practices; placement not recommended
At any time, a business may implement risk management practices for those issues receiving no points in the assessment which could allow their evaluation to be upgraded.

This checklist is not intended to replace common sense. If a situation does not look safe, feel safe, or act safe, it is probably not safe and students should not be placed there.
# Sample Safety Inspection Checklist

## EMPLOYER POSTING

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA poster displayed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency telephone numbers displayed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## RECORD KEEPING

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSHA 300 logs kept up to date?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary posted in February?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## MEDICAL

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical records filed separately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-aid kits, gloves available?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## MATERIAL HANDLING

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hooks provided with safety latches?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit switches operational?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoists inspected monthly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rated load for hoists posted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Controls plainly marked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slings, chains inspected? Tagged?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## EXITS

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible? Lighted? Marked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit doors unlocked?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FIRE PROTECTION

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire extinguishers inspected monthly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mounted? Accessible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charged? Tagged?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18” sprinkler clearance maintained?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire alarm system operational?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire doors blocked?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## TOOLS

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptable condition?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stored adequately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grinders guarded? Adjusted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ladders inspected? Acceptable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guarded? Grounded?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## MACHINES / EQUIPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guarded? Secured? Inspected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lockout procedures used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grounded?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure relief valves checked?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## FLAMMABLES / COMBUSTIBLES

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stored adequately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labeled?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In approved containers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonded? Grounded?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oily rags stored in metal containers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## HOUSEKEEPING

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials cleaned up quickly, completely?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aisles designated and clear?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil, chemicals, water cleaned up off floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate space between machines?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate storage?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint filters, paint booth clean?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PERSONAL PROTECTIVE EQUIPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being worn as required?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stored adequately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaned? Maintained?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## WELDING, CUTTING, BRAZING

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flow check valves used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oxygen/acetylene stored apart?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cylinders chained/secured?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot-work permit used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulators closed after use?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acetylene used below 15 psi?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoses/cables condition acceptable?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## ELECTRICAL

<table>
<thead>
<tr>
<th>Item</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounded?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panels, breakers labeled?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary wiring protected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GFCl's provided around moisture?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SAMPLE TRAINING PLAN

*Education at Work: Protech Training Plan*

**Student:** ____________________________  **Rating Scale**

1 = Not Applicable  
2 = Exposed to Task  
3 = Performs Task with Assistance  
4 = Mastered Task  
5 = Can Demonstrate Task to Others

**Date:** ______________________________

**DEPARTMENT / POSITION:**  
Special Services / Operations Clerk

<table>
<thead>
<tr>
<th>I. Department Procedures</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Tasks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Researches $50-and-under overdraft/charge-offs for other account relationships.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Data entry on MSAccess.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Responds to inquiries by customers and branches, performing research when necessary.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Performs follow-up with branch staff and/or customers, as appropriate.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Has direct contact with vendors to give and receive updated information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Assists in the preparation and filing of branch administration reports.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Types letters, memos, and other documentation by using MSWord.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Provides telephone coverage.</td>
<td></td>
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</tr>
<tr>
<td>9. Handles incoming and outgoing mail.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10. Keeps department filing current.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Produces letters to branches regarding customer overdraft.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Other duties as assigned:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Systems / Equipment Proficiency</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1. Uses computer to perform daily functions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Accurately uses 10-key adding machine.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Efficiently operates telephone systems.</td>
<td></td>
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<tr>
<td>4. Uses fax machine.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5. Operates copying machine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>C. Terminology / Conceptual Understanding of Department</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Develops a working knowledge of the branch. Supports department and all aspects of branch operations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understands department filing system.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

194
Rating Scale
ES = Exceeds Standard
MS = Meets Standard
BS = Below Standard
N/A = Not Applicable

<table>
<thead>
<tr>
<th>II. Principles</th>
<th>ES</th>
<th>MS</th>
<th>BS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Understanding of Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describes functions of the department’s work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explains how department relates with other departments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understands the purpose of major departmental procedures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Safety and Security</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Adheres to company safety and security regulations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Skills (where applicable)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understands and demonstrates basic knowledge of banking, insurance, and investments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computation skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Telephone skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keyboard/computer skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Filing skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Office machines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Verbal and written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Writes clearly, concisely, and accurately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Listens actively; understands directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Asks questions to learn, to solve problems, and to clarify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Other / Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understands departmental terminology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Other:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# III. Excellence

<table>
<thead>
<tr>
<th>A. Ethics</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates honesty and reliability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Maintains integrity in reporting time and filling out time sheets.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Behavior / Quality of Work</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows a commitment to accuracy in work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrates an ability to work independently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Takes initiative when appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Quantity of work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Completes / produces work in a timely manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Professionalism</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adheres to schedule and discusses changes with supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Arrives on time; takes appropriate time for lunch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Informs supervisor if late or absent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Adheres to professional dress code.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Wears / carries I.D. badges at all times (if applicable).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does not receive personal phone calls except in an emergency.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Maintains confidentiality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates respect for authority.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Teamwork</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacts with others in a professional manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cooperates with others to complete team goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communicates effectively with clients, supervisors, and coworkers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Other:</th>
<th>Meets Standard</th>
<th>Below Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE TRAINING AGREEMENT

Student-Learner ___________________________ Job Title ___________________________________

School Name, Address, Phone Number

_________________________________ Phone _____________________________________

Supervisor/Employer

_______________________ Title ______________________________________

Training Period Begins

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ E n d s _ _ _ _ _ _ _ _ _ _ _ _ _ _

Pay Rate __________________ Career Objective __________________

Work-based Learning prepares students for employment. To participate, all parties must agree to:

Everyone

• The agreement will not be terminated without the knowledge of all parties concerned.
• The teacher-coordinator and the training sponsor will cooperatively develop and update the student’s training plan.
• After providing appropriate notification, the student may withdraw or transfer from a training station when it would enhance the student’s educational opportunities.
• The student will work at least __ hours, but not more than __ hours, each week. (IA: 28 hrs max; US: 18 hrs max)
• Appropriate insurance is secured and in force.
• All complaints or problems should be addressed to and resolved by the teacher-coordinator.

Student

• The policies, rules, and regulations of the school and the business will be upheld.
• Actions, attitudes, and appearance will reflect positively on the school and the business.
• Advance notification of absence will be given to the employer and the teacher-coordinator.
• The student will attend an annual employer appreciation event.
• Other part-time employment will not be pursued while enrolled in the work experience course.
• Records of work experiences will be completed and submitted as required by the school.
• Work-based learning activities will be chosen and completed as designated by the teacher-coordinator.

Parents

• Responsibility for the student’s personal conduct at school and at work resides with the parents.
• The student’s parents or guardians must provide transportation to and from the work station.
• The student will be encouraged to carry out duties and responsibilities effectively.

Employer

• The student will be employed for the number of hours each week that provides a continuum of training.
• The student will be assigned a supervisor who will work with the teacher-coordinator in developing the student’s training plan and evaluating the student.
• State and federal employment and compensation regulations apply to the student.
• State and federal safety and health regulations apply to the workplace and the student.
• The student will be prohibited from working if he or she has not been in school.
• The student will be paid the prevailing wage of other workers doing similar work.

Teacher-Coordinator

• The student’s on-the-job performance will be observed and evaluated periodically throughout the year.
• The teacher-coordinator will assist the student in securing employment at an approved training station.
• The teacher-coordinator will work with the training sponsor to develop a training plan for the student.
• The teacher-coordinator will counsel the student about her or his progress on the job.
• The teacher-coordinator will determine the student’s final grade for the work experience course.
• The teacher-coordinator will provide activities for the student to complete on the job.
• The teacher-coordinator will reinforce on-the-job experiences with related classroom instruction.
• The teacher-coordinator will fairly enforce polices, rules, and regulations.

Employer Teacher-Coordinator Date

Student Date Parent/Guardian Date

It is the policy of the parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, clinical or work experiences, assigned to jobs, and otherwise treated without regard to race, color, national origin, gender, religion, age, marital status, or disability.
Chapter 9  Resources

Workplace Learning Guide 2010

Changes are likely to have occurred since the *Workplace Learning Guide* was completed. Continue to check for updates on the Iowa Dept. of Education and cooperating agencies web sites.

**Links**

**Associations**

Iowa Association of Business and Industry

The voice of Iowa Business since 1903, the Iowa Association of Business and Industry's mission is to foster a favorable business, economic, governmental and social climate within the State of Iowa so that our citizens have the opportunity to enjoy the highest possible quality of life.

Iowa Bankers Association

In its 120-year history, the Iowa Bankers Association has dedicated itself to serving Iowa banks and their employees.

**Student Organizations**


The purpose of BPA is to prepare students for the business workforce through the advancement of leadership, citizenship, academic, and technological skills. By integrating our programs into business classes, we hope to build leadership, professionalism, poise, dependability, patriotism, and competency into business students.

DECA - Iowa

An Association of Marketing students


Future Business Leaders of America

FCCLA - Iowa

Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse global society. Our unique focus is on families, work, and their relationships.


No matter how you crunch the numbers, the supply of Iowa technology workers continues to fall below the demand. Yikes! Is there any way we can turn around these disturbing trends? As a matter of fact, there is. And its name is HyperStream. The Technology Association of Iowa Educational Foundation has developed and tested a technology career awareness program - HyperStream - to support its key initiative of developing Iowa's future technology workforce.

**Junior Achievement**

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Junior Achievement of Central Iowa
Junior Achievement of Central Iowa, Inc., is a local operation of Junior Achievement, Inc., the oldest, largest and fastest-growing business and economic not-for-profit education organization in the world.

Other

Business Week High School Camps for Kids
This directory is a compilation of Business Week Boot Camps committed to the business education of high school kids in the United States and Australia. Each independent program is designed to introduce teenagers to entrepreneurship, the free enterprise system and the world of business.

College Planning Center
The College Planning Center (CPC) is a division of Iowa Student Loan. Governor Robert Ray established Iowa Student Loan in 1979 as the private, not-for-profit secondary market for student loans in Iowa. In 1998, Iowa Student Loan funded the College Planning Center. Our mission is to help individuals attain their educational and career goals. The CPC provides free information and support to a diverse population of students and their families as they plan for their education and apply for financial aid. The CPC will also provide services to community organizations, businesses and schools as they help individuals seek additional education and training.

IDED- Smart Career Move
Realize your dreams in Iowa. Receive an excellent education and at the same time, learn why Iowa is the Smart Career Move! Explore the Web site for information on leading employers, internships and other resume enhancing experiences. Access the links on career information, events and placement offices. Make the Smart Career Move™ and make Iowa home.

Iowa Hugh O'Brian Youth Leadership (HOBY)
HOBY's vision is "To motivate and empower individuals to make a positive difference within our global society through understanding and action based on effective and compassionate leadership."

IPTV - School to Careers
School to Careers is a career development project for 7-12th grade students, educators and parents. Through video, Web and interactive activities students are introduced to career professionals, projects and ideas that help them identify their interests and plan for their futures. Over 200 career professionals are profiled on the Web site through video, photos and text. Through discussion boards and interactive activities students gain a realistic portrait of a variety of career pathways.

National Financial Educators
National Financial Educators was founded to educate young people in high school and college on issues of making, saving and spending money. Through an interactive, experienced-based program called "The Money Game," NFE educates students on the perils of credit card debt, how to limit your student loans, understanding needs and wants, and what to expect financially once they're out of school. We want students to understand you CAN have it all in life, you just can't have it all RIGHT NOW! Our message is simple - at some point, you have to live like a college student. You'll either live that way in college or live that way when you're a professional.

Iowa Workforce Development
The contact information provided in this section was accurate as of the date of publication.

Iowa Career Resource Guide

Staying Safe at Work & Small Business Safety Training Guide:
www.lohp.org
www.losh.ucla.edu

Predicting Employee Success
www.brainbench.com

Career Readiness Certificate
http://www.act.org/certificate/

Career Resource Guide

AIB Career Services (Student Life-Career Services-Resources)
www.aib.edu

Americans With Disabilities Act (ADA)
www.ada.gov/pubs/ada.htm

Employment and Disabilities
http://www.iowaworkforce.org/access/

Division of Vocational Rehabilitation Services 510 East 12th Street Des Moines, Iowa 50319 515-281-4311 voice/TTY

Department of Human Rights Lucas Building Des Moines, Iowa 50319 515-281-7300

http://www.usdoj.gov/crt/ada/adahom1.htm
www.ada.gov/pubs/ada.htm
Child Labor Work Permits and Iowa’s Minimum Wage Law
Iowa Workforce Development Iowa Division of Labor Services 1000 East Grand Avenue Des Moines, Iowa 50319 800-JOB-IOWA (800-562-4692) toll-free


http://www.workforcedevelopment.org/labor http://www.state.ia.us/iwd/labor/index.html

Iowa Department of Education
School-to-Work Office Grimes State Office Building Des Moines, Iowa 50319 515-242-5611 voice 515-242-5618 fax 515-281-8848 voice/information

http://www.state.ia.us/educate/

Iowa Insurance Division / Iowa Insurance Commissioner
330 Maple Street Des Moines, Iowa 50319-0065 515-281-5705 877-955-1212 toll-free 515-281-3059 fax

http://www.iid.state.ia.us/

Iowa Association of Business and Industry
Vice President of Foundation Programs 515-235-0560 voice 904 Walnut Street, Suite 100 800-383-4224 toll-free Des Moines, Iowa 50309 515-244-8907 Iowa Center for Career and Occupational Resources (ICCOR)

Iowa Department of Education Grimes State Office Building Des Moines, Iowa 50319 515-242-5033 800-308-5993 (toll-free, Iowa only) 515-281-7528 fax

http://www.state.ia.us/iccor

Iowa Centralized Employee Registry
New Hire Reporting 515-242-5811 or 515-281-8933 800-759-5881 fax

Iowa Department of Economic Development
Community Development Division 200 East Grand Avenue Des Moines, Iowa 50309 515-242-4700

http://www.state.ia.us/ided
Equal Employment Opportunity Commission (EEOC) US
1801 L Street, N.W. Chicago District Office
Washington, D.C. 20507 500 West Madison Street, Suite 2800
202-663-4900 voice Chicago, IL 60661
202-663-4494 TTY 312-353-2713 voice
http://www.eeoc.gov

Fair Labor Standards Act and Employment of Student-Learners
Federal Wage and Hour and Federal Child Labor Laws 230 S Dearborn Street, Room 412A Chicago, Illinois 60604-1591
312-353-7167

US Department of Labor Wage-Hour Division, Employment Standards Administration 643 Federal Building 210 Walnut Street Des Moines, Iowa 50309 515-284-4625
http://www.dol.gov

Immigration Reform and Control Act
Immigration and Naturalization Service (INS)
Federal Building, Room 369E Federal Building, Room 1008 210 Walnut 106 South 15th Street Des Moines, Iowa 50309 Omaha, Nebraska 68102 515-323-2050 402-697-9152
http://www.uscis.gov/portal/site/uscis

Internal Revenue Service (US)
800-829-1040

Iowa Workforce Development
Division of Labor Services 1000 East Grand Avenue Des Moines, Iowa 50319-4692 515-281-5387 800-562-4692
http://www.iowaworkforce.org

Iowa Work Opportunity
Welfare-to-Work Tax Credits Iowa Workforce Development 150 Des Moines Street Des Moines, Iowa 50309-5363 515-281-9023
www.iowaworks.org/credits.htm

Occupational Safety and Health Administration (OSHA – federal)
210 Walnut Street, Suite 185 Des Moines, Iowa 50309 515-284-4794 800-356-4674 toll-free
http://www.osha.gov

202
Iowa Jobs Tax Credit
Iowa Department of Revenue and Finance Taxpayer Services P O Box 10457 Des Moines, Iowa 50306-0457 515-281-3114 800-367-3388 (Iowa only) toll-free

http://www.state.ia.us/tax/index.html

Iowa Occupational Safety and Health Administration (IOSHA)
Iowa Workforce Development Iowa Division of Labor Services 1000 East Grand Avenue Des Moines, Iowa 50319 515-281-8066 800-JOB-IOWA (800-562-4692) toll-free

http://www.iowaworkforce.org/labor/iosh

Iowa School District Insurance Provider
Jester Insurance Services, Inc. P O Box 4779 Des Moines, Iowa 50306-4779 515-243-2707 voice 515-243-6862 fax

http://web1.userinstinct.com/17696268-jester-insurance-services-inc.htm

Legal Resource for Iowa School Districts regarding STW/WBL Legislation
Ahlers, Cooney, Dorweiler, Haynie, Smith & Allbee, P.C. Attention: Andrew (Drew) Bracken 100 Court Avenue, Suite 600 Des Moines, Iowa 50309-2231 515-243-7611 Job Injuries – report fatalities within 8 hours
Iowa Division of Labor Services Iowa Workforce Development 1000 East Grand Avenue Des Moines, Iowa 50319 515-281-5668 877-2-IA-OSHA (877-242-6742) toll-free

http://www.iowaworkforce.org/wc/

National Institute for Occupational Safety and Health (NIOSH)
Robert A. Taft Laboratories 4676 Columbia Parkway Cincinnati, OH 45226 800-356-4674 voice 513-533-8573 fax 888-232-3299 fax-on-demand

http://www.cdc.gov/niosh/homepage.html

Publications
US Department of Labor 643 Federal Building 210 Walnut Des Moines, Iowa 50309 515-284-4625

Wage and Hour Publication 1343
Employment of Student-Learners
http://www.osha.gov/pls/epub/wageindex.list

Wage and Hour Publication 1330
Child Labor Requirements in Non-Agricultural Occupations
http://www.osha.gov/pls/epub/wageindex.list

Wage and Hour Publication 1282
Handy Reference Guide to the Fair Labor Standards Act
Risk Management Consultant to Iowa Department of Education
Strosahl’s Consulting Service Attention: Ken Strosahl 4590 NE 108th Street Mitchellville, Iowa 50169 515-967-5472

Social Security Administration
Federal Building, Room 293 210 Walnut Street Des Moines, Iowa 50309 800-772-1213
http://www.ssa.gov

South Central Federation of Labor – AFL-CIO
School-to-Work Coordinator 2000 Walker Street, Suite B Des Moines, Iowa 50317 515-265-1862
http://www.scifl.org/

Workers Compensation (Iowa) – report fatalities within 8 hours
Iowa Workforce Development 1000 East Grand Avenue Des Moines, Iowa 50319 515-281-5387
voice 800-JOB-IOWA (800-562-4692) toll-free 515-281-6501 fax
http://www.iowaworkforce.org/wc/

Youth Rules! Initiative
This teen employment initiative from the US Department of Labor is designed to promote positive and safe work experiences for young workers. Youth Rules! Web page and activities will educate teens, parents, educators, employers, and the public on federal and state rules regarding young workers – the hours youth can work, jobs youth can do, and how teens and employers can work together to ensure safe work experiences.
http://www.youthrules.dol.gov/

Unemployment Compensation (Iowa)
Iowa Workforce Development Center
Tax Department
1000 East Grand Avenue
Des Moines, Iowa 50319

Unemployment Insurance Call Center 515-281-4199 or 877-891-5344
Unemployment Appeals 515-281-3747
Employer Tax (Unemployment) 515-281-5339
Field Auditors 515-281-8216
Customer Assistance Center 515-281-5387 or 800-job-iowa (800-562-4692)
Chapter 10   Resources Recommended by Cooperating Agencies and Individuals

General Recommendations

Links to Associations/Agencies

AIB Career Services (Student Life-Career Services-Resources)
www.aib.edu

Iowa Association of Business and Industry
The voice of Iowa Business since 1903, the Iowa Association of Business and Industry's mission is to foster a favorable business, economic, governmental and social climate within the State of Iowa so that our citizens have the opportunity to enjoy the highest possible quality of life.

Iowa Bankers Association
In its 120-year history, the Iowa Bankers Association has dedicated itself to serving Iowa banks and their employees.

Junior Achievement of Central Iowa
Junior Achievement of Central Iowa, Inc., is a local operation of Junior Achievement, Inc., the oldest, largest and fastest-growing business and economic not-for-profit education organization in the world.

JA Heartland
Junior Achievement is a partnership between the business community, educators and volunteers - all working together to inspire young people to dream big and reach their potential. JA's hands-on, experiential programs teach the key concepts of work readiness, entrepreneurship and financial literacy to young people all over the world.

College Planning Center
The College Planning Center (CPC) is a division of Iowa Student Loan. Governor Robert Ray established Iowa Student Loan in 1979 as the private, not-for-profit secondary market for student
loans in Iowa. In 1998, Iowa Student Loan funded the College Planning Center. Our mission is to help individuals attain their educational and career goals. The CPC provides free information and support to a diverse population of students and their families as they plan for their education and apply for financial aid. The CPC will also provide services to community organizations, businesses and schools as they help individuals seek additional education and training.

**IDED - Smart Career Move**
Realize your dreams in Iowa. Receive an excellent education and at the same time, learn why Iowa is the SmartCareer Move! Explore the Web site for information on leading employers, internships and other resume enhancing experiences. Access the links on career information, events and placement offices. Make the SmartCareer Move™ and make Iowa home.

**Business Week High School Camps for Kids**
This directory is a compilation of Business Week Boot Camps committed to the business education of high school kids in the United States and Australia. Each independent program is designed to introduce teenagers to entrepreneurship, the free enterprise system and the world of business.

**Iowa Hugh O'Brian Youth Leadership (HOBY)**
HOBY's vision is "To motivate and empower individuals to make a positive difference within our global society through understanding and action based on effective and compassionate leadership."

**IPTV - School to Careers**
School to Careers is a career development project for 7-12th grade students, educators and parents. Through video, Web and interactive activities students are introduced to career professionals, projects and ideas that help them identify their interests and plan for their futures. Over 200 career professionals are profiled on the Web site through video, photos and text. Through discussion boards and interactive activities students gain a realistic portrait of a variety of career pathways.

**National Financial Educators**
National Financial Educators was founded to educate young people in high school and college on issues of making, saving and spending money. Through an interactive, experienced-based program called "The Money Game," NFE educates students on the perils of credit card debt, how to limit your student loans, understanding needs and wants, and what to expect financially once they're out of school. We want students to understand you CAN have it all in life, you just can't have it all RIGHT NOW! Our message is simple - at some point, you have to live like a college student. You'll either live that way in college or live that way when you're a professional.
Iowa Workforce Development
Iowa Workforce Development has created the Youth For Iowa web site as a resource for Iowa's students and youth. Here Iowa students and youth will find information about child labor laws, job safety, jobs and careers for the future, Iowa labor market information, education resources, additional job resources and more.

Employment and Disabilities
http://www.iowaworkforce.org/access/

Division of Vocational Rehabilitation Services
www.ivrs.iowa.gov
510 East 12th Street
Des Moines, Iowa 50319
515-281-4211 voice/TTY

Department of Human Rights
www.humanrights.iowa.gov
Lucas Building
321 E. 12th St.
Des Moines, Iowa 50319
515-242-5655

Americans With Disabilities Act (ADA)
http://www.usdoj.gov/crt/ada/adahom1.htm
www.ada.gov/pubs/ada.htm

Career Resource Guide: Iowa Dept. of Education

Staying Safe at Work & Small Business Safety Training Guide: UCLA
www.lohp.org
www.losh.ucla.edu

Career Readiness Certificate: ACT
http://www.act.org/certificate/
**Suggested student-level text books being used in classes at high schools, community colleges and 4-year colleges and universities.**


Habits: Begin with the end in mind; put first things first; think win-win; seek first to understand, then to be understood; synergize; and sharpen the saw. Comical section titled "The 7 Habits of Highly Defective Teens, includes some, counterproductive practices: put first things last; don't cooperate; seek first to talk, then pretend to listen; wear yourself out...

[http://www.alibris.co.uk/search/books/qwork/1746877/used/Discovering%20Your%20Career](http://www.alibris.co.uk/search/books/qwork/1746877/used/Discovering%20Your%20Career)

Discovering Your Career focuses specifically on self-understanding, self-acceptance, career information, goal setting, networking, team building, education opportunities, and the job search process. Traditional and non-traditional career choices are discussed, as is the importance of planning a career while still in school. A unique Career Portfolio CD, included with each text, contains the following career-planning tools: 1. Forms needed to complete chapter exercises 2. Hot links directing students to additional information, to assist in completing assignments and career exploration 3. Sample documents, resumes, cover letters, thank you letters—all of which provide examples of realistic correspondence. By using this Career Portfolio CD, students will have a completed professional portfolio at the end of the course.


This book can serve as the foundation of a career development class. The Fourth Edition features increased technology coverage and new strategies for long-term career success. Exercises develop students' skills in goal setting, interviewing, assessing values, and writing both resumes and cover letters. New! Learning Objectives at the beginning of each chapter preview important concepts, helping students to focus on key points. New! Strategies in Action boxes appear at the beginning of each chapter, featuring vignettes that cover real-world applications. Students read about a recent college graduate who must decide between joining the family business or exploring other career options, a stay-at-home mom reentering the workforce, and how a personality test can help a job-seeker pinpoint suitable career choices. New! Updated exercises and hands-on activities help students to immediately apply what they have learned, including how to identify personality strengths and skills, check their resume savvy, and complete a sample
job application. New! An extensively revised textbook web site contains useful career-related links, additional job searching strategies, sample documents (including resumes and cover letters), and templates.

http://www.amazon.com/Teenagers-Preparing-World-Chad-Foster/dp/0964445603

A short book that teaches students the critical skills they need for success in the real-world through inspirational and entertaining stories about people like Michael Jordan, Elton John and Arnold Schwarzenegger. The book's messages of success focus on the pursuit of dreams, communication skills, early career preparation, networking skills, integrity, and community service.

http://www.amazon.com/So-You-Want-Great-When-Graduate/dp/1578862280

A book which walks students through some simple reality check questions to help them get focused on tomorrow, makes a clear distinction between a job and career, clearly illustrates what employers are looking for in today’s marketplace for entry level workers regardless of the field, clearly illustrates the importance to students of getting a balanced education between academics and the development of real world skills and experience, walks students through the importance of grades, degrees, and experience acquisition in preparation for graduation day, lays out models and provides exercises to help students identify and refine their likes, dislikes, strengths, weaknesses, opportunities, and threats, clearly discusses what colleges are looking for and how students can pay for their post-secondary education, discusses not only the actual financial costs of a post-secondary education, but also introduce readers to the never before discussed concept of education opportunity costs, integrates real life stories to help reinforce concepts and ideas discussed, provides students the opportunity to apply what they have learned at home or in the classroom to maximize their competitive advantage come graduation day.

http://www.jist.com/shop/web

Techniques for finding a job are identified. These techniques increase results in job search programs -- even in areas of high unemployment -- for career changers, students, unemployed professionals, and anyone planning a career or looking for a job. You learn quickly how to: Identify your key skills, define your ideal job, explore career alternatives, find the hidden 70
percent of unadvertised jobs, use the phone to get two interviews a day, create superior resumes, cut your job search time in half and succeed and move up on a new job.


Succeeding in the World of Work prepares your students for the 21st century workplace. This updated program integrates academic standards-based activities with real-world workplace connections. The ninth edition emphasized workplace skills, technology, and understanding and working with cultural differences. This text provides Real-World Connection which provides a real-life anecdote or passage that deals with issues of work, including soft skills such as interpersonal communication.


WORKING is about more than just workplace skills, it's a guide that shows you how to plan your career, manage your money, and live independently. Plus, it's got the up-to-date information on which careers are booming and which aren't, and how to decide if one's right for you. From listening skills to problem solving to time management, this textbook makes it simple to learn the skills you need to succeed.


Succeeding in the World of Work prepares your students for the 21st century workplace. This updated program integrates academic standards-based activities with real-world workplace connections. The ninth edition emphasized workplace skills, technology, and understanding and working with cultural differences. This text provides Real-World Connection which provides a real-life anecdote or passage that deals with issues of work, including soft skills such as interpersonal communication.

**Glencoe Exploring Careers** explores each of the 16 career cluster options and workplace reality for middle school students. This text prepares students for the rapidly changing opportunities in the work world. As they explore each of the 16 U.S. Department of Education career clusters, they'll build foundation skills and workplace competencies and learn how each new skill can help them build successful careers. Attractive visuals and an easy-to-read style invite students of all backgrounds and abilities to explore the content.

Features:

**Career Opportunities** allow students to take a critical look at realistic, newspaper-style job descriptions for jobs within each career cluster.

**The Global Workplace** identifies work-related cultural differences to prepare students for the global workplace.

**Attitude Counts** provides tips for building a positive attitude.

**Personal Career Portfolio** encourages students to record career information throughout the course so they can gradually build a portfolio.

**Other Suggested Resources**

**Iowa Code Section 96.19 Definitions**
(18) Employment Defined (g) The term employment shall not include:
(7) Service performed by an individual who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on, as a student in a full-time program taken for credit at such institution, which combines academic instruction with work experience, if the service is an integral part of the program and the institution has so certified to the employer, except that this subparagraph does not apply to service performed in a program established for or on behalf of an employer or group of employers.

**World Association for Cooperative Education (WACE)**
http://www.waceinc.org/index.html

WACE is an international organization devoted to promoting Work Integrated Learning (WIL). WACE unites academic, government, and corporate leaders from 48 countries to examine the impact of WIL on global workforce development.
WACE has nearly 700 members representing over 160 institutions and communicates with nearly 2,500 WIL colleagues from 48 countries. WACE implements annual conferences, symposia, and institutes attracting nearly 1,000 participants.

WACE advances WIL by:
Publishing Books
Conducting Research
Providing WIL Consultancy
Presenting International Symposia
Developing Workshops & Institutes
Planning World and Regional Conferences
Supporting an International Network of WIL Professionals
Co-sponsoring the Journal for Cooperative Education & Internships

Work Integrated Learning combines professional work experiences with classroom studies in many forms, including:
Research
Internships
Study Abroad
Service Learning
Student Teaching
Clinical Rotations
Community Service
Industry Attachments
Cooperative Education
Professional Work Placements

I have a Plan Iowa
https://secure.ihaveapianiowa.gov/default.aspx

Summer Youth Employment
http://www.youthforiowa.org/

21st Century Skills
A complete list of publications that are helpful to local educators in implementing 21st century skills is available online. Go to: http://www.21stcenturyskills.org/ Then click on “Publications” and select “See our full list of publications”

Videos of how to implement 21st century skills into classrooms are available through the Association for Supervision and Curriculum Development (ASCD). The publication entitled
“21st Century Skills: Learning for Life in Our Times” by Bernie Trilling and Charles Fadel contains a DVD including videos on:

Example of Project-based Learning
Skill-by-skill description of project-based learning
21st Century Skills Assessment
High tech High and Culture of 21st Century Skills
Example of Project-based Science Lab (Biology)
Example of Student Collaboration Project (SARS)-Students from Egypt, Malaysia, Holland, and the United States.
The Project Learning Institute Elementary School
Access to Technology: Harry’s Story
Making Learning Relevant-The Hydrology project

To purchase the book with the DVD go to: www.josseybass.com or call 317-572-3986. The book is also available through ASCD at: www.ascd.org or call 1-800-933-2723.

Insurance

As Managing Agent for insurance programs of the Iowa Association of School Boards, Robert E. Jester of Jester Insurance Services, Inc., in Des Moines, provides advice to Iowa schools and school districts on insurance and liability issues. Phone: 515-243-2707 e-mail: rejjester@insurance.com.

Predicting Employee Success
www.brainbench.com

Staying Safe at Work & Small business Safety Training Guide:
www.lohp.org
www.losh.ucla.edu

Career Readiness Certificate
http://www.act.org/certificate/

Student Journal
www.workplace-learning.org

Junior Achievement Success Skills
http://www.ja.org/programs/programs_high_sucskills.shtml

Skills Passport Examples
Student Videos Business horizons

Videojug Videos about interviewing-questions and responses
http://www.videojug.com/film/job-interviews-why-should-we-hire-you

Junior Achievement Success Skills Videos
http://www.google.com/#q=Junior+Achievement+Success+Skills&hl=en&pwst=1&prmd=v&source=univ&tbs=vid:1

Kuder’s Career Curricula/Assessments
http://www.kuder.com/

AIB Career Services (Student Life-Career Services-Resources)
www.aib.edu

Employment Programs for High School Dropouts/Potential Dropouts
Jobs for America’s Graduates
www.jag.org

Iowa Jobs for America’s Graduates
www.i-jag.net

Job Accommodations
http://askjan.org/

Jobs in Iowa
Iowa Jobs (Iowa Jobs has thousands of jobs posted each business day. IowaJobs gives you 24-hour access to all of the job listings in IWD's statewide system.)
http://www.iowajobs.org/

Iowa Employment and Disability
http://www.iowaworkforce.org/access/

Apply Online

Career Exploration
Materials regarding first steps in setting up an area-wide career exploration initiative--education and marketing of the opportunities to businesses/schools/teachers.
Link to forms page on the web that contains all request and application forms (Kirkwood Community College):
http://www.kirkwood.edu/site/index.php?p=19585

Career planning lesson plans
http://www.moneyinstructor.com/careerplanning.asp

Elementary-HS Workplace Learning
www.workplace-learning.org

Business Horizons: Connecting Students to Business Success
www.businesshorizonsiowa.com

Student comments about being involved with business horizons.
http://www.businesshorizonsiowa.com/en/where_are_they_now/

Student Videos Business horizons

Agriculture Employers Pocket Guide
www.dol.gov/whd/AG/ag_pocket_guide.pdf

Career Planning for Iowa
http://www.ihaveaplaniowa.gov/

Designing Effective Career & Technical Education Programs

All Aspects: All Aspects is an integral part of the 2006 Carl D. Perkins Vocational and Applied Technology Act (Perkins IV). A provision in this act calls for students to have "strong experience in and an understanding of those aspects of industry the students are preparing to enter." Career and technical programs should be designed to delivery a broad understanding of all aspects of business, industry and labor. Programs designed to address all aspects will provide instruction about the following concepts: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

What is All Aspects? (All Aspects of an Industry) (266.17 KB)

Occupational Proficiency: A measure of students' achievement in learning the critical competencies delivered in the respective program area. Occupational proficiency is reported on program completers.
Program Completer: A program completer is any student that has completed the course sequence identified for a respective career and technical program. (A program must be a minimum of 3 units of instruction within the respective program area.)

Program Sequence: Career and technical programs must be designed to include a minimum of 3 units of instruction within the respective program area.

Advisory Committees: Iowa Code, Section 258.9 states that institutions receiving federal or state vocational education funds shall, as a condition of approval by the State Board, appoint a local advisory council composed of public members. Legislation requires description of how institutions will actively involve parents, teachers, local businesses, and labor in planning, development, implementation and evaluation of programs.

Since 1984, NEFE has been addressing youth financial literacy with the nationally known NEFE High School Financial Planning Program® (HSFPP). The HSFPP consists of a seven unit student manual, instructor’s guide, and a dynamic suite of Web pages that offer a large, continually growing collection of resources, articles, and financial tools for teachers, students, and parents.

HSFPP Program Highlights
- Guides students to take action and increase financial IQ
- Flexible and easy to use
- Noncommercial
- Available at no cost
- Created by top educators and financial professionals
- Linked to education standards in all 50 states and to several national subject-area standards

Unit Topics
- Your Financial Plan: Where It All Begins
- Budgeting: Making the Most of Your Money
- Investing: Making Money Work for You
- Good Debt, Bad Debt: Using Credit Wisely
- Your Money: Keeping It Safe and Secure
- Insurance: Protecting What You Have
- Your Career: Doing What Matters Most

Teenage/adult Debt

Discrimination:
Anti-discrimination provisions of the Immigration and Naturalization Act: Best resource is going to be the Office of Special Counsel of the US Department of Justice. They can be reached at 1-800-255-8155 (employer hotline) or 1-800-255-7688 (employee hotline) or 1-800-237-2515 (TDD for both employers and employees). Their website is http://www.justice.gov/crt/osc

Harassment in Education: Fact-sheets: It’s Against the Law - http://www.state.ia.us/government/crc/docs/HarassmentinEducation042008.pdf

Options for Parents with K-12 School Issues: http://www.state.ia.us/government/crc/docs/Optionsforparentswithkids_July08.pdf

A link to other publications of interest can be found at: http://www.state.ia.us/government/crc/docs/Optionsforparentswithkids_July08.pdf

Entrepreneurship

Vision

An Iowa that nurtures an entrepreneurial culture of creative and innovative thinkers who recognize opportunity, manage risk, contribute to economic viability, and add value to society.

Mission

Establish entrepreneurship as a visible and valued part of the economic and educational system in Iowa by supporting communication and collaboration among business, industry, education, government, community organizations and citizens resulting in venture creation.

Goals

Strengthening Iowa's Culture for Entrepreneurship

Current Events

NIACC John Pappajohn Entrepreneurial Center Wins Innovation Award

Partner Organizations

Jacobson Institute for Youth Entrepreneurship

Consortium for Entrepreneurship Education

John Pappajohn Entrepreneurial Centers

The University of Iowa
North Iowa Area Community College
Iowa State University
University of Northern Iowa
Drake University

Curriculum Resources
Work Permits

Child Labor Law in Iowa

Youth under the age of 16 in Iowa are required to have a work permit before starting work. The following information is intended to clarify some of the Iowa Child Labor laws.

Who needs a work permit?

People under 16 years of age cannot be employed or permitted to work, with or without compensation, unless the person, firm, or corporation employing the youth receives and keeps a work permit on file, accessible to any officer charged with the enforcement of the child labor laws. The employer also is required to keep a complete list of the names and ages of anyone under 16 years of age in his employ.

How to get a work permit. A youth first must go in person to the local school official designated as an issuing officer or the Iowa Workforce Development Center and provide one of the following acceptable forms of evidence of age: a certified copy of a birth certificate, current...
passport or certified copy of baptismal record showing the date and place of birth and the place of the child’s baptism. If none of these is available, then a written certification from a physician appointed by the local board of education certifying that, in the physician’s opinion, the applicant is 14 years of age or older, is required. The employer then must complete the work permit (Child Labor Form), specifically listing all work the minor will be performing, equipment he will use, and hours to be worked. After completing this section, the minor’s parent completes and signs his portion of the form. The form then is returned to the issuing officer for review and approval.

What hours can 14 or 15-year-olds work? Outside school hours, between 7 a.m. and 7 p.m., from the day after Labor Day (in September) through May 31, and no more than four hours per day, Monday through Friday, or eight hours per day on Saturdays, Sundays and holidays. No more than a total of 28 hours per week is allowed. From June 1 through Labor Day, a minor may work up to eight hours per day between 7 a.m. and 9 p.m., but not more than 40 hours per week.

For more information on State of Iowa child labor laws or to file a child labor complaint, contact:

Gail A. Sheridan-Lucht
Telephone (515) 281-6374
Gail.Sheridan-lucht@iwd.iowa.gov
Iowa Workforce Development
1000 E. Grand Avenue
Des Moines, IA  50319-0209

Federal child labor laws restrict maximum work hours to 18 hours per week, from the day after Labor Day (in September) through May 31, with three hours per day, Monday through Friday, outside of school hours, and eight hours on Saturday, Sundays and holidays, between 7 a.m. and 7 p.m.

Who needs a Certificate of Age? An employer may require that a prospective minor employee obtain a Certificate of Age. Youths who are 16 or older can obtain a Certificate of Age by going to the local Workforce Development Center or the local school official designated as the issuing officer with one of the following acceptable forms of evidence of age: a certified copy of a birth certificate, current passport or certified copy of a baptismal certificate, or a physician’s certification of age, completed by a physician appointed by the local board of education certifying that, in the physician’s opinion, the minor is 14 years of age or older.
Under Iowa Child Labor laws, Iowa Code Chapter 92, minors under the age of 18 are prohibited from working in certain occupations, performing certain duties, and from using certain equipment.

For more information on federal child labor laws, contact the U.S. Department of Labor, Wage and Hour Division, in Des Moines at (515) 284-4625.

(For an employer subject to both state and federal child labor laws, the employer should follow the more restrictive law.)

Fact Sheets Involving Child Labor
www.dol.gov/whd/fact-sheets-index.htm

2A Restaurants and Quick-Service Establishments
13 Fact Sheet on Employment Relationship
32 Youth Minimum Wage
34 HO-2 Driving
37 Amusement Parks
38 Grocery Stores
43 Youth Employment Provisions for Non-Ag
52 Health Care Industry
55 Wood products Processing- Exempt from School Attendance
57 HO-12 Balers/Compactors
58 Cooking/Baking
60 Lifeguards

Student-Learner Program
This program is for high school students at least 16 years old who are enrolled in vocational education (shop courses). The employer that hires the student can obtain a certificate from the Department of Labor which allows the student to be paid not less than 75% of the minimum wage, for as long as the student is enrolled in the vocational education program. http://www.dol.gov/dol/allcfr/Title_29/Part_520/29CFR520.506.htm

Employers interested in applying for a student learner certificate should contact the Department of Labor Wage and Hour Regional Office: The Regional Office address and telephone numbers for Iowa are:

Midwest Region (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, Iowa, Missouri, Kansas and Nebraska)
Chicago District Office

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Who is Covered

The Fair Labor Standards Act (FLSA) is administered by the Wage and Hour Division (WHD). The Act establishes standards for minimum wages, overtime pay, recordkeeping, and child labor. These standards affect more than 130 million workers, both fulltime and parttime, in the private and public sectors.

The Act applies to enterprises with employees who engage in interstate commerce, produce goods for interstate commerce, or handle, sell, or work on goods or materials that have been moved in or produced for interstate commerce. For most firms, a test of not less than $500,000 in annual dollar volume of business applies (i.e., the Act does not cover enterprises with less than this amount of business).

However, the Act does cover the following regardless of their dollar volume of business: hospitals; institutions primarily engaged in the care of the sick, aged, mentally ill, or disabled who reside on the premises; schools for children who are mentally or physically disabled or gifted; preschools, elementary and secondary schools, and institutions of higher education; and federal, state, and local government agencies.

Employees of firms that do not meet the $500,000 annual dollar volume test may be covered in any workweek when they are individually engaged in interstate commerce, the production of goods for interstate commerce, or an activity that is closely related and directly essential to the production of such goods.

In addition, the Act covers domestic service workers, such as day workers, housekeepers, chauffeurs, cooks, or fulltime babysitters, if they receive at least $1,700 in 2009 in cash wages from one employer in a calendar year, or if they work a total of more than eight hours a week for one or more employers. (This calendar year threshold is adjusted by the Social Security Administration each year.) For additional coverage information, see the Wage and Hour Division Fact Sheet #14: Coverage Under the FLSA (http://www.dol.gov/whd/regs/compliance/whdfs14.htm).
The Act exempts some employees from its overtime pay and minimum wage provisions, and it also exempts certain employees from the overtime pay provisions only. Because the exemptions are narrowly defined, employers should check the exact terms and conditions for each by contacting their local Wage and Hour Division office (http://www.dol.gov/whd/america2.htm). The following are examples of employees exempt from both the minimum wage and overtime pay requirements:

- Executive, administrative, and professional employees (including teachers and academic administrative personnel in elementary and secondary schools), outside sales employees, and certain skilled computer professionals (as defined in the Department of Labor’s regulations)
- Employees of certain seasonal amusement or recreational establishments
- Employees of certain small newspapers and switchboard operators of small telephone companies
- Seamen employed on foreign vessels
- Employees engaged in fishing operations
- Employees engaged in newspaper delivery
- Farm workers employed on small farms (i.e., those that used less than 500 "mandays" of farm labor in any calendar quarter of the preceding calendar year)
- Casual babysitters and persons employed as companions to the elderly or infirm

The following are examples of employees exempt from the overtime pay requirements only:

- Certain commissioned employees of retail or service establishments
- Auto, truck, trailer, farm implement, boat, or aircraft salespersons employed by nonmanufacturing establishments primarily engaged in selling these items to ultimate purchasers
- Auto, truck, or farm implement parts clerks and mechanics employed by non-manufacturing establishments primarily engaged in selling these items to ultimate purchasers
- Railroad and air carrier employees, taxi drivers, certain employees of motor carriers, seamen on American vessels, and local delivery employees paid on approved trip rate plans
- Announcers, news editors, and chief engineers of certain nonmetropolitan broadcasting stations
- Domestic service workers who reside in their employers' residences
- Employees of motion picture theaters
- Farmworkers

Certain employees may be partially exempt from the overtime pay requirements. These include:
• Employees engaged in certain operations on agricultural commodities and employees of certain bulk petroleum distributors

• Employees of hospitals and residential care establishments that have agreements with the employees that they will work 14-day periods in lieu of 7-day workweeks (if the employees are paid overtime premium pay within the requirements of the Act for all hours worked over eight in a day or 80 in the 14-day work period, whichever is the greater number of overtime hours)

• Employees who lack a high school diploma, or who have not completed the eighth grade, who spend part of their workweeks in remedial reading or training in other basic skills that are not job specific. Employers may require such employees to engage in these activities up to 10 hours in a workweek. Employers must pay normal wages for the hours spent in such training but need not pay overtime premium pay for training hours

Basic Provisions/Requirements

The Act requires employers of covered employees who are not otherwise exempt to pay these employees a minimum wage of not less than $7.25 per hour effective July 24, 2009. Youths under 20 years of age may be paid a minimum wage of not less than $4.25 an hour during the first 90 consecutive calendar days of employment with an employer. Employers may not displace any employee to hire someone at the youth minimum wage. For additional information regarding the use of the youth minimum wage provisions, see the Wage and Hour Division Fact Sheet #32: Youth Minimum Wage – FLSA (http://www.dol.gov/whd/regs/compliance/whdfs32.pdf).

Employers may pay employees on a piece rate basis, as long as they receive at least the equivalent of the required minimum hourly wage rate and overtime for hours worked in excess of 40 hours in a workweek. Employers of tipped employees (i.e., those who customarily and regularly receive more than $30 a month in tips) may consider such tips as part of their wages, but employers must pay a direct wage of at least $2.13 per hour if they claim a tip credit. They must also meet certain other requirements. For a full listing of the requirements an employer must meet to use the tip credit provision, see the Wage and Hour Division Fact Sheet #15: Tipped Employees Under the FLSA (http://www.dol.gov/whd/regs/compliance/whdfs15.pdf).

The Act also permits the employment of certain individuals at wage rates below the statutory minimum wage under certificates issued by the Department of Labor:

• Student learners (vocational education students);

• Fulltime students in retail or service establishments, agriculture, or institutions of higher education; and
• Individuals whose earning or productive capacities for the work to be performed are impaired by physical or mental disabilities, including those related to age or injury.

The Act does not limit either the number of hours in a day or the number of days in a week that an employer may require an employee to work, as long as the employee is at least 16 years old. Similarly, the Act does not limit the number of hours of overtime that may be scheduled. However, the Act requires employers to pay covered employees not less than one and one-half times their regular rate of pay for all hours worked in excess of 40 in a workweek, unless the employees are otherwise exempt. For additional information regarding overtime pay requirements, see the Wage and Hour Division Fact Sheet #23: Overtime Pay Requirements of the FLSA. (http://www.dol.gov/whd/regs/compliance/whdfs23.pdf)

The Act prohibits performance of certain types of work in an employee's home unless the employer has obtained prior certification from the Department of Labor. Restrictions apply in the manufacture of knitted outerwear, gloves and mittens, buttons and buckles, handkerchiefs, embroideries, and jewelry (where safety and health hazards are not involved). Employers wishing to employ homeworkers in these industries are required to provide written assurances to the Department of Labor that they will comply with the Act's wage and hour requirements, among other things.

The Act generally prohibits manufacture of women's apparel (and jewelry under hazardous conditions) in the home except under special certificates that may be issued when the employee cannot adjust to factory work because of age or disability (physical or mental), or must care for a disabled individual in the home.

Special wage and hour provisions apply to state and local government employment. For these special provisions, see the Wage and Hour Division Fact Sheet #7: State and Local Governments Under the FLSA. (http://www.dol.gov/whd/regs/compliance/whdfs7.pdf)

Employee Rights

Employees may find out how to file a complaint by contacting the local Wage and Hour Division office (http://www.dol.gov/whd/americas2.htm), or by calling the program's toll-free help line at 1-866-4USWAGE (1-866-487-9243). In addition, an employee may file a private suit, generally for the previous two years of back pay (three years in the case of a willful violation) and an equal amount as liquidated damages, plus attorney's fees and court costs.

It is a violation of the Act to fire or in any other manner discriminate against an employee for filing a complaint or for participating in a legal proceeding under the Act.

Recordkeeping, Reporting, Notices and Posters

Notices and Posters

Every employer of employees subject to the FLSA’s minimum wage provisions must post, and keep posted, a notice (http://www.dol.gov/whd/regs/compliance/posters/flsa.htm) explaining the Act in a conspicuous place in all of their establishments. Although there is no size requirement for the poster, employees must be able to readily read it. The FLSA poster is also available in
Spanish(http://www.dol.gov/whd/regs/compliance/posters/flsaspan.htm), Chinese(http://
www.dol.gov/whd/regs/compliance/posters/minwagecn.pdf), Russian(http://www.dol.gov/whd/
posters/MinWageThai.pdf) Hmong,(http://www.dol.gov/whd/regs/compliance/posters/
MinWageHmong.pdf) Vietnamese(http://www.dol.gov/whd/regs/compliance/posters/
minwageViet.pdf), and

Korean(http://www.dol.gov/whd/regs/compliance/posters/minwageKorean.pdf). There is no
requirement to post the poster in languages other than English(http://www.dol.gov/whd/regs/
compliance/posters/flsa.htm).

Covered employers are required to post the general Fair Labor Standards Act poster; however,
certain industries have posters designed specifically for them. Employers of Agricultural
Employees (PDF)(http://www.dol.gov/whd/regs/compliance/posters/wh1386Agrcltr.pdf) and
State & Local Government Employees (PDF)(http://www.dol.gov/whd/regs/compliance/posters/
wh1385State.pdf) can either post the general Fair Labor Standards Act poster(http://
www.dol.gov/whd/regs/compliance/posters/flsa.htm) or their specific industry poster. There are
also posters for American Samoa (PDF)(http://www.dol.gov/whd/minwage/americanSamoa/
ASminwagePoster.pdf) and Northern Mariana Islands (PDF)(http://www.dol.gov/whd/regs/
compliance/posters/cnmi.pdf).

Every employer who employs workers with disabilities under special minimum wage certificates
is also required to post the Employee Rights for Workers with Disabilities/Special Minimum

Recordkeeping

Every employer covered by the FLSA must keep certain records for each covered(http://
keep records on wages, hours, and other information as set forth in the Department of Labor's
regulations. Most of this data is the type that employers generally maintain in ordinary business
practice.

There is no required form for the records. However, the records must include accurate
information about the employee and data about the hours worked and the wages earned. The
following is a listing of the basic payroll records that an employer must maintain:

• Employee's full name, as used for Social Security purposes, and on the same record, the
  employee's identifying symbol or number if such is used in place of name on any time,
  work, or payroll records
• Address, including zip code
• Birth date, if younger than 19
• Sex and occupation
• Time and day of week when employee's workweek begins
• Hours worked each day and total hours worked each workweek
• Basis on which employee's wages are paid (e.g., "$9 per hour", "$440 a week", "piecework")
• Regular hourly pay rate
• Total daily or weekly straight-time earnings
• Total overtime earnings for the workweek
• All additions to or deductions from the employee's wages
• Total wages paid each pay period
• Date of payment and the pay period covered by the payment

For a full listing of the basic records that an employer must maintain, see the Wage and Hour Division Fact Sheet #21: Recordkeeping Requirements Under the FLSA (http://www.dol.gov/whd/regs/compliance/whdfs21.pdf). Employers are required to preserve for at least three years payroll records, collective bargaining agreements, and sales and purchase records. Records on which wage computations are based should be retained for two years. These include time cards and piecework tickets, wage rate tables, work and time schedules, and records of additions to or deductions from wages.

Reporting
The FLSA does not contain any specific reporting requirements; however, the above referenced records must be open for inspection by the Wage and Hour Division's representatives, who may ask the employer to make extensions, computations, or transcriptions. The records may be kept at the place of employment or in a central records office.

Penalties/Sanctions
The Department of Labor uses a variety of remedies to enforce compliance with the Act's requirements. When Wage and Hour Division investigators encounter violations, they recommend changes in employment practices to bring the employer into compliance, and they request the payment of any back wages due to employees.

Willful violators may be prosecuted criminally and fined up to $10,000. A second conviction may result in imprisonment. Employers who willfully or repeatedly violate the minimum wage or overtime pay requirements are subject to civil money penalties of up to $1,100 per violation.

For child labor violations, employers are subject to a civil money penalty of up to $11,000 per worker for each violation of the child labor provisions. In addition, employers are subject to a civil money penalty of $50,000 for each violation occurring after May 21, 2008 that causes the death or serious injury of any minor employee – such penalty may be doubled, up to $100,000, when the violations are determined to be willful or repeated.
When the Department of Labor assesses a civil money penalty, the employer has the right to file an exception to the determination within 15 days of receipt of the notice. If an exception is filed, it is referred to an Administrative Law Judge for a hearing and determination as to whether the penalty is appropriate. If an exception is not filed, the penalty becomes final.

The Department of Labor may also bring suit for back pay and an equal amount in liquidated damages, and it may obtain injunctions to restrain persons from violating the Act.

The Act also prohibits the shipment of goods in interstate commerce that were produced in violation of the minimum wage, overtime pay, child labor, or special minimum wage provisions.

Relation to State, Local, and Other Federal Laws

State laws on wages and hours also apply to employment subject to this Act. When both this Act and a state law apply, the law setting the higher standards must be observed.

Compliance Assistance Available

More detailed information about the FLSA, including copies of explanatory brochures and regulatory and interpretative materials, is available on the Wage and Hour Division's Website (http://www.dol.gov/whd/), or by contacting a local Wage and Hour Division office (http://www.dol.gov/whd/americ2.htm). Another compliance assistance resource, the elaws Fair Labor Standards Act Advisor (http://www.dol.gov/elaws/flsa.htm), helps answers questions about workers and businesses that are subject to the FLSA.

The Department of Labor provides employers, workers, and others with clear and easy-to-access information and assistance on how to comply with the FLSA. Among the many resources available are:

• Fair Labor Standards Act (FLSA) Hours Worked Advisor(http://www.dol.gov/elaws/esa/flsa/hoursworked/default.asp): Helps employers and employees determine which work-related activities are considered "hours worked" and thus hours for which employees must be paid.

• Fair Labor Standards Act (FLSA) Overtime Security Advisor(http://www.dol.gov/elaws/overtime.htm): Helps employees and employers determine whether a particular employee is exempt from the FLSA's minimum wage and overtime pay requirements.

• Fair Labor Standards Act (FLSA) Overtime Calculator Advisor(http://www.dol.gov/elaws/otcalculator.htm): Helps employers and employees compute the amount of overtime pay due in a sample pay period based on information from the user.

• FLSA Fact Sheets: Topical Fact Sheet Index(http://www.dol.gov/whd/fact-sheets-index.htm)

• Comprehensive FLSA Presentation (Microsoft® PowerPoint®)(http://www.dol.gov/whd/flsa/comprehensive.ppt)


DOL Contacts

Wage and Hour Division(http://www.dol.gov/whd/)
Contact WHD(http://www.dol.gov/whd/contactform.asp)
Tel: 1-866-4USWAGE (1-866-487-9243); TTY: 1-877-889-5627

The Employment Law Guide is offered as a public resource. It does not create new legal obligations and it is not a substitute for the U.S. Code, Federal Register, and Code of Federal Regulations as the official sources of applicable law. Every effort has been made to ensure that the information provided is complete and accurate as of the time of publication, and this will continue. Later versions of this Guide will be offered at www.dol.gov/compliance or by calling our Toll-Free Help Line at 1-866-4-USA-DOL (1-866-487-2365).

1 These regulations were revised effective August 23, 2004(http://www.dol.gov/whd/regs/compliance/fairpay/main.htm).

Full-time Student Learners

http://www.dol.gov/dol/allcfr/Title_29/Part_519/toc.htm
http://www.dol.gov/dol/allcfr/Title_29/Part_520/29CFR520.201.htm

Student Internship Programs
Iowa Careers Consortium
http://www.smartcareermove.com/AboutUs.aspx

The Iowa Careers Consortium (ICC) is a public-private partnership created to meet Iowa’s need for highly skilled employees. The Consortium includes Iowa businesses, communities, educational institutions, professional associations, the Iowa Department of Economic Development and Iowa Workforce Development. The mission is to attract qualified, skilled workers to Iowa by raising the awareness of the progressive, innovative businesses that are creating quality career opportunities. Combined with the excellent quality of living — Iowans are able to achieve a balanced lifestyle. The Consortium’s efforts are designed to reach as many qualified individuals as possible in information technology, engineering, manufacturing, research/scientific, financial/insurance, and professional/managerial career fields.

The SmartCareer Move™ Web site provides links to corporate, community and state Web sites that post jobs statewide in all career fields. The ICC incorporates several marketing strategies. Some of these include Generation Iowa [www.generationiowa.com], recruitment trips to areas with a high concentration of Iowa alumni or targeted skilled workers, national and in-state public relations, participation in special events and career fairs, and development of collateral materials.

Employers - Post a job opening on these sites for free! www.iowajobs.org - Comprehensive listing of available jobs statewide
www.smartcareermove.com - Professional and technical listing of available jobs statewide

Add A Business to GenerationIowa.com

The GenerationIowa.com "Featured Companies and Communities" listing showcases ICC companies and partners. To add a name to the listing, a business must join the ICC.

To join the ICC or to receive additional information, call 800.245.IOWA or 515.242.4740.

Resources

Employee Training Programs - Leverage training resources to help Iowa companies maintain their competitive edge.

http://www.smartcareermove.com/ - Job Search

Partner Information

IowaJobs — Iowa’s largest job bank

Iowa Trends — Workforce Development News and Trends
IowaWorks — Iowa Workforce Development's one-stop resource for Iowa businesses to find workforce information and solutions

Labor Marketing and Workforce Information — Employment Statistics and Regional Research

Laborshed Studies — Reports on community or regional “employment centers,” including commuting patterns

**Tax Incentives to Employ Highly Challenged Youth**

Iowa employers who hire hard-to-place job applicants may be eligible to receive federal income tax credits under one of two programs—Work Opportunity Tax Credit (WOTC) and Welfare-to-Work Tax Credit (WtWTC). Iowa employers that meet certain criteria are allowed an additional deduction on their Iowa income tax returns for hiring ex-offenders or persons with disabilities.

Tax credits are tied to the amount of wages the employee earns and the number of hours worked. The maximum credit under WOTC goes to an employer whose employee earns $6,000 or more. After figuring other tax requirements, the net effect is a tax break of about $1,500 for hiring an individual who earns $6,000. The maximum tax credit can be as much $2,400 if the employee maintains employment for 400 hours or 180 days. To find out more about the Work Opportunity Tax Credit, call (515) 281-9010 or visit [http://www.uses.doleta.gov/](http://www.uses.doleta.gov/).

The tax credit for an employer under WtWTC can be about $3,500 for hiring an individual who is earning $10,000 or more. The employer can get a tax credit of up to $5,000 if the individual continues working for the employer for a second year. To find out more about Welfare-to-Work tax credits and business incentives, call (515) 281-9010 or visit [http://www.uses.doleta.gov/](http://www.uses.doleta.gov/).

Employers who qualify for both the Work Opportunity Tax Credit and Welfare-to-Work Tax Credit may choose which of the tax credits is most advantageous for a given tax year.

To qualify for either tax incentive programs, employers must hire workers from the following groups: welfare recipients, Food Stamp recipients age 18 through 24 from low income families, disabled persons referred from Vocational Rehabilitation Services and Department for the Blind, and the U.S. Department of Veterans Affairs, Supplemental Security Income (SSI), economically disadvantaged veterans and low income ex-felons.

***

Iowa employers that meet the following criteria are allowed an additional deduction on their Iowa income tax returns for hiring persons with disabilities. This deduction is 65 percent of the wages paid in the first 12 months of employment; the deduction ceiling is $20,000 per employee. Only those employers that meet the "small business" definition can claim the deduction for employing persons with disabilities. Visit [http://www.state.ia.us/tax/1040EI/03EI-](http://www.state.ia.us/tax/1040EI/03EI-)
Iowa employers that meet certain criteria are allowed an additional deduction on their Iowa income tax returns for hiring ex-offenders. This deduction is 65 percent of the wages paid in the first 12 months of employment; the maximum deduction is $20,000 per employee. To find out more about this tax benefit for employers visit the following links http://www.state.ia.us/tax/educate/78522.html, and number 24. u. located at http://www.state.ia.us/tax/1040EI/Line/03Line24.html.

Employing a Person with a Disability

Workforce Development Centers can provide assistance and direction to businesses employing individuals with a disability. Services range from worker training and assistance, to support in providing useful accommodations and tax incentives. Contact the Workforce Development Center nearest you for any questions regarding recruitment and employment of people with disabilities.

Contact your local Disability Program Navigator.

See chart below for summary of tax incentives.
Tax Incentives

Wage Related Incentives
- IA Small Business Tax Deduction
- Work Opportunity Tax Credit

Accessibility Related Incentives
- Barrier Removal Tax Deduction
- Small Business Access Tax Credit
- IA Small Business Tax Credit

Brief Overview of Business Tax Credits & Deductions related to Specific Populations of Individuals

Barrier Removal Tax Deduction
(Federal Architectural & Transportation Tax Deduction)
Click for detailed information

The cost of an improvement to a business asset is normally a capital expense. However, you can choose to deduct the costs of making a facility or public transportation vehicle more accessible to and usable by those who disabled or elderly. Business may take an annual deduction for expenses incurred to remove physical, structural, and transportation barriers.

Small Business Access Tax Credit
(Federal Disabled Access Tax Credit for Small Businesses)
Click for detailed information

The disabled access credit is a nonrefundable annual tax credit for an eligible small business that pays or incurs expenses to provide access to persons with disabilities.

Small businesses that in the previous year earned $1 million or less in gross receipts or had 30 or fewer full-time employees are eligible.

Work Opportunity Tax Credit (WOTC)(Federal)
Click for detailed information

The Work Opportunity Tax Credit (WOTC), provides a tax credit for employers hiring individuals from certain targeted groups (see detailed information).

An employer may take a tax credit of up to 40% of the first $6,000 in the first year wages per qualifying employee. The maximum per employee is $2,400 per tax year. (see detailed information)
Iowa Small Businesses that meet the criteria (see detailed information) are allowed an additional deduction on their Iowa Income Tax return. A small business cannot have employment; the deduction ceiling is $20,000 per employee.

IVHS Videos

1. Eight Ways to Lose a Job...and How to Head in the Right Direction. JIST Publishing: Indianapolis IN 1998
   20 minute video- This video highlights some of the "easy" mistakes that workers make, mistakes that can often be avoided just as easily. This video presents a variety of on the job mistakes followed by an analysis of what went wrong and what could be done to improve the situation. In fact, you will find that it doesn't take much effort to make a positive impressions on the job...and make your new job experience a positive one.

   All of these videos are ideal for a Voc Rehab Office. Adults are represented throughout the videos and the language level is a bit advanced. They are very professionally done though, and it is possible that with this explanation students could learn some very valuable tips!

   24:05 minutes- The focus of this video is to assist those non-college bound students with job searching skills. It examines the 1st step in any truely successful job effort- organizing your job search. Then it moves on to the heart of the job process- actually finding job openings. Next it explores the importance of personal appearance and attitude when it comes to finding a job. Finally, knowing how to assert your job rights is discussed. (Its back cover reads as if this is one video of a series)

47:30 minutes- Eight college students with specific learning disabilities and/or attention deficit disorder discuss the transition from high school to postsecondary learning environments. Hosted by actor/musician Jim Byrnes, the students deliver powerful messages about self advocacy, transition planning, learning strategies and the differences between high school and post secondary.

ABOSLUTE FAVORITE VIDEOS...Possible use: When career cluster are introduced in career class.

7. From Medical Careers to accounting to telecommunications, chefs, entry level opportunities and more, you'll hear first hand how you can break into "substitute video name" and start a rewarding career in this industry.

Health Care
Home Building
Plastics Industry
Newspaper Publishing
Automotive Repair
Food Market Industry
Electronics Industry
Broadcasting
Law
Architecture & Engineering
Automotive Manufacturing


Iowa Code Regarding Advisory Groups:
258.9 Local Advisory Council

The board of directors of a school district that maintains a school, department, or class receiving federal or state funds under this chapter shall, as a condition of approval by the state board, appoints a local advisory council for vocational education composed of public members with emphasis on persons representing business, agriculture, industry and labor. The local advisory council shall give advice and assistance to the board of directors in the establishment and maintenance of schools, departments, and classes that receive federal or state funds under this
chapter. Local advisory councils may be organized according to program area, school, community, or region. The state board shall adopt rules requiring that the memberships of local advisory councils fairly represent each sex and minorities residing in the school district. Members of an advisory council shall serve without compensation.

[C24, 27, 31, 35, 39, § 3845; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, § 258.9]
86 Acts, ch 1245, § 1431

Career and Technical Student Organizations

Statement of Support
Career and technical student organizations (CTSOs) provide a unique program of career and leadership development, motivation and recognition for youth and adult students in secondary and postsecondary education that are or were enrolled in career and technical education programs.

INTEGRATION
Career and technical student organizations are not "clubs" to which only a few vocational students are members, but a CTSO is a powerful instructional tool that works best when it is integrated into the vocational curriculum and classroom by instructors who are committed to the development of the total person. CTSOs are referred to as "curricular" or "co-curricular," but they are not "extracurricular." Career and technical student organizations provide instructional strategies for students to develop, improve and expand occupational competencies related to a particular career interest. Other integration activities include serving as an extension of the classroom/laboratory instructional program which enriches and enhances classroom/laboratory learning.

These organizations present organized activities for students to gain personal and leadership skills making the student more employable and preparing them to become productive employees/employers, citizens and family members.

MEMBERSHIP
CTSOs in Iowa currently serve over 19,000 students at the secondary and postsecondary levels. Organizations active in the state include:

- Business Professionals of America -- Secondary and Postsecondary
- DECA -- Secondary and Postsecondary
- FBLA/PBL -- Future Business Leaders/Phi Beta Lambda
- FFA -- Secondary
- Family, Career and Community Leaders of America ( FCCLA ) -- Secondary
- Health Occupations Students Of America ( HOSA ) -- Secondary and Postsecondary
- Iowa Young Farmers Education Association ( IYFEA ) -- Adult
- Postsecondary Agricultural Students ( PAS ) -- Postsecondary
- Technology Students Association (TSA) -- Secondary
- SkillsUSA -- Secondary and Postsecondary

These organizations not only have local, district and state events, but offer national and international networking options and experiences.

RESPONSIBILITY
The Iowa Department of Education is responsible for identifying the appropriate staffing and staff functions in order to meet national guidelines for CTSO affiliation and state plan objectives for CTSOs. To facilitate the integration of
CTSO activities into local career and technical education programs, the Iowa Department of Education provides the following types of support:

- Guidance in the implementation of CTSOs in all career and technical education programs.
- Administrative support to the state associations of each CTSO.
- Provide a state advisor to manage and facilitate each state association.
- Financial support for state association administrative costs, including: telephone, travel, postage, printing, office space, and clerical support.
- Meeting rooms, storage space, and interdepartmental support services.
- Administrative support that enables state associations and state advisors to operate according to the state and national constitutions and by-laws and within state policies and guidelines.
- Development and printing of handbooks and newsletters that communicate the policies and guidelines of local, state, and national organizations.
- Sponsorship for local, district, and state meetings/conferences.
- Development, financial support, and administration of inservice training for chapter advisors.
- Development and delivery of officer training workshops for local, district and state officers.
- Technical assistance for development and implementation of fiscal management policies and guidelines to ensure compliance with accepted accounting practices and sound association management.
- Coordination with local vocational administrators and instructors to gain the most from vocational programs and their respective VSO.
- Encouragement and motivation for vocational teacher educators to conduct preservice and inservice courses to increase the effectiveness of the CTOSs when integrated into the vocational education classroom.
- Coordination with the national CTSO in developing and completing a meaningful program-of-work for the organization at local, state, regional, national and international levels.

STUDENT OUTCOMES
Students participating in career and technical student organizations have the opportunity to develop and enhance their leadership and citizenship skills within the context of career and program interests which also enhances their occupational skills and future employability. These organizations provide students opportunities in a caring, secure environment to participate in leadership initiatives, and to enhance their awareness of the role of community service and responsibility to governmental affairs.

Activities are designed to provide opportunities for student achievement in sound decision-making, positive professional appearances, and skill attainment. These experiences are enhanced through involvement of business, industry, and labor in a climate of positive interaction and cooperation. For many students, this is the only leadership opportunity they will experience during their educational careers. Communities, states, and the nation benefit, as well as the individual and their families.

COMMUNITY SUPPORT
Producing viable, active citizens who are concerned about their professions and the welfare of their communities, states, and nation is the positive product. Career and technical student organizations have an excellent reputation and years of success in Iowa.

This is the time to address the responsibility for maintaining and enhancing the future of CTSOs with the financial support that is required at the local and state level to best serve the students of Iowa.
Links

Association for Career & Technical Education
Iowa ACTE

Agriculture, Food and Natural Resources
Iowa FFA Association
National FFA Organization
Iowa Postsecondary Agriculture Student Organization (PAS)
National Postsecondary Agriculture Student Organization (PAS)
Iowa Association of Agricultural Educators
Iowa FFA Foundation -- Serving all of Team Ag Ed

Business and Information Technology
Iowa Business Education Association:
Business Professionals of America (BPA)
Future Business leaders of America
National Business Education Association (NBEA)
National Association of Supervisors of Business Education (NASBE)
North Central Business Education Association (NCBEA)

Family and Consumer Sciences
Iowa Family and Consumer Sciences and FCCLA
National FCCLA Organization
American Association of Family and Consumer Sciences
Iowa Association of Family and Consumer Sciences

Industrial Technology
IowaSkillsUSA
Technology Student Association

Marketing
Iowa DECA
DECA, Inc.
MarkED/Career Paths Resource Center
Sample Training Plans

Sample Training Plan #1
**JOB-SITE SKILLS and COMPETENCIES**

Date: Date

Student: First_Name Last_Name  
Job Site: Training_Site

Department: Department  
Position: Position

Supervisor/Trainer: SupervisorTrainer  
Phone: Work_Phone

Please complete the following by the end of each semester: *January 1 & May 1*

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<tr>
<th>Rating Scale</th>
<th>Semester</th>
<th>1</th>
<th>2</th>
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<tr>
<td>(0) No exposure</td>
<td>(1) Exposed</td>
<td>(2) limited skill</td>
<td>(3) moderate skill</td>
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**Orientation**
- Employer policies & procedures
- Employer expectations on how to be a positive representative of the business
- Employer regulations
- Read and follow employer handbook/manual
- Follow uniform or dress code requirements
- Record all contact information for future reference

**Safety Training**
- Awareness of job safety rules—chemicals, hazards & protection
- Emergency procedures

**Human Relations**
- Strategies for difficult customers
- Positive communication techniques with supervisor, co-workers and customers
- Positive personality characteristics—upbeat, smile, positive attitude
- Ability to relate to customers needed in a service business
- Taking direction from superiors and following those directions in a timely manner
- Problem-solving ability in times of stress
**Basic Job Skills**

- Promptness
- Attendance
- Appearance
- Care of Work Area
- Use of work time
- Initiative & follow through
- Customer relationships
- Product knowledge
- Work relationships

**Specific Job Skills**

- Computer system for formal wear
- Self-confidence in stressful situations
- Selection of appropriate dress for customer assessment

**Employer comments:**


---

**JOB-RELATED CLASSROOM COMPETENCIES**

**Date:** Date  
**Student:** First_Name Last_Name  
**Job Site:** Training_Site  
**Department:** Department  
**Position:** Position  
**Duties:**

*The student will:*

**Academic Skills**

- Demonstrate the rules of grammar, spelling and neatness
- Show proofreading skills
- Show evidence of problem solving skills

**Communication—Display skill and knowledge in all the following categories**

- Listening


239
- Speaking
- Writing
- Style Flexing
- Body language

**Presentation Skills**
- Gather, interpret, analyze and present data using charts & Graphs
- Practice and demonstrate presentation skills using a variety of media including ppt, digital video and audio

**Teamwork**
- Display respect for diversity in school/work setting
- Demonstrate ability to work with others of different backgrounds and cultures
- Contribute to a group’s goals
- Demonstrate leadership and ability to attain consensus within a small group

**General Job Skills**
- Develop a job goal, action plan and report on completion of goal
- Identify typical job problems and discuss possible solutions
- Understand and demonstrate basic computer software skills
- Demonstrate ability to apply and combine separate computer skills
- Demonstrate knowledge of connection between class and job
- Recognize importance of work relationships
- Exhibit positive employability skills—Attitude, initiative, responsibility
- Discover the importance of retaining and learning new skills
- Exhibit work quality & show pride in a job well done
Sample Training Plan #2

Waukee Community High School
555 SE University Avenue, Waukee, Iowa 50263

VETERINARY ASSISTANT TRAINING PLAN

Student Name: ________________________________________________________________

________________________________________

Business Partner: ____________________________ Supervisor: _______________________

Phone: ____________________________ Email: ____________________________

Please check each item presented in the training period from _____________ to _____________.

Indicate student progress by placing a check in the column which best represents the student’s skill level at this time. Add comments where desired. Use the following code for evaluation:

3: Excellent  2: Satisfactory  1: Needs improvement

COMPETENCIES:
Please check the box to the left for all skills that have been observed at this time.

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take a tour of the facility; meet employees</td>
<td></td>
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<tr>
<td>Review office policies and procedures:</td>
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<tr>
<td>Work Hours/Time Cards</td>
<td></td>
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<tr>
<td>Phone, E-mail, Internet Use</td>
<td></td>
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<tr>
<td>Organization/Resources (files, supplies, etc.)</td>
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<tr>
<td>Accountability</td>
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<tr>
<td>Confidentiality</td>
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<tr>
<td>Ethics</td>
<td></td>
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<tr>
<td>Safety Plan/Emergency Procedures</td>
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<tr>
<td>Dress Code/Professionalism</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>
### EMPLOYABILITY SKILLS

#### Communication

<table>
<thead>
<tr>
<th></th>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Speaks and listens effectively and clearly</td>
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<tr>
<td>Courteous to employees and guests</td>
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<tr>
<td>Asks appropriate questions</td>
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<td></td>
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<tr>
<td>Communicates thoughts, ideas, and information well</td>
<td></td>
<td></td>
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<tr>
<td>Smiles and is always friendly with guests and staff</td>
<td></td>
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<tr>
<td>Uses appropriate language for the workplace</td>
<td></td>
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<tr>
<td>Presents neat, legible, accurate written work</td>
<td></td>
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<tr>
<td>Uses phone, email, fax, etc. effectively</td>
<td></td>
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<tr>
<td>Satisfactorily handles complaints, inquiries</td>
<td></td>
<td></td>
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<tr>
<td>Interprets business policies correctly</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

#### Dependability and Presentation

<table>
<thead>
<tr>
<th></th>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Arrives at work on time</td>
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<tr>
<td>Arrives at work alert, well-groomed, and dressed for the job</td>
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<tr>
<td>Takes initiative by offering to help when appropriate/possible</td>
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<tr>
<td>Displays an honest and ethical approach to work</td>
<td></td>
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<tr>
<td>Monitors and manages own work time, stays on task</td>
<td></td>
<td></td>
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<tr>
<td>Works willingly and cooperatively with all genders from a variety of ethnic, social, or ethical backgrounds</td>
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<tr>
<td>Team player</td>
<td></td>
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<tr>
<td>Displays a positive attitude</td>
<td></td>
<td></td>
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<tr>
<td>Prioritizes tasks</td>
<td></td>
<td></td>
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<tr>
<td>Exhibits high standards of honesty, integrity</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

### HEALTH, SAFETY, ENVIRONMENT SKILLS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Safely uses tools and equipment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Follows established emergency procedures</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Organizes work space</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Maintains clean, orderly work area
Understands, follows workplace rules
Other:

<table>
<thead>
<tr>
<th>JOB-RELATED OBSERVABLE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Walk and care for dogs</td>
</tr>
<tr>
<td>Prepare food and water for animals</td>
</tr>
<tr>
<td>Provide clean care of kennels</td>
</tr>
<tr>
<td>Stock inventory with updated labels</td>
</tr>
<tr>
<td>Prep exam room for operations</td>
</tr>
<tr>
<td>Assemble heartworm tests</td>
</tr>
<tr>
<td>Observe dentals</td>
</tr>
<tr>
<td>Maintain filing system accurately</td>
</tr>
<tr>
<td>Post patient payments</td>
</tr>
<tr>
<td>Arrange patient appointments</td>
</tr>
<tr>
<td>Follow directions for post-operative care</td>
</tr>
<tr>
<td>Restrain animals during exams</td>
</tr>
<tr>
<td>Prepare blood samples for CBC tests</td>
</tr>
<tr>
<td>Observe QBC Procedures</td>
</tr>
<tr>
<td>Observe surgeries, routine exams, and appointments</td>
</tr>
<tr>
<td>Operate autoclave</td>
</tr>
<tr>
<td>Perform heartworm tests</td>
</tr>
<tr>
<td>Use microscope to check for parasites</td>
</tr>
<tr>
<td>Work with pulse ox monitor</td>
</tr>
<tr>
<td>Prep work stations</td>
</tr>
<tr>
<td>Prepare files and enter data</td>
</tr>
<tr>
<td>Clean exam rooms and sanitize tools</td>
</tr>
<tr>
<td>Fill out rabies tags and certificates</td>
</tr>
<tr>
<td>Fill prescriptions for customers</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Students are required to set personal goals based on their strengths and areas they need to improve upon. Please comment on these in the appropriate column for the training period.
Sample training plan #3
Training Plan for Kum & Go Sales Associate

Student Name _________________________ Employer ________________________
Job Title _____________________________ Phone Number ______________________
Supervisor Name ______________________ Dates of Training ________________

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide business history and information about the business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide and explain employer expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed relevant policies and procedures</td>
<td></td>
<td></td>
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<tr>
<td>Discussed reasons for suspensions or termination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed employment and advancement opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given a tour of the facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided payroll and scheduling policies and procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Human Relations Skills | Exceeds Expectations | Meets Expectations | Needs Improvement
---|---|---|---
Appropriately interacts with customers
Works cooperatively with coworkers and management
Handles compliments, criticism and suggestions appropriately
Communicates and takes directions well
Shows initiative and interest in job

Safety Skills | Exceeds Expectations | Meets Expectations | Needs Improvement
---|---|---|---
Understands natural Disaster Preparedness procedures
Understands Associate/Customer Accident procedures
Follows rules and procedures for machine operations
Shows concern for coworkers

Job Specific Skills | Exceeds Expectations | Meets Expectations | Needs Improvement
---|---|---|---
Personally greets 100% of customers
Assists customer needs
Clean/assemble hot and cold fountain
Stock cups and straws for hot and cold fountain
Bag and stock Ice
Clean and assemble hot foods machinery
| Can handle a variety of sales transactions on register |  |  |
| Uses proper procedure for register corrections/returns |  |  |
| Follow procedure for safe drops |  |  |
| Able to run shift cut and complete shift cut form |  |  |
| Proper facing/rotating of products |  |  |
| Gas islands and building perimeter daily checklist |  |  |
| Maintain clean facility / restroom rotation |  |  |
| Proper stock back stock procedure |  |  |
| Keeps sales floor organized |  |  |
| Adapts to work conditions and changes |  |  |
| Works without supervision |  |  |
| Creates a positive coworker/customer environment |  |  |

Please provide any additional comments or information:
<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide General Customer Service</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assess Customer Needs</td>
<td></td>
<td></td>
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<tr>
<td>Operate Machines</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Perform Arithmetic Calculations</td>
<td></td>
<td></td>
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<tr>
<td>Stock and Price Product</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maintain Cleanliness of Facility</td>
<td></td>
<td></td>
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<tr>
<td>Build Displays</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Team Player</td>
<td></td>
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<tr>
<td>Ability to Retain Information</td>
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<tr>
<td>Self Motivated</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Punctuality</td>
<td></td>
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</tr>
</tbody>
</table>

Please provide any additional comments or information:

__________________________

Supervisor Signature __________________________________________ Date

__________________________

Student Signature __________________________________________ Date

__________________________

Coordinator Signature ______________________________________ Date
Please check the appropriate number of the student’s performance. One is the lowest ranking and 4 is the highest ranking.

<table>
<thead>
<tr>
<th>Orientation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Reads and signs acknowledgement of employee handbook</td>
<td></td>
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<tr>
<td>* Can recite mission statement and knows goals of the hotel</td>
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<tr>
<td>* Understands emergency evacuation procedures</td>
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<tr>
<td>* Watches safety video and completes quiz</td>
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<tr>
<td>* Fills out all required initial hire paperwork, including necessary tax forms</td>
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<tr>
<td>* Understands where time clock and time cards are located</td>
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<tr>
<td>* Can clock in and out at scheduled times without assistance.</td>
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<tr>
<td>* Understands loitering is not permitted after shift is over</td>
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<tr>
<td>* Knows the procedures for calling in if employee must be absent from work.</td>
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<tr>
<td>* Can explain history of the hotel</td>
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<tr>
<td>* Knows location of all safety equipment</td>
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<tr>
<td>* Understands break times and location of break room</td>
<td></td>
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<tr>
<td>* Follows all confidentiality procedures</td>
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<tr>
<td>* Follows proper employee parking procedures.</td>
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<tr>
<td>* Knows location of instruction manuals for copy machine, switchboard, fire alarm, fax machine, sprinkler system and door alarms</td>
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<tr>
<td>* Follows company dress code</td>
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</tr>
</tbody>
</table>
Training Plan Evaluation

Name of Training Station / Job Title

Name of Student-Training

Name of Training Sponsor

Phone Date

Instructions: Please evaluate the student-trainee on work experience ability and performance while under the training program provided. Place a check mark in the appropriate box that would best describe the student’s ability to meet each job standard.

<table>
<thead>
<tr>
<th>Personal Traits</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
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<tr>
<td>Adheres to schedules/Reliable</td>
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<tr>
<td>Takes Appropriate time for Breaks</td>
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<tr>
<td>Punctual to work</td>
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<tr>
<td>Adheres to Dress Code</td>
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<tr>
<td>Completes Duties in a Timely Manner</td>
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<tr>
<td><strong>Human Relations</strong></td>
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<td></td>
</tr>
<tr>
<td>Cheerful with Guests and Other Workers</td>
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<tr>
<td>Cooperative With Others</td>
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</tr>
<tr>
<td>Treats Others With Courtesy and Respect</td>
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<tr>
<td><strong>Work Habits</strong></td>
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<tr>
<td>Follows instructions</td>
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<tr>
<td>Pays Close Attention to Detail</td>
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<tr>
<td>Takes Responsibility for Actions</td>
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<tr>
<td>Pays Close Attention to Detail</td>
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<tr>
<td>Keeps a Tidy Work Area</td>
<td></td>
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<tr>
<td>Communicates Necessary Information To Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows all Safety Procedures</td>
<td></td>
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<tr>
<td><strong>Quality of Work</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Specific Tasks</strong></td>
<td></td>
<td></td>
<td>Can Demonstrate Task to Others</td>
<td>Mastered Task</td>
<td>Can Perform Task with Assistance</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Uses Computer to Complete Daily Tasks</td>
<td>Can Perform Task with Assistance</td>
<td>Unsatisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computes Bills with Computer, 10 Key Adding Machine, or Calculator</td>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Grade</td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
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<tr>
<td>Operates Fax Machine</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Operates Switchboard</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Files Paperwork Appropriately</td>
<td></td>
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</tr>
<tr>
<td>Takes Accurate Phone Messages</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Applies Charges to Rooms as Needed</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Handles Incoming and Outgoing Mail</td>
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**Employer Comments:**

Employer Signature and Date_____________________________________________________

Student Signature and Date_______________________________________________________

Coordinator Signature and Date__________________________________________________
Example Training Agreements

GILBERT COMMUNITY HIGH SCHOOL
MULTI OCCUPATIONS COOPERATIVE PROGRAM
TRAINING AGREEMENT

STUDENT NAME ________________________________________________ DATE OF BIRTH ____________________________

HOME PHONE __________________________________ CELL PHONE _____________________________

HOME STREET ADDRESS ____________________________________________

CITY __________________________________zip CODE _______________________________

__________________________________ (training agency) will permit the above student to be employed in their business for
the purpose of gaining practical knowledge and experience in the occupation of
________________________________________________ from the dates of _______________________ to
________________________. The student will be employed for an average of fifteen hours per week and will be paid the same
rate as any other beginning employee in the same position. The starting wage will be _____________________.

RESPONSIBILITIES

THE STUDENT AGREES TO:

1. Be employed by the above employer as a student-learner for the purpose of training/work experiences.

2. Be in regular attendance in school and on the job. Failure to attend school for illness disqualifies the student from work
and vice versa. Exceptions would be emergencies.

3. Will not miss any scheduled classes to work at the job site.

4. Notify the EMPLOYER and the TEACHER/COORDINATOR immediately in case of illness or emergency that
prevents attendance (at the beginning of the student’s school day).

5. Comply with the rules and regulations of school and of the training station, respecting and practicing the ethics of the
job by displaying loyalty, honesty, punctuality, courtesy, a cooperative attitude, and a willingness to learn on the job.

6. Complete all necessary reports for the coordinator.

7. Discuss with the coordinator any difficulty arising at the training station related to the training program.

8. Contact the coordinator before terminating employment.

9. Be removed from the MOC program and lose academic credit if terminated for employee theft, drug use, or any other
unethical actions.

THE PARENT/GUARDIAN AGREES TO:

1. Share responsibility for school and job attendance.

2. Provide a means of transportation for the student that will assure promptness and good attendance on the job.

3. Insure that the student does not assume other employment that will affect participation in the program without approval
from the coordinator.

4. Encourage the student to succeed in school work and job performance.

THE EMPLOYER AGREES TO:

1. Provide a variety of work experiences for the student that will contribute to his/her career goals.

2. Provide time for consultation with the coordinator concerning the student, and to discuss with the coordinator any
difficulties the student may have at the job site.

3. Provide the coordinator with evaluations of the student’s progress.

4. Provide instruction in safe and correct procedures and closely supervise the student’s work if the learner is to be
involved with any hazardous occupational duties.

THE COORDINATOR AGREES TO:

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1. Provide classroom instruction related to the student’s job.
2. Make periodic visits to the work station to consult with the supervisor concerning the student’s progress.
3. Assist in the evaluation of the student’s work.
4. Meet with the student to discuss progress and problems that student might be having with job or supervisor.

The employer and/or the coordinator may withdraw the student from work if:
(a) The student’s performance or grades are unsatisfactory,
(b) The policy of the employer or school program are abused by the student,
(c) The training plan is not followed.

Section 96.19-7g (7) of the Code of Iowa states that students under 22 years of age and enrolled in a regular school program under a cooperative agreement for which academic credit is awarded are exempt from both state and federal unemployment. Student’s earnings do not have to be reported and unemployment compensation cannot be claimed for the period of the agreement.

It is the policy of the parties not to discriminate against employees, customers, or students and to provide an environment free of racial and sexual harassment. Students will be accepted for on-the-job training, exploration, clinical or work experiences, assigned to jobs, and otherwise treated without regard to of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status.

STUDENT SIGNATURE _______________________________________________________________ DATE

________________________

EMPLOYER/SUPERVISOR SIGNATURE _______________________________________________ DATE

________________________

PARENT/GUARDIAN SIGNATURE ___________________________________________________ DATE

________________________

COORDINATOR SIGNATURE _______________________________________________________ DATE

________________________

WHITE – TRAINING AGENCY’S COPY YELLOW – SCHOOL’S COPY PINK – STUDENT’S COPY
STANDARD TRAINING AGREEMENT
WITH COOPERATING AGENCY

AGREEMENT BETWEEN
Des Moines Area Community College (DMACC)

and

________________________________________
[Name of Cooperating Agency]

Commencing with the latest date of signature appearing on the last page of this agreement, DMACC and
AGENCY hereby
agree as follows:

I. PURPOSE OF AGREEMENT: DMACC desires to offer an educational program in [check one]:
   Early Childhood Education
   Dental Assisting
   Dental Hygiene
   Dietary Manager
   Aging Services Mgmt.
   Medical Assistant
   Medical Laboratory Technology
   Nursing
   Phlebotomy
   Respiratory Therapy
   Other:
   (hereinafter “program”), and AGENCY desires to provide the instructional area for selected student
   learning experiences; the purpose of this Agreement is to establish cooperative relationships and to
   outline the responsibilities of DMACC and AGENCY as each contributes to the learning experiences of
   students in said program.

II. GENERAL CONDITIONS:
A. DMACC’s faculty is responsible for both the classroom and practicum/clinical instruction and supervision of students throughout the entire program. AGENCY is responsible for providing the instructional area. The clinical instructor/preceptor shall be designated by [check one]:

DMACC
Agency
Both of the above.

Other: Preceptor designated by student, upon approval by DMACC instructor.

B. Other general conditions not inconsistent with this Agreement may be attached hereto as Attachment “A” and are incorporated by reference the same as if fully set out.

III. DMACC OBLIGATIONS:

A. DMACC will submit to AGENCY a schedule agreeable to AGENCY which will include:
   1. the names of the assigned students, and
   2. the anticipated times when students will be engaged in the practicum experience;
   3. instructor/preceptor; necessary changes shall only be made with the mutual consent of
      AGENCY and DMACC.

B. DMACC will grant AGENCY’s request to withdraw a student from the practicum/clinical facility whose work, conduct, or health may have a detrimental effect upon AGENCY’s residents or personnel, and/or honor AGENCY’s refusal to accept any student who has been previously discharged by AGENCY.

C. DMACC will comply with the policies and procedures of AGENCY.

D. DMACC will provide for planning with AGENCY indicating the learning experiences and competencies desired for students.

E. DMACC will provide insurance coverage sufficient to defend, indemnify, and hold AGENCY harmless from (a) any and all claims by or injuries to others and (b) any and all claims by or injuries to Student, arising out of or related to Student’s work conduct or any activities necessarily associated with this agreement, except vehicular travel in non-DMACC vehicles. The school will provide liability insurance coverage for its students at the facility under this agreement. The limits of the professional liability will be at least $1,000,000 & $3,000,000 aggregate covering the student and the college.

F. DMACC faculty will be responsible for the selection of learning experiences and the preparation of the schedule for practicum/clinical rotation in consultation and cooperation with AGENCY.

G. DMACC will assure that faculty and students commencing the program will have appropriate immunization requirements and program-specific training and skills including universal precautions and bloodborne pathogen instruction.

H. Des Moines Area Community College shall not discriminate on the basis of race, color, national origin, creed, religion, gender, sexual orientation, age, disability or status as a U.S. veteran. Inquires maybe directed to the EEO/AA officer, Ankeny Campus, Building 1, (515) 964-6301
I. Des Moines Area Community College will provide students with general HIPAA training and require that students comply with its policies and procedures related to the confidentiality of medical information. Students will share only de-identified information with faculty for homework assignments or class discussions. Des Moines Area Community College will report any improper use or disclosure of protected health information of an Agency patient by a student to the Agency.

IV. AGENCY OBLIGATIONS:
A. AGENCY retains ultimate responsibility for the care provided to AGENCY’s patients or clients.
B. AGENCY will provide students with sufficient understanding of individual patient or client conditions when assignments are made in order to safeguard the patient or client.
C. AGENCY will comply with OSHA safety standards for occupational exposure to blood borne pathogen; in the event of exposure to a blood borne pathogen, faculty and students will receive the same treatment as outlined for employees in OSHA guidelines; AGENCY will report any such incident to DMACC promptly, and provide a copy of the incident report and all supporting documentation.
D. AGENCY will consult with DMACC’s designated faculty, support the prescribed practicum/clinical curriculum, make regular reports, and participate in training and evaluation sessions with DMACC’s staff and student.
E. AGENCY will contribute toward promoting an atmosphere conducive to learning.
F. AGENCY will provide suitable space [including but not limited to conference rooms], equipment, and expendable supplies necessary for procedures performed by students; if uniforms are required, students shall provide such uniforms and laundering thereof at their own expense; students shall be permitted to use employee rest rooms and dressing rooms.

G. Agency will assist with scheduled orientation for students and shall provide students with training on Agency’s confidentiality policies and procedures.
H. If student or faculty are scheduled in a clinical area and incur an accident not requiring hospitalization, AGENCY will make emergency care available.
I. If any student is independently employed by AGENCY, such student shall not be permitted to wear a name pin or any other item which would identify them as a DMACC student.
J. AGENCY will not discriminate on the basis of race, color, national origin, creed, religion, gender, sexual orientation, age, disability or status as a U.S. veteran. Inquires maybe directed to the EEO/AA officer, Ankeny Campus, Building 1, (515) 964-6301

V. RENEWAL AND TERMINATION. This Agreement shall be [check one]:
Re-negotiated and re-executed annually, or
Automatically renewed for successive one [1] year terms until and unless either party gives the other party written notice of termination at least four [4] months prior to the time when AGENCY would ordinarily be assigned as an instructional site.

Des Moines Area Community College

By: _____________________________________________________________
Title: Dean, Health & Public Services
Printed __________________________ Name: Sally Schroeder
Date of Signature: __________________________

By: _____________________________________________________________
Title: __________________________________________________________
Printed __________________________ Name: __________________________
Attachment A - Practicum Programs

1. DMACC agrees to ensure all students have received a physical exam prior to beginning clinical experience including records for immune status for:

   a. Diphtheria, tetanus within past 10 years.
   b. Measles, mumps, rubella.
      Documentation of 2 MMR vaccinations or lab report showing positive titers to measles, mumps and rubella
   c. Negative Mantoux TB test (< 5 mm induration) (or negative chest x-ray)
      within past year.
   d. Hepatitis B series or evidence of immunity through Hepatitis B Surface Antibody test
   e. Polio.
   f. Chickenpox

   These records will be provided to COOPERATING AGENCY upon request.

2. DMACC will instruct students with regard to confidentiality laws and protection of patient/cooperating agency records and information of a confidential nature.

3. As part of scheduled Faculty/Student orientations, the COOPERATING AGENCY will provide department specific safety information and procedures including Right to Know, Standard Precautions, and HIPPA.
4. It is understood that students are not employees of the COOPERATING AGENCY, will not receive reimbursement for their activities, are not provided workers' compensation or other group insurance benefits, and will not be acting as an agent or employee of the COOPERATING AGENCY.

5. The DMACC student will at all times be under the supervision of the physician or his/her designee.

6. DMACC will provide each student with single limit liability insurance of five hundred thousand dollars at no cost to the COOPERATING AGENCY.

7. DMACC and the COOPERATING AGENCY agree:
   a. To review this agreement annually.
   b. That the renewal date shall be automatic unless either party notifies the other of its wishes for revision.
   c. That, if either party wishes to withdraw from this agreement, the party shall give notice at least four (4) months prior to the time when the COOPERATING AGENCY would ordinarily be assigned as a practicum site.
Competencies for Success

Leadership and Teamwork Competencies

Teamwork and Cooperation:
Actively participates as a team member to accomplish goals. Expected behaviors include:
• Keeps team leader posted on progress, attendance and other problems
• Completes assigned work thoroughly and on time
• Takes part in team meetings and discussions
• Offers to help other team members
• Volunteers for extra tasks without being asked
• Listens carefully to instructions
• Responds positively, and asks questions when necessary
• Is honest and trustworthy in all situations

Personal Productivity:
Develops sound work habits to improve personal accomplishment and to contribute to the success of the group. Expected behaviors include:
• Shows up for meetings on time
• Only misses meetings for good reasons and with advance notice
• Is organized and makes good use of time
• Thinks ahead, works to solve problems, asks for help when needed
• Takes pride in work and strives for excellence
• Is flexible and handles change easily
• Follows the rules and the decisions of the team

Serving Customers:
Works to exceed customer/client expectations. Expected behaviors include:
• Listens actively to understand customer needs and problems
• Responds helpfully and clearly
• Follows up quickly with customers who have problems, requests, and questions
• Seeks manager/co-worker assistance when necessary
• Takes personal responsibility to solve problems

Valuing Diversity:
Understands and values the differences in people. Expected behaviors include:
• Works easily with all different kinds of people
• Listens for understanding
• Recognizes individual strengths and contributions
• Accepts and respects individual differences
• Is aware of personal limitations and works to broaden own perspective
• Reacts with an open mind to new ideas and information

Self-Awareness and Development:
Continuously evaluating one’s own strengths and areas for improvement. Expected behaviors include:
• Asks questions to learn new things
• Shows openness, curiosity and willingness to grow and change
• Keeps up with changing technologies, methodologies, or practices
• Willingly accepts new and challenging tasks and responsibilities
• Gains new skills through observation, training and practice
• Applies new knowledge and skills quickly in on-the-job situations
Common Work Process Competencies

Problem Solving:
Recognizes and evaluates problems; develops and puts in place suitable solutions. Expected behaviors include:
- Examines information/data
- Thinks through possible causes/reasons
- Uses research and investigation skills
- Uses established problem-solving techniques
- Applies previous learning/experience to current situation
- Seeks input from others
- Checks results for effectiveness and to identify related problems

Information Gathering and Analysis:
Gathers and uses information. Expected behaviors include:
- Finds the right people to ask questions of
- Uses computers and other resources to find relevant information
- Searches the web for information sources
- Asks open-ended questions to dig for information
- Organizes and understands information
- Uses software to analyze data and present findings
- Communicates and explains ideas and information

Decision Making:
Examines options, selects the best choice and acts in a timely manner. Expected behaviors include:
- Considers resources, limits and group values
- Understands policies and procedures
- Uses logical reasoning
- Communicates clearly the decision and the reason for the decision
- Considers how the decision will affect others and explains the decision with kindness

Planning and Organization:
Sets a course of action for self and/or others to reach a specific goal. Expected behaviors include:
- Defines expectations and objectives
- Determines resource requirements
- Defines steps/tasks and timeline
- Communicates status/progress and manages expectations
- Demonstrates commitment towards meeting deadlines
- Resolves issues and overcomes obstacles

Applying Tools/Technology to Tasks:
Chooses and makes use of appropriate software, electronic equipment, or manual tools and equipment to complete tasks. Expected behaviors include:
- Uses common software for word processing, creating simple spreadsheets, and entering and retrieving information from databases
- Easily learns new tools, applications, or equipment operation
- Transfers the operating principles of one tool or application to another similar tool or application (e.g. MS Word to Word Perfect)
- Uses basic troubleshooting techniques to identify and resolve problems
The primary areas or student development (Life and Career Skills, Learning and Innovation Skills, Information and Media Skills, and Core Subjects with integrated 21st Century Themes) all require Standards and Assessments, Integration into Curriculum and Instruction, Professional Development to assist educators and others to understand and manage the skills, and Learning Environments that support and manage life skills development. Definitions are provided below.

Definitions of each element presented here are distinct for descriptive purposes, However, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.
21st CENTURY STUDENT OUTCOMES
CORE SUBJECTS AND 21st CENTURY THEMES
Mastery of core subjects and 21st century themes is essential for all students in the 21st century. Core subjects include:
• English, reading or language arts
• World languages
• Arts
• Mathematics
• Economics
• Science
• Geography
• History
• Government and Civics

1) In addition to these subjects, should move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

Global Awareness
• Using 21st century skills to understand and address global issues
• Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
• Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy
• Knowing how to make appropriate personal economic choices
• Understanding the role of the economy in society
• Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy
• Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
• Exercising the rights and obligations of citizenship at local, state, national and global levels
• Understanding the local and global implications of civic decisions

Health Literacy
• Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
• Using available information to make appropriate health-related decisions
• Establishing and monitoring personal and family health goals
• Understanding national and international public health and safety issues

Environmental Literacy
• Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
• Demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
• Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
• Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues
2) LEARNING and INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Creativity and Innovation

Think Creatively
- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others
- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

Reason Effectively
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
• Synthesize and make connections between information and arguments
• Interpret information and draw conclusions based on the best analysis
• Reflect critically on learning experiences and processes

Solve Problems
• Solve different kinds of non-familiar problems in both conventional and innovative ways
• Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration
Communicate Clearly
• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
• Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Collaborate with Others
• Demonstrate ability to work effectively and respectfully with diverse teams
• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

3) INFORMATION AND TECHNOLOGY SKILLS
People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

**Information Literacy**

Access and Evaluate Information
- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

**Media Literacy**

Analyze Media
- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products
- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (Information, Communications and Technology)

LITERACY Apply Technology Effectively
- Use technology as a tool to research, organize, evaluate and communicate information
• Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
• Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

4) LIFE AND CAREER SKILLS
Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility and Adaptability
Adapt to Change
• Adapt to varied roles, jobs responsibilities, schedules and contexts
• Work effectively in a climate of ambiguity and changing priorities
Be Flexible
• Incorporate feedback effectively
• Deal positively with praise, setbacks and criticism
• Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
• Balance tactical (short-term) and strategic (long-term) goals
• Utilize time and manage workload efficiently
Work Independently
• Monitor, define, prioritize and complete tasks without direct oversight
Be Self-directed Learners
• Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise
• Demonstrate initiative to advance skill levels towards a professional level
• Demonstrate commitment to learning as a lifelong process
• Reflect critically on past experiences in order to inform future progress

Social and Cross-cultural Skills
Interact Effectively with Others
• Know when it is appropriate to listen and when to speak
• Conduct themselves in a respectable, professional manner
Work Effectively in Diverse Teams
• Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
• Respond open-mindedly to different ideas and values
• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

**Productivity and Accountability**

Manage Projects
• Set and meet goals, even in the face of obstacles and competing pressures
• Prioritize, plan and manage work to achieve the intended result

Produce Results
• Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results **Leadership and responsibility**

Guide and Lead Others
• Use interpersonal and problem-solving skills to influence and guide others toward a goal
• Leverage strengths of others to accomplish a common goal
• Inspire others to reach their very best via example and selflessness
• Demonstrate integrity and ethical behavior in using influence and power

• Be Responsible to Others
• Act responsibly with the interests of the larger community in mind
• Build understanding across and among core subjects as well as 21st century interdisciplinary themes
• Emphasize deep understanding rather than shallow knowledge
• Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
• Allow for multiple measures of mastery

**Assessment of 21st Century Skills**
• Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
• Emphasizes useful feedback on student performance that is embedded into everyday learning
• Requires a balance of technology-enhanced, formative and summative
assessments that measure student mastery of 21st century skills
• Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
• Enables a balanced portfolio of measures to assess the educational system’s effectiveness in reaching high levels of student competency in 21st century skills
21st Century Curriculum and Instruction
• Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
• Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
• Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
• Encourages the integration of community resources beyond school walls
21st Century Professional Development
• Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
• Balances direct instruction with project-oriented teaching methods
• Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
• Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
• Cultivates teachers’ ability to identify students’ particular learning styles, intelligences, strengths and weaknesses
• Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
• Supports the continuous evaluation of students’ 21st century skills development
• Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
• Uses a scalable and sustainable model of professional development

21st Century Learning Environments

• Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes

• Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice

• Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)

• Allow equitable access to quality learning tools, technologies and resources

• Provide 21st century architectural and interior designs for group, team and individual learning

• Support expanded community and international involvement in learning, both face-to-face and online

A complete list of publications that are helpful to local educators in implementing 21st century skills is available online. Go to:

http://www.21stcenturyskills.org/ Then click on “Publications” and select “See our full list of publications”

Videos of how to implement 21st century skills into classrooms are available through the Association for Supervision and Curriculum Development (ASCD). The publication entitled “21st Century Skills: Learning for Life in Our Times” by Bernie Trilling and Charles Fadel contains a DVD including videos on:

Example of Project-based Learning
Skill-by-skill description of project-based learning

21st Century Skills Assessment

High tech High and Culture of 21st Century Skills

Example of Project-based Science Lab (Biology)

Example of Student Collaboration Project (SARS)-Students from Egypt, Malaysia, Holland, and the United States. The Project Learning Institute Elementary School

Access to Technology: Harry’s Story

Making Learning Relevant-The Hydrology project

To purchase the book with the DVD go to:

www.josseybass.com or call 317-572-3986. The book
History of Cooperative Education

[edit] Schneider's foundations

While at Lehigh University at the beginning of the 20th Century, Herman Schneider (1872–1939), engineer, architect, and educator, concluded that the traditional classroom was insufficient for technical students (Smollins 1999). Schneider observed that several of the more successful Lehigh graduates had worked to earn money before graduation. Gathering data through interviews of employers and graduates, he devised the framework for cooperative education (1901). About that time, Carnegie Technical School, now Carnegie Mellon University, opened and thereby minimized the need for Schneider's co-op plan in the region around Lehigh University. However, in 1903 the University of Cincinnati appointed Schneider to their faculty, and later, in 1906, allowed him an experimental year to implement his plan. Following that year, the University of Cincinnati gave him full permission for the co-op program.

Schneider, beginning from the rank of Assistant Professor, would rise through the rank of Dean of Engineering (1906–1928) to become President (1929-32) of the University of Cincinnati, based largely upon the strength of the co-op program. Throughout his career, he was an advocate for the co-op framework. His thirty years of service to the University of Cincinnati are partly credited for that institution's worldwide fame.

In 1965, The Cooperative Education and Internship Association (CEIA) created "The Dean Herman Schneider Award" in honor of the contributions made by Dean Schneider in cooperative education. The award is given annually to an outstanding educator from faculty or administration.

[edit] Post-Cincinnati evolutions

In 1909, seeing the possibility of co-op education, Northeastern University began using co-op in their engineering program, becoming only the second institution to do so in this country. By 1919, Antioch College had adapted the co-op practices to their liberal arts curricula, for which reason many called co-op the "Antioch Plan." Also in 1919 the General Motors Institute (GMI) was opened following this model to train new General Motors hires. This school was later renamed Kettering University.

In 1922, Northeastern University emphasized its commitment to co-op by extending it to the College of Business Administration. As new colleges opened at Northeastern, such as the College of Liberal Arts (1935) and College of Education (1953), they became co-op schools as well. By the 1980s, Northeastern was the acknowledged leader in co-op education across the world. (Smollins 1999)

In 1926, Dean Schneider invited those interested in forming an Association of Co-operative Colleges (ACC) to the University of Cincinnati for the first convention. The idea took hold, and
was followed by three more annual conventions. In 1929, the Society for the Promotion of Engineering Education, now called American Society for Engineering Education (ASEE), formed the Division of Cooperative Engineering Education, incorporating the membership of the ACC (Auld 1972).


By 1962, about 150 academic institutions used co-op education, in one form or another. Many were outside of engineering. The need for professional support of non-engineering programs became obvious, and the membership of ASEE, in 1963, began the Cooperative Education Association. To reflect its membership more accurately, it was eventually (sometime in the 1990s or early 2000s) named the Cooperative Education and Internship Association, it remains today as the professional association for co-operative education outside of ASEE.

Much of that early efforts of NCCE focused on lobbying and promoting co-operative education. In 1965, the federal Higher Education Act provided support specifically for co-operative education. Funding continued from the federal government through 1992, when Congress ended its support of co-operative education. In all, a total of over $220 million was appropriated by the federal government toward co-operative education (Carlson 1999).

In 1979, educators from Australia, Britain, Canada, and the United States (Northeastern's President, Kenneth Ryder), met to discuss work-related programs in their respective countries. In 1981 and 1982, this group, headed by President Ryder, convened an international conference on cooperative education. In 1983, several college and university presidents, educational specialists, and employers from around the world (including Australia, Canada, Hong Kong, the Netherlands, the Philippines, the United States and the United Kingdom) formed the World Council and Assembly on Cooperative Education to foster co-operative education around the world. In 1991, it renamed itself the World Association for Cooperative Education (WACE). By 2005, that Association boasted a membership of over 1,000 individuals from 43 different countries.

Co-op models

From its beginnings in Cincinnati in 1906, cooperative education has evolved into a program offered at the secondary and post-secondary levels in two predominant models (Grubb & Villeneuve 1995). In one model, students alternate a semester of academic coursework with an equal amount of time in paid employment, repeating this cycle several times until graduation. The parallel method splits the day between school and work, typically structured to accommodate the student's class schedule. Thus, like school-to-work (STW), the co-op model includes school-based and work-based learning and, in the best programs, "connecting activities"
such as seminars and teacher-coordinator work site visits. These activities help students explicitly connect work and learning.

Co-op's proponents identify benefits for students (including motivation, career clarity, enhanced employability, vocational maturity) and employers (labor force flexibility, recruitment/retention of trained workers, input into curricula) as well as educational institutions and society (ibid.). Beyond informal and anecdotal evidence, however, a familiar refrain in the literature is the lack of well-done research that empirically demonstrates these benefits (Barton 1996; Wilson, Stull & Vinsonhaler 1996). Barton (1996) identifies some of the research problems for secondary co-op as follows: federal data collection on high school co-op enrollments and completions ceased in the 1980s; some studies use data in which co-op was not isolated from other work experience programs. Ricks et al. (1993) describe other problems: due to lack of a clear or consistent definition of cooperative education, researchers cannot accurately identify variables and findings cannot be compared; theory is not well developed; theory, research, and practice are not integrated; and co-op research does not adhere to established standards.

Another set of problems involves perceptions of the field and its marginalization. Because of its "vocational" association, co-op is not regarded as academically legitimate; rather, it is viewed as taking time away from the classroom (Crow 1997). Experiential activities are necessarily rewarded in post-secondary promotion and tenure systems (except in certain extenuating situations), and co-op faculty may be isolated from other faculty (Crow 1997; Schafsm 1996). Despite the current emphasis on contextual learning, work is not recognized as a vehicle for learning (Ricks et al. 1993). Schafsm (1996) and Van Gyn (1996) agree that the field places too much emphasis on placements rather than learning. Wilson, Stull & Vinsonhaler (1996) also decry the focus on administration, logistics, placements, and procedures.

Some institutions are fully dedicated to the co-op ideal (such as Georgia Institute of Technology, RIT, Kettering University, and LaGuardia Community College). In others, the co-op program may be viewed as an add-on and therefore is vulnerable to cost cutting (Wilson, Stull & Vinsonhaler 1996). Even where co-op programs are strong they can be threatened, as at Cincinnati Technical College when it became a comprehensive community college (Grubb & Villeneuve 1995) or LaGuardia during a budget crisis (Grubb & Badway 1998). For students, costs and time to degree completion may be deterrents to co-op participation (Grubb & Villeneuve 1995).

[edit] New approaches

Despite these problems, there is optimism about the future of co-op education; "Social, economic, and historic forces are making cooperative education more relevant than ever" (Grubb & Villeneuve 1995, p. 17), including emphasis on university-industry-government cooperation, a fluid and demanding workplace, new technology, the need for continuous on-the-job learning, globalization, and demands for accountability (John, Doherty & Nichols 1998). Federal investments in school-to-work and community service have resulted in a number of initiatives designed to provide "learning opportunities beyond the classroom walls" (Furco 1996, p. 9). Because this has always been a principle of co-op, the field is in a position to capitalize on its strengths and the ways it complements other experiential methods in the effort to provide
meaningful learning opportunities for students. To do this, however, cooperative education must be redesigned.

For Wilson, Stull & Vinsonhaler (1996), a new vision involves conceiving, defining, and presenting co-op "as a curriculum model that links work and academics - a model that is based on sound learning theory" (p. 158). Ricks (1996) suggests affirming the work-based learning principles upon which co-op is based. These principles assert that cooperative education fosters self-directed learning, reflective practice, and transformative learning; and integrates school and work learning experiences that are grounded in adult learning theories.

Schaafsma (1996) also focuses on learning, seeing a need for a paradigm shift from content learning to greater understanding of learning processes, including reflection and critical thinking. Co-op is an experiential method, but learning from experience is not automatic. Therefore, Van Gyn (1996) recommends strengthening the reflective component that is already a part of some co-op models. "If co-op is only a vehicle for experience to gain information about the workplace and to link technical knowledge with workplace application, then its effectiveness is not fully developed" (Van Gyn 1996, p. 125).

The Bergen County Academies, a public magnet high school, utilizes co-op education in a program called Senior Experience. This program allows all 12th grade students to participate in cooperative education or an internship opportunity for the full business day each Wednesday. Students explore a wide range of career possibilities. This new approach was recognized as an educational best practice and has been adopted as a state educational initiative for 12th grade students.

[edit] Integrating experiential methods

School-to-work and service learning have also been promoted as ways to link theory and practice through meaningful experiential learning experiences. Furco (1996) outlines the similarities between school-to-work and service learning. Although school-to-work, service learning, and co-op have different goals, each of his points also applies to cooperative education:

- Based on the philosophy that learners learn best through active engagement in meaningful activities
- View of students as active learners and producers of knowledge
- Use of such instructional strategies as contextual learning and application of knowledge to real situations
- Requirement for schools to establish formal partnerships with outside entities
- Concern for integrating school experiences and external experiences

The Community Service Scholarship Program at California State University-Fresno combines cooperative education with service learning. Students receive co-op/internship credit and
scholarships for completing a placement at a community service site (Derousi & Sherwood 1997). As in traditional co-op work placements, students get real-world training, opportunities to explore career options, and enhanced employability skills such as communication, problem solving, and leadership as well as awareness of community and social problems. Combining co-op and service learning thus prepares students for roles as workers and citizens.

Research on highly successful co-op programs in Cincinnati (Grubb & Villeneuve 1995) and at LaGuardia Community College (Grubb & Badway 1998) shows that they share the basic philosophy and fundamental characteristics of the educational strategy of school-to-work. The reconceptualization of co-op should recognize and build upon this connection. At the same time, lessons from successful co-op programs can benefit the broader STW movement.

There is a need for broader definition of acceptable models for integrating work and learning. Barton (1996) and Wilson, Stull & Vinsonhaler (1996) identify a variety of work-based learning activities taking different names: co-op, internships, externships, apprenticeship, career academies, etc. Work-based learning programs should look for connections and develop collaborative relationships. The alternating and parallel co-op models may not meet the needs of returning adult students and dislocated workers needing retraining (Varty 1994). Alternatives such as extended-day programs emphasizing mentoring should be considered.

Connecting activities to integrate school- and work-based learning are an essential part of STW. At LaGuardia, the required co-op seminar helps students make connections by giving them a structure within which to reinforce employability skills, examine larger issues about work and society, and undertake the crucial activities of critical reflection (Grubb & Badway 1998).

Grubb & Badway (1998) and Grubb & Villeneuve (1995) found that the value of cooperative education is embedded in the culture of the institution (LaGuardia) and the region (Cincinnati). In this supportive culture, employer support does not have to be repeatedly obtained and there are clearly understood long-term expectations on all sides (schools, employers, students). This "informal culture of expectations around work-based learning may be more powerful in the long run than a complex set of regulations and bureaucratic requirements" (Grubb & Villeneuve 1995, p. 27).

However, even LaGuardia has found it difficult to sustain co-op culture over time (Grubb & Badway 1998). "The only way in which STW programs can find a permanent place in schools and colleges is for the work-based component to become so central to the educational purposes of the institutions that it becomes as unthinkable to give it up as it would be to abandon math, English, or science" (Grubb & Badway 1998, p. 28).

Finn (1997) believes that the answer lies in going beyond reconceiving co-op as an "educational strategy, pedagogy, model, methodology, or curriculum" (Finn 1997, p. 41). She asserts that it is time for cooperative education to develop and define its body of knowledge, investigate its unique phenomena-e.g., the concept of learning from experience, and clarify and strengthen the qualifications of co-op practitioners. For Ricks (1996), cooperative education is inherently committed to improving the economy, people's working lives, and lifelong learning abilities. It can thus position itself to serve the experiential learning needs of students into the 21st century.
Cates and Cedercreutz (2008) demonstrate that the assessment of student work performance as pursued by co-op employers, can be used for continuous improvement of curricula. The methodology, funded by the Fund for Postsecondary Education (FIPSE) has been developed to a level allowing institutionalization. The methodology could, when implemented over a larger front, provide a substantial competitive advantage for the entire field.

[edit] Examples

• The University of Waterloo in Waterloo, Ontario, Canada has the largest co-operative education program in the world, with more than 11,000 students enrolled in co-op programs and more than 3,000 active co-op employers. It offers fully automated Web-based job submission (for employers) and job application/resume posting (for students). Waterloo's renowned engineering program is one of the few co-op only engineering programs in Canada. Waterloo's 5-year co-op program includes 24 months of work experience, the longest undergraduate co-op experience in Canada and most likely in the world.

• Just down the street from the University of Waterloo, Wilfrid Laurier University also provides a co-op business program in Canada. The program, which has a competitive entry limited to roughly one-third of the students who start the program in their first-year, offers three four-month work terms, and uses enhanced web-tools to make the job application process as simple as possible for employers and students. It is the first program of its kind in Canada.

• Drexel University in Philadelphia, Pennsylvania has one of the largest co-operative education programs in the United States, branded as "The Ultimate Internship". Drexel has a fully Internet-based job database, where users can submit resumes and request interviews with any of the hundreds of companies that are offering positions. A student graduating from Drexel with a 5-year degree typically has a total of 18 months of internship with up to three different companies.

• Northeastern University in Boston, MA has the largest, and second-oldest, co-operative education program in the United States, and is known as one of the only five-year universities in the United States. Northeastern's co-op program has been ranked #1 in the Co-Op and Internships category by U.S. News and World Report. A student graduating from Northeastern with a 5-year bachelor's degree has a total of 18 months of internship experience with up to three different companies.

• Rochester Institute of Technology was among the first universities to begin cooperative education back in 1912. Today RIT's program is the fourth-oldest and one of the largest in the world.

• Georgia Institute of Technology was one of the first universities to offer cooperative education in 1912. It is the fourth-oldest and the largest optional co-op program in the United States and has perennially been listed in U.S. News & World Report as one of the "Top Ten" co-op programs in America.
- Kettering University in Flint, Michigan enrolls students in co-operative education from their first year on campus, specializing in engineering, science, and management degree programs.

See also
- Cooperative learning
- Intern
- Practice-based professional learning
- Service-learning
- Work college
- Work experience

References
This article incorporates text from the ERIC Digests article "New Directions for Cooperative Education" by Sandra Kerka, a publication in the public domain.


*Grubb, W. Norton; Badway, Norena (1998), Linking School-Based and Work-Based Learning: The Implications of LaGuardia's Co-op Seminars for School-to-Work Programs, National Center for Research in Vocational Education (ED 418 230)


[edit] External links

- Cooperative Education and Internship Association (CEIA)
- National Commission for Cooperative Education (NCCE)
- Cooperative Education Division (CED) of the American Society for Engineering Education (ASEE)
- New England Association for Cooperative Education and Field Experience
Resources for Students with Disabilities

National Secondary Transition Technical Assistance Center

http://www.nsttac.org/

Transition

http://www.aea11.k12.ia.us/scep/SCEP_dashboard/

Teaching/Professional Resources


2. Job-Related Social Skills / A Curriculum for Adolescents w/ Special Needs by Marjorie Montague and Kathryn Lund: Exceptional Innovations Inc., PO Box 3853, Reston, VA 20195; ph. # 703-709-0136

3. Choosing Employment Goals / ChoiceMaker Instructional Series -1995; by Laura Huber-Marshall, James Martin, Laura Maxson, Patty Jerman; Univ. of Colorado at CO Springs Self-Determination Projects, PO Box 7150, Colorado Springs, CO 80933-7150

4. Janus Job Interview Kit -1975; by Wing Jew / Robert Tong from Janus Book Publishers, 2501 Industrial Park West, Hayward, CA 94545


7. Rubrics for Transition Series / A Guide for Managing Transition from School to the Real World by John D. Wessels -- Ten Sigma, 100 Memorial View Court, #200, P.O. Box 846, Mankato, MN 56002-0846 or www.tensigma.org


9. The Iowa Work Incentive Planning and Assistance (Iowa WIPA) initiative is designed to support all Iowa Social Security Administration (SSA) beneficiaries in pursuing their career objectives and effectively manage their benefits and applicable work incentives at the same time. http://www.iowawipa.org/index.html

10. "Transition to Employment" -Part of the Transition Series by Pro-Ed, (Pro-Ed-8700 Shoal Creek Boulevard-Austin Texas- http://www.proedinc.com) written by Craig A. Michaels-this workbook includes a future-oriented testing paradigm that takes the user through the steps needed to create a personal profile for a student including a circle of supports map, a community presence map and a preference guide.

11. "Building Your Future" another resource by Heidi Retzer and Dan Heisdorf, this one is published by PCI Education San Antonio Tx www.pcieducation.com This was a resource we made multiple purchases of last year for our transition department staff and our transition liaisons because we felt it was a great curriculum and very user friendly. Purchase of this manual allows for reproduction of designated blackline masters which makes very useable for classroom teachers. It features transition materials that include units on post-secondary options, establishing goals, apply for a job, starting a new job, employer expectations, leaving a job, entrepreneurship, and managing money. Under each of the units are worksheets and activities to do with the students to help prepare for the future.

12. "Transition IEPS-A Curriculum Guide for Teachers and Transition Practitioners" by Paul Wehman and Katherine Mullaney Wittig also is a valuable tool but is definitely a tool aimed at those who understand the IEP process and its connection to work well—it is a manual in my mind more for Transition Practitioners than teachers although dependent on the teacher's background with transition many would find it very helpful. It does include an excellent chapter (chapter 6) on Social Security and Work Incentives that
includes several excellent tables and resource sites plus a social security acronym
definition sheet.

13. "Real Work for Real Pay-Inclusive Employment for People with Disabilities" by
Paul Wehman, katherinJ. Inge, W. Grant Revell Jr., and Valerie A. Brooke-published by
teachers and transition practitioners guide -it really does a great job in explaining person-
centered directives and ways to meet the needs of the wide variety of students we serve
in our communities. It has contributions from more than 20 others and including voc.
rehab specialists, disability rights experts, employers, etc. It also has some great
information about reconciling the different perspectives of employers and employees.
This is not a student resource- but it is a great book!

14. "Life Beyond the Classroom-Transition Strategies for Young People with Disabilities"
- fourth edition by Paul Wehman-again another excellent resources for transition
practitioners and teachers but not a student manual. Although I have not read this whole
book I have read the units on work and life in the community and they are excellent- I
especially liked the section on Job Carving and Customized Employment (Chapter 11)-in
AEA 8 and northwest rural Iowa in general our job market is not what it used to be and
we really have to look at other ways to seek employment options for our youth.

15. "Think College! Post Secondary Education Options for Students with Intellectual
Disabilities" by Meg Grigal and Debra Hart, published by Paul H. Brookes Publishing
www.brookespublishing.com . Our transition department has been working with closely
with Think College's Maria Paiewonsky this year on self determination/self advocacy
training and she led us to this wonderful book about a wide variety of topics dealing with
students going on....there are two chapters that especially address employment that are
really good- (Chapters 8 and 9) -one is entitled "The Missing Link-Importance of
Employment" and the other is "Preparing for What? Postsecondary education,
employment and community participation". This book includes (page 276 ) an excellent
table describing types of work based experiences-I personally refer to it often!

16. "Self Exploration Inventories"- 16 reproducible self scoring instruments by James L. Lee
and Charles J. Pulvinio-this is an old tool of mine that I still use regularly and I am not
for sure that it is still in print. It was published by Education Media Corporation out of
Minneapolis (612-781-0088) but the copyright was 1993-(I've been around a while) This
is just an excellent resource to use to prepare students for work exploration and work
experience and a doesn't take a lot of teacher prep and leads to great conversations and
information that can easily be used as part of IEP assessments.
17. "Transition to Postsecondary Learning and Success at Work-Transition to Employment" both by Leslie Coull and Howard Eaton- we thought the DVDs were excellent featuring six real life students -these are now published by Pro-Ed www.proedinc.com and although the full kits aren't cheap they are well worth the money in our books! They include teacher guides and student work-books as well as the DVDs.

18. "What's Next? A Simulation of Adult Life Stages" -by Heidi Retzer and Dan Heisdorf, published by Walch Education (40 Walch Drive, Portland ME 04103, www.walch.com) A reproducible work book for working with students who would generally fall in the Level 2 services categories or for limited readers. It is a very basic step by step book with information on working that spans from understanding your weekly time sheet to health insurance premiums to tax information to making plans for your future.

19. Entrepreneurship, Self-Employment and Disabilities narrated by Cary Griffin and distributed by Program Development Associates- www.disabilitytraining.com -this DVD talks about what self employment really is about and shows a diverse group of people in the jobs they have created for themselves.

20. Hired for My Ability-This is a short (8 minutes) DVD that takes you to the jobs of 6 men and women with mobility, sensory, and other physical disabilities-a good source for career exploration and looking past the box that many students get trapped in- audience is upper high school and or adult group.

21. www.Shepherdscollege.org Website for Shepherds College in Union Grove, Wisconsin. This college is designed for cognitively delayed individuals who are 18 or older and have graduated from high school. Culinary Arts and Horticulture majors, plus life skills is part of the curriculum.

22. www.ndss.org National Down Syndrome Society website helpline that includes lots of great information about transition planning.

23. www.thinkcollege.net Website designed to give current information, provide resources and strategies for college bound students with disabilities.

24. www.allenshea.com California's Bridges to Youth Self-Sufficiency New program sponsored by the Social Security Administration, the California Department of Rehabilitation, and seven California school districts. This program is dedicated to: (1) informing and motivating families and young people with disabilities about work and
current work incentives; (2) assisting them with the transitions to work; and (3) helping them maximize their economic independence and achieve greater self-sufficiency.

25. www.ihaveaplan.iowa.gov Career planning, portfolio, interest profile,


27. www.disabilityinfo.gov - disability information, job & career planning, accommodations, etc.

28. www.familyvillage.wisc.edu - disability related resources

29. www.health.gwu.edu – postsecondary education for individuals with disabilities

30. www.jan.wvu.edu – workplace accommodations

31. www.onestops.info – job seeking resources for people with disabilities to increase employment options for career seekers with complex needs.

32. www.jobhuntersbible.com – “What color is your parachute?” Job Boards, etc.

33. www.careertools.org - Exploring careers, career tools

34. www.iowaworkforce.org - Iowa Jobs, labor market information, workman’s comp, etc.


37. www.jobstar.org - job search, resumes, etc.

38. www.mappingyourfuture.org – exploring careers, managing your money, etc.


41. [www.online.onetcenter.org](http://www.online.onetcenter.org) – find occupations.

42. [www.rileyguide.com](http://www.rileyguide.com) - job search, resumes, cover letters, etc.

43. [www.students.gov](http://www.students.gov) – career development, military service.

44. [www.studenttransitions.com](http://www.studenttransitions.com) - The Student Paths program allows students to discover their true interests, passions and, ultimately, their goals through creative activities, assignments and engaging discussions.

**Other:**
Want to develop a Transition Advisory Board (TAB) for your area? GPAEA, formerly Southern Prairie AEA, has had an up and running TAB for 20+ years. Contact: Transition Coordinators at GPAEA, 641-682-8591 ext 5331

Walgreens-[www.walgreensoutreach.com](http://www.walgreensoutreach.com) videos Walgreen’s distribution center….unparalleled work created in their center

**Text Books: DVD’s: Curriculum:**

**Self-Directed IEP**

Authors: James E. Martin, Ph.D., Laura Huber Marshall, M.A. in special education, Laurie Maxon, M.A. in special education, Patty Jerman, M.A. in special education.

**Choicemaker Instructional Series**

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c. How to plan for their future

d. Become more involved in their education

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their IEP meetings, and (c) students' attainment of IEP goals, including developing a plan, implementing the plan, self-evaluation of plan progress, and adjusting any of the plan parts.

Tensigma and Tensigma-autism spectrum & Competency Checklist Choicemaker, Self Determination Assessment, etc.  www.tensigma.org
Government Jobs & Education: www.firstgov.gov
Junior Achievement: www.ja.org   Careers with a purpose, job shadow, finance, etc.
Career InfoNet: www.acinet.org   Job search tips, occupational information, career exploration
Job interviewing: www.jobinterview.net  Job search strategies, interview tips, etc.
Career Tools: www.monster.com  Career advice, interviewing, etc.

Career One Stop:  www.careeronestop.org  Getting and Keeping a job
Riley Guide:  www.rileyguide.com  Job search, resumes, etc.
All Math www.allmath.com
www.powerhousekids.com
Tech Publishers www.go2atp.com
Ask Eric www.eric.ed.gov
Career and Tech Ed.  www.actonline.org
Classroom Connect www.classroom.net
Dept. of Labor Ed Resources www.dol.gov
Educators Reference Desk  www.eduref.org
Yahooligans www.yahooligans.com
Job Board Directory www.airsdirectory.com
Job Hunt www.job-hunt.org
Dress for Success  www.dressforsuccess.com
Dressing Well www.dressingwell.com
Quintessential Careers  www.quintcareers.com
http://www.nccte.org/
http://nsdl.org/
http://www.nnkol.org/
http://pbskids.org/
http://www.pbs.org/teachers
http://www.plt.org/
http://www.flipdog.com/
http://hotjobs.yahoo.com/
http://www.iowajobs.org/
http://www.jobs-factory.com
http://www.monster.com/

Reading:
http://www.bookshare.org: Accessible Books and Periodicals for Readers with Print Disabilities
http://www.arcademicskillbuilders.com: free educational games for math and language arts

Math:
http://www.aplusmath.com: flashcards, game room and homework helps for math
http://www.icanlearn.com: fee based supplement to instruction in math
http://www.arcademicskillbuilders.com: free educational games for math and language arts
http://nlvm.usu.edu/en/nav/vlibrary.html: National Library of Virtual Manipulatives-a resource from which teachers may freely draw to enrich their mathematics classrooms
http://www.emints.org/ethemes/resources/S00000592.shtml: virtual math manipulatives for teachers
http://www.mathplayground.com/index.html: website for school and home math practice
http://www.kahnacademy.org: fact sheet about (YouTube based videos) math instruction on a variety of topics ranging from basic math to advanced coursework
http://balancedassessment.concord.org: access to math curricula help with finding “readability” ratings for reading passages/texts: edhelper.com – for nominal fee
http://mathnerds.com: for all grades; a site staffed with volunteer mathematicians who provide hints, references, direction, and guidance (not necessarily answers) for solving math problems

Writing:
http://docs.google.com: allows users to create a Word document on the Internet available for use by other writers as well. This works especially well when students are asked to complete group projects
http://mybrochuremaker.com: an online brochure making tool that can be used by students needing to create such documents as part of class requirements

Homework:

http://TyperShark.com: an online typing program that helps students improve their speed and accuracy

http://homeworkhowto.com/2/?src=300529: homework helps for students and parents (all subjects and grade levels)

http://discoveryschool.com: homework helps for all grades, linked to over 700 educational sites

http://yahoooligans.com: for kids from grades 7-12; features The Columbia Encyclopedia, Gray’s Anatomy, the works of Shakespeare and a conversion

Calculator

http://Factmonster.com: for kids from ages 8-14; has stats, facts and historical records from an encyclopedia, a dictionary, an atlas and an almanac

Teacher/Parent helps:

http://www.softschools.com: help with math, language arts, phonics, science and socialstudies (also in Spanish and French) for PreK through Middle School level work

http://www.technology.com: technology.com-get access to teacher materials for free and up to $29.99/year

http://www.rubistar.com: create a rubric

http://www.edhelper.com: access to resources in all subjects for $19.99-38.98

www.ourcourts.org: by Sandra Day O’Connor – resource on the constitution

http://www.songsforteaching.com/jennyfixmanedutunes/additon.htm: songs that can be used to teach a variety of subjects

http://www.spellingcity.com: online spelling program

http://www.brightstorm.com: free online video lessons for upper middle to high school students (with fee-based lessons also designed to improve SAT/ACT scores)

http://justforteachers.org: a variety of helps available to teachers


hbarrier@vt.edu – lexile and fleich

Kincaid readinga-z.com (readability of passages)

http://www.fishfulthinking.com: A free resource for parenting positive kids
http://en.wikipedia.org/wiki/Wikimedia: Free resource for learning tools, encyclopedia, dictionary/thesaurus, quotations, document library, species directory, news reports, library of educational textbooks and etc. in a variety of languages. This resource is also helpful with younger students as well as there are versions better suited for younger learners as well.

Technology:
www.wordq.com: free typing program for 30 days
http://www.readplease.com: free text to speech software (version 2003)
http://www.connexions.org: information sharing site that gives access to articles & texts & etc.
http://www.ocwconsortium.org: online course materials – some free and some require you to pay fee to get access to site
http://www.coursesmart.com: online site to find textbooks (at better prices). Some are available in e-text.

Assessments:
Enderle-Severson Transition Rating Scale (ESTR): An easy to rate assessment for learners with mild, moderate and severe disabilities. Profiles: Employment, Rec and Leisure, Home Living, Community Participation and Post-Secondary Education strengths and areas of concern.
www.act.org
www.caseylifeskills.org
PRO-ED Series on Transition (800-897-3202) www.proedinc.com
Ten Sigma Rubrics for Preparing Students to Transition into Adult Life (800-657-3815)
www.tensigma.org/transition
Job Accommodation Network (1-800-526-7234 V/TTY) www.jan.wvu.edu/soar
Iowa Public TV World of Work videos http://www.iptv.org/series.cfm/20454/world_work
YES Your Employment Selections – a motion/video based job preference program for youth and adults with disabilities www.yesjobsearch.com
America’s Career InfoNet www.acinet.org (Select Career Resource Library, then Resources for Diverse Groups)
National Center on Workforce & Disability www.onestops.info
Iowa Transition Assessment http://transitionassessment.northcentralrrc.org/Experience Based Career Exploration concept and materials still being used in some parts of the state.
Iowa Vocational Rehabilitation Services www.ivrs.iowa.gov

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Career Development Activities

Career Development is a collaborative effort among students, parents, schools and the community. These Career Development activities are designed to ensure that the Wake County Public School System children develop the necessary skills to make meaningful and realistic career decisions.

Middle School Career Development Guidelines

http://www.ncpublicschools.org/curriculum/guidance/resources/programofstudy/08middlecareer

Grade 6

Required activities

• Self-assessment/personality inventory (2nd or 3rd quarter)
• Classroom activities (1st quarter)
• Take your child to work day/classroom activities (4th quarter)

Optional activities

• Career portfolio
• Speakers
• Field trips
• Ropes course
• Service learning
• Career Futures (Bridges)
• The Career Game Explorer (Rick Trow)
• Real Game
• Tom Snyder software
• Conflict resolution/peer mediation
• Truck fair

Grade 7

Required activities

• Interest inventory (1st quarter)
• Writing project (2nd or 3rd quarter)
• Take your child to work day/classroom activities (4th quarter)
Optional activities

- Career portfolio
- Speakers
- Field trips
- Ropes course
- Service learning
- Career Futures (Bridges)
- The Career Game Explorer (Rick Trow)
- Real Game
- Tom Snyder software
- Conflict resolution/peer mediation

Grade 8

Required activities

- Career assessment (1st quarter)
  - CareerMatch assessment through F4K (Starting Fall 2007)
- Career portfolio (2nd or 3rd quarter)
- Take your child to work day/classroom activities (4th quarter)
- Graduation plan
  - CFNC Graduation Portfolio

Optional activities

- Job shadowing
- Speakers
- Field trips
- Ropes course
- Service learning
- Career Futures (Bridges)
- Real Game
- The Career Game (Rick Trow)
- Tom Snyder software
- Conflict resolution/peer mediation
- Career Choices tabloid
- NC Career Outlook Handbook

Grade 9
Required activities

- Develop an educational and career development plan
  - NC Career Outlook Handbook
- Orientation to career planning (1st quarter)
- Understanding high school (2nd quarter)
- Assessment (career interest inventory): (3rd quarter)
  - Self-directed search (or)
  - Career Key
- Registration (4th quarter)

Optional activities

- Job shadowing
- Service learning
- Explorer posts
- Career pathway exploration
- Resource speakers
- Career days
- Career fairs
- Career Explorer (Bridges)
- College View
- Learning styles inventory
- Elective courses
- Concurrent Enrollment (Dual enrollment)
- Learn and Earn Online

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High School Career Development Activities

http://www.ncpublicschools.org/curriculum/guidance/resources/programofstudy/12highcareer

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Grade 10

Required activities

- Continue educational and career development plan
- Orientation to career planning (1st quarter)
- GPA and graduation requirements (2nd quarter)
- Success analysis (3rd quarter)
- Registration and four-year plans
- Career pathway activities:
  - Resource speakers
Optional activities

- Job shadowing
- Service learning
- Internships
- Explorer posts
- College planning workshop
- College view
- Career Explorer (Bridges)
- Career pathway exploration
- Learning styles inventory
- Elective courses
- Concurrent Enrollment (Dual enrollment)
- Learn and Earn Online
- NC Career Outlook Handbook

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Grade 11

Required activities

- Continue educational and career development plan
- Orientation to career planning (1st quarter)
- Assessment (ASVAB and PSAT)
  - ASVAB results (2nd quarter)
  - PSAT results (3rd quarter)
- Employability skills
- Postsecondary planning (3rd quarter)
- Registration (4th quarter)

Optional activities

- Resource speakers
- Career days
- Career fairs
- Career Explorer (Bridges)
- Job shadowing
• Explorer posts
• Service learning
• Internships
• Apprenticeships
• Cooperative education
• Career pathway exploration
• College visits
• Military information
• SAT/ACT
• Community college fair
• College fair
• Concurrent Enrollment (Dual enrollment)
• Learn and Earn Online
• Elective courses
• NC Career Outlook Handbook

Grade 12

Required activities
• Continue educational and career development plan
• Getting Ready for Your Future (1st quarter)
• Skills list (2nd quarter)
• Financial aid workshop
• Postsecondary planning workshop
• Senior conference

Optional activities
• Resource speakers
• Career days
• Career fairs
• Career Explorer (Bridges)
• Job shadowing
• Service learning
• Explorer posts
• Internships
• Apprenticeships
• Cooperative education
• College visits
Research Support for Advancing Career and Interest Exploration

While exposing students to a different set of topics and concerns than those presented in traditional courses, offering career exploration opportunities in school does not have to incite fear and anxiety among parents, teachers, and students. Indeed, as the examples below will illustrate, a school's traditional programs, activities, and curricula do not even have to change with the inclusion of career and interest exploration. In many cases, exploration actually adds cohesion to often-disconnected traditional academic courses and motivates students to learn and reflect more. The programs below have sought to include career and interest exploration in their curricula in one of two ways. Some have opted to integrate career concepts and ideas into mandatory courses so that all students can have the same opportunity to explore and reflect before high school graduation. Other programs have redefined "elective" courses and streamlined mandatory courses so that students now make course selections, including their elective courses, that support an overall plan or focus for their lives. All of these successful initiatives operate under the philosophy that there is no need to differentiate students when offering them the opportunity to explore their interests and ambitions.

Moving from "Elective" to "Effective" Courses

The majority of the reformers interviewed for this project resisted the tendency to offer career and interest exploration or instruction to their students as part of an "either/or" school agenda. No longer are these schools structured so that either a student takes the traditional, college prep track or commits to a school-to-work or vocational track. Instead, these effective initiatives have integrated their career exploration components into the mainstream in one of two ways. Some schools utilize required courses such as social studies, economics, or civics and government to promote school-to-work ideas and themes and incorporate career-oriented activities and materials. This way, all students receive the same career information and school-to-work ideas and teaching methods. Other schools tightly schedule students' academic courses so school-to-work courses, while still officially considered electives, can be taken without
sacrificing the academic or traditional courses that students need for acceptance into selective four-year postsecondary institutions. In both cases, school-to-work ideas and teaching principles have a better opportunity to become a necessary part of the educational experience of all students.

Incorporate Career Exploration into Required Classes

Richfield High School in Minnesota sends about 75% of its students to postsecondary institutions. Even though the school was one of the first in the state to incorporate school-to-work and Minnesota Graduation Standards into its classes, the school's student services coordinator admitted that the school still functioned under "a traditional line of courses." Richfield has been able to incorporate career/interest exploration into its mainstream through service learning—a statewide, comprehensive graduation standard that requires students to find a need in the community upon which to center a research project (find original sources, perform a survey, and so on). In addition, the school's 9th grade social studies classes are embedded with school-to-work principles and offer students a career investigation component. Students in Richfield High School are required to complete "9th grade projects," which are considered a "no-track elective." In these projects, students work with guidance counselors to develop career portfolios that are assessed by social studies teachers, counselors, and vocational education teachers. The counselors then use the portfolios to keep track of student interests throughout high school.

The New Visions program in New York State is considered an "elective" in the sense that the brightest and most motivated seniors can apply to the program only if they have met their academic requirements for graduation and college admissions. The program, designed explicitly for students who want to go to four-year college and have a general idea of their career area, allows students to use the extra credits they have available to them in the 12th grade to further "refine their career choices." Except for the required physics, mathematics, and foreign language that they take in the morning at their home school, students take the remainder of their classes at the worksite. Although senior English and social studies are interdisciplinary courses taken at the worksite, the state mandates that these courses meet the state standards for their disciplines. One New Visions coordinator has redesigned senior English so that it is now considered an AP equivalent or English honors. Students in this program no longer have to "elect" participating in the New Visions program over taking advanced placement English at their home high schools.

The coordinator in this program feels that maintaining the "honors" designation on courses and acceptable performance on the AP exam are critical to colleges' understanding the program. Although some may consider AP courses to be elective in the same vein as band or competitive sports, these courses are clearly not elective to many of the students that the New Visions program targets. The coordinator said that her interest in the "AP" designation might make her appear to be an elitist among some of her colleagues but that the needs and demands of the community have forced her to react differently. Clearly, this program offers an option for students that is not the "either/or" scenario often presented to students who are interested in career exposure. Students enrolled in the program have received early admissions to Cornell University and the State University of New York at Binghamton. In 1993, the first year of the
program, students attended Cornell, Penn State, and Mary Mount Colleges. Two students in the 1997 class have been wait-listed at Johns Hopkins and Duke University.

A similar type of reform is taking place in the Kingswood Regional High School in New Hampshire, a school that sends 50% of its students to four-year colleges and 25% to two-year schools. Kingswood allows honors students to take advantage of vocational-type classes as electives and not lose their class standing for doing so. All vocational or career exploration courses at Kingswood can be taken at the honors level. Students agree to do extra work beyond that required in a standard vocational course, are held to higher standards, and are put on the honors 4.5-grade scale. The courses taken under this plan read "honors level" on the student's transcript. Thus, school-to-work courses have become more of an option for all students, especially those with college aspirations.

To graduate from high school in Maryland, every student must take Technology Education—a hybrid vocational course that evolved from an industrial arts course. Students take this course from a technical education teacher instead of an academic teacher. In the process, "teams of kids across all learning levels" work together—something that exemplifies the future workplace activities of all students.

**A Better Use of Electives**

As competition for acceptance into postsecondary institutions increases, the use of and meaning behind "elective" courses has changed drastically. Many school-to-work coordinators mentioned that colleges, once basing their admission decisions solely on students' first 11 years in school, now look more carefully into senior course selections, grades, and community service activities. Many students fail to realize this and do not take advantage of the elective courses available to them, instead taking "fluff" classes during their senior year. Acceptance to college can be threatened if college admissions officers do not see a rationale and focus in the course choices made by students during their high school career. Many school-to-work programs are capitalizing on this change in admissions philosophy and promote career exploration classes as a way to give students direction and keep them on a traditional college track. To do this, schools have to work closely with students in the planning of courses, extracurricular activities, and work experiences.

Winnacunnet High School in New Hampshire requires all students to adhere to a regimented course of study beginning in the early years. Given that all students are required to stay on a highly structured academic track, students have ample time to take career courses as electives in grades 11 and 12. With the Winnacunnet system, students have strong academic backgrounds and enough exposure to career possibilities to develop knowledgeable ideas about what they want to do after high school. In addition, the career-related courses they choose make sense for their interest and aptitudes. Unlike other schools that focus on career development, Winnacunnet maintains AP courses as a central part of its curriculum. Not only does this eliminate parent opposition, but allows the reform effort in the school to maintain its integrity as one that stresses student focus. Students are not locked into anything.
The school-to-work coordinator at Kingswood Regional High School in New Hampshire said that his responsibility is to ensure that students make good use of the eight elective credits (out of 32 total credits) available to them during their three years in high school. The Kingswood program does not force students to make career decisions by placing them into clusters or paths but, rather, concentrates on communication and raising student awareness by using elective credits to open up different opportunities. College offerings and college requirements are a focal point of the internships and career development activities. The school takes advantage of its technology by offering students the use of a software package called CHOICES on CD-ROM that gives students a clear and comprehensive road map for the future. Using CHOICES, students pick a field in which they are interested, find colleges that have programs in that field, and go the internet to college and professional websites to learn their requirements. CHOICES and the career-oriented courses that support it integrate career interests with academic requirements so students know what they are up against when they do choose a career path or cluster.[33]

In addition to internships and job shadows, Kingswood schedules frequent visits from community members for the entire student population. Students also spend days at college campuses and get assistance in understanding how their personality fits into jobs/careers. The school-to-work coordinator noted that the biggest success in his program occurs when kids try something and decide that is not what they want. Career exploration before college saves the student, his parents, and college faculty members much time, effort, money, and frustration.

Syracuse University in New York recently criticized for focusing too heavily on research and neglecting student interests and needs, is attempting to integrate a unique career exploration activity into the curriculum for all students. Freshman students, working under the leadership of faculty members in the College of Arts and Sciences, are directed to write an "essay of aspiration."[34] This essay will be used to advise students throughout their college career and may eventually become part of the admissions process and an "electronic portfolio." The document will follow students across the entire campus/university as students learn through their courses and college experiences to self-assess their needs and change direction by taking a conscious inventory. Although the university still has a long way to go to achieve complete faculty buy-in, the program, started in the School of Education and piloted within the College of Arts and Sciences, is supported by services such as Academic Advising, Career Counseling, and the Exploratory Student Program.

In addition, the College of Arts and Sciences at Syracuse University is initiating a Center for Undergraduate Research and Innovative Learning that will allow students to pursue hands-on experiences and apply their knowledge and skills to real-world situations. A major component of the center is its Undergraduate Research Program, designed to link students with the research projects of interested faculty. Although voluntary and elective at this point, many involved in the center feel that giving students and faculty an opportunity to work together in career-related yet academically focused activities will influence students and curriculum in a school-to-work direction.
These two creative yet logical techniques for moving career exploration into the mainstream offer two important benefits for college students. First, the system and the staff are given an opportunity to work out any kinks that exist in the school-to-work system and make the necessary cultural and logistical changes without causing students to suffer in the process. In other words, students can benefit from the career and interest exploration activities and the school-to-work experience without jeopardizing their current or future learning opportunities. Moreover, parental and student resistance is minimized if not completely avoided since students no longer have the same monumental choices to make and risks to take. By integrating elements of school-to-work into the system in this way, most individuals and institutions can grow to see its benefits in the same way they have grown to demand a "well-rounded education" that includes extracurricular activities such as band, sports, and community service.

**No Need To Differentiate Students**

Parents are not the only constituency group that fears the integration of career and interest exploration activities into the mainstream curricula. Many of the coordinators that were interviewed in this project were quick to point out that students themselves resist this addition to their traditional academic course load. Indeed, students often choose not to participate in school-to-work programs and career exploration activities because they fear being identified as "school-to-work students" and being separated from their peers in mainstream or advanced educational programs. A New Visions learning coordinator in **New York** referred to the students in her program, all high academically achieving students, as "risk takers" and pioneers who decided to pursue and explore their career interests. Furthermore, these students were willing to take the chance that colleges might not value their career exploration experience.

Cognizant of the risk that many students take to participate in career exploration activities and work-based learning experience, many school-to-work coordinators and state officials avoid student differentiation by creating programs that minimize program distinctions. For example, although **North Carolina** delineates "college Tech Prep" and "college prep" programs, only two differences actually exist between the programs. Tech Prep students must take four vocational/technical units in one of nine state career pathways; college prep students are free to take any electives they choose. Tech Prep students may take either Geometry/Algebra II or Technical Math whereas college prep students are required to take the Geometry/Algebra II sequence. Surprisingly, a recent review of 1,404 transcripts revealed that, although they are not pushed in that direction, at least 60 to 70% of all college prep completers chose to take at least two vocational/technical courses. Clearly, the distinction between the programs is not as sharp as their program delineation suggests. Furthermore, given that 69 to 70% of schools in the state have converted to block scheduling, students have more optional or elective courses to take and may, in effect, fit into both Tech Prep and college prep categories. Indeed, block scheduling can allow students to graduate with up to 32 units—12 above the 20 units of credit that the state requires.[35] Many in the state also feel that block scheduling helps teachers with their
preparation schedules and allows for less lecture time and more active involvement--something that affects all students.

One staff member at the Minnesota Department of Children, Families, and Learning stated that he did not find it difficult to convince parents of the value of the school-to-work experience when things were put in perspective for them and the separation of their children from other students was minimized. In his view, without school-to-work activities, children are being forced to use their postsecondary years as "career exploration"--something that most parents find unwanted and uneconomical.

In a recent New Hampshire evaluation, the Moultonborough school-to-work coordinator recalls that her students "didn't even know that they were Tech Prep kids." The North Carolina Director of Instructional Services states that there is "no such thing as a school-to-work student," indicating that the state is setting up its system so that it is "difficult to say, these are school-to-work students and these are not . . . ." A Minnesota official stated that if you "turn a kid into a historian, history will come alive for the kid." Clearly, students do not have to become employed as historians or be considered school-to-work students in a history cluster to reap the benefits of using the real world of history as a learning tool--something that many of the educators interviewed during this project have grown to realize. One school-to-work coordinator placed a clever spin on school-to-work when she described the college-bound as "students that aren't able to make the transition into immediate employment."

If students feel positive about the opportunities to explore their careers and interests, they are often the best public relations for school-to-work programs. One New Visions program in New York gets students to speak at assemblies and market the program as part of their English course. The 20 students participating in the Academic Internship Program (AIP) at Champlain Valley Union High School in Vermont have proven to be role models for other non-school-to-work students in the school. Not being forced to sacrifice their honors classes and participating in an internship that is, in many ways, similar to the Graduation Challenge requirement of the entire senior student body, these students were baffled when asked about being in a school-to-work program. During a focus group at the school, one AIP student referred to a different school program as school-to-work and did not seem to connect his current activities working in a veterinarian's office with a vocational experience.

<table>
<thead>
<tr>
<th>Strategy Being Implemented</th>
<th>Problems/Obstacles Addressed</th>
<th>How Obstacles Are Overcome</th>
<th>Benefits</th>
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Chart 4
Strategies That Advance Career and Interest Exploration

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| Minnesota: Richfield High School's service learning requirement and 9th grade social studies reforms | Acceptability | * Service learning, a statewide requirement, requires students to develop a research project around a community need |
| | | • 9th grade social studies is embedded with career investigation |
| | | • Required 9th grade projects in which students work with guidance counselors to develop career portfolios |
| | | * Career exploration offers no threat to students, teachers, or parents. |
| | | • Career development is being instituted at a young age and gradually. |
| New York: Selectivity of the New Visions program | Acceptability Accountability | This program allows academically achieving students with career direction to use their electives more effectively.  
• Students who are accepted to the program must meet all of the academic requirements for graduation and college admissions.  
• All interdisciplinary courses meet state standards.  
• Programs value traditional advanced standings and testing.  
| New Hampshire: Kingswood Regional High School honors level option for career exploration course; emphasis on career exploration before college | Acceptability | All career exploration courses can be taken for honors credit with the provision of extra work  
• School-to-work courses can become more of an option for all students.  
• Career exploration in the early years saves students and parents time, effort, and money in later years. |
| New Hampshire: Winnacunnet High School required academic course of study for all students with ample time allowed for electives in later years | Accountability | • Highly structured academic track for all students  
• AP courses are central part of curriculum  
• Student-centered approach | • Students develop strong academic backgrounds and exposure to career options.  
• Students select more appropriate career-related course choices because they are involved with previous exploration into their interests and aptitudes.  
• There has been limited parent opposition. |
| --- | --- | --- | --- |
| Maryland: Technology Education as a requirement | Acceptability | • Hybrid vocational course that evolved from industrial arts course  
• Course taught by technical education teacher | • Students from all areas work together and have the opportunity to dispel many stigmas. |
| New York: Syracuse University "Essays of Aspiration" required for all freshman and career-related academically focused research projects | Postsecondary Access Acceptability | - Essay used to advise students and may become a part of admission process  
- Essay becomes a living document to follow students across their college education  
- Research projects link student with academic faculty member | - The knowledge students gain in their courses can be directly applied to their career inventory and aspirations.  
- Research projects offer students the opportunity to work with faculty on a one-on-one basis and has the potential to influence curricula.  
- System and staff have the opportunity to work out kinks and make changes without causing harm to student educational experiences.  
- Parent and student resistance is minimized since risk is removed. |
Programs in North Carolina, Minnesota, New Hampshire, and New York that minimize distinctions between students

Acceptability

All students are offered options that involve career exploration but no drastic changes are made to their educational opportunities based upon these choices.

• Students, parents, and teachers are not opposed to additional exposure that does not pose any future threat to educational and career opportunities.

• Instead of students using their postsecondary years as career exploration, high school gains a deeper purpose.

CONCLUSION

IEE researchers interviewed a wide range of individuals from around the country whose organizations are developing or implementing school-to-work programs. Many programs are worthy of acclaim; they have used school-to-work to enhance their students' potential of being accepted to and, more importantly, graduating from college. Many efforts have taken advantage of the latitude offered under the School-to-Work Opportunities Act of 1994 to create programs that, first and foremost, meet the needs of students. At least initially, this may not translate into a strict adherence to the three school-to-work components set forth in the act. Instead of trying to provide an increasing number of students with work-based, school-based, and connecting activities, educators are attempting to reform entire schools and offer a locally tailored, application-oriented, quality education to all students. Schools search for ideas and approaches that work regardless of what they are named. In many instances, programs with weaker connections to the formal school-to-work establishment have greater opportunities to create successful, mainstream reforms. Indeed, efforts to adhere too closely to the school-to-work triad and label students and their programs have failed to ignite the kinds of broad-based changes that reformers envisioned.

The programs investigated in this project illustrate the deep, philosophical changes that must take place outside and inside the school if school-to-work is to become a mainstream
reform that touches the lives of all students. This report has attempted to present the strategies that quality programs have used to promote school-to-work ideals. These strategies are discussed in terms of one of three broad-based principles that school-to-work supports: (1) authentic teaching and learning, (2) guided educational experiences outside the classroom, and (3) career and interest exploration. Below is a recap of the strategies that many stellar school-to-work systems have used.

1. **Seize the opportunity that integrated standards present; use standards as a vehicle to promote the same authentic teaching and learning strategies that the school-to-work ideology embraces.**

   School-to-work administrators at both the local and state levels are in a remarkable position. They can take part in the growing cohesion between the academic and business communities based largely upon the shared support of application-oriented standards. Seizing an opportunity to share this support, school-to-work systems and states are structuring the authentic pedagogy around these more integrated standards. By using authentic pedagogy to teach application-oriented standards, school-to-work programs are demonstrating in tangible, measurable terms to students, parents, teachers, and academic institutions that this new reform agenda is perhaps the best way to offer all students the skills and knowledge they need to succeed. If, as one school-to-work administrator stated, application-oriented standards are to become the base or the "what" of what an educated person is expected to be, it is vital that school-to-work reformers function as key players in the development, implementation, and evaluation of those standards. School-to-work success stories will no longer be anecdotal but, rather, tangible proof of the benefits of the reform.

   This does not mean that the use of a standards-based curriculum in promoting the authentic teaching and learning strategies of school-to-work is without problems or obstacles. Carnegie Units are still widely used and accepted in the United States. Furthermore, teachers, both those in training and those in today's classrooms, are in need of professional development in order to become competent practitioners in new authentic learning and teaching methods. Third, there may be difficulty maintaining high levels of student performance as standard-based reforms and new application-oriented assessments are being instituted. This is a justifiable concern to students as well as their parents, teachers, and the postsecondary institutions to which they will be applying. Clearly, there is much work to do in achieving a well-functioning, standards-based educational system. That work must begin with a solid and well-structured implementation plan consisting of communication, professional development, and efforts to develop and fully test curricula and assessment instruments.
2. Become a "work-in-progress"; support authentic teaching and learning strategies and work to slowly overcome the obstacles and misperceptions of school-to-work. Never lose sight of the real focus of school-to-work—the application of knowledge.

Although not fully embraced in all classrooms around the country, authentic learning and teaching has a stronger base of support than school-to-work programs that seek to incorporate employer needs and workplace scenarios into educational activities and academic curriculum. Authentic teaching and learning promotes a strong interdisciplinary and applied learning system that can be used to reform the entire school and support school-to-work. Successful programs seem to understand that simply moving instruction into the workplace will not ensure the growth and development of school-to-work. Programs must concentrate on ensuring that quality learning takes place that will enable students to apply their knowledge and not simply regurgitate it. For this reason, many of the successful school-to-work programs investigated during this project have first concentrated their energies on less controversial aspects of the reform such as authentic teaching and learning. They avoid using school-to-work titles and terminology that often promote misperceptions and fear.

Despite the benefits of using authentic learning as a bridge to slowly promote school-to-work among hesitant individuals, there are dangers involved with slow, broad-based reform efforts. Local districts must be encouraged to personalize reforms to meet their needs but still must operate under some control from the state to ensure a unified direction. The state, under more stringent criteria than the local level to maintain positive outcomes and equity, is placed in the difficult role of keeping interest and enthusiasm high at the local level and offering some autonomy in program development. It is also difficult for all levels to maintain proper documentation when programs are in such an evolutionary phase. Teachers may find it difficult to report student achievement in a format that advances reform efforts yet is still familiar to higher education institutions, parents, and employers. This difficulty can prompt teachers to work against reform and advocate a more structured, static system.
3. **Use innovative ways to promote the use of guided experiences outside the classroom and minimize the obstacles that come from workplace involvement in education.**

Unless otherwise convinced, some parents, students, and teachers believe that "vocational-sounding" programs such as school-to-work simply offer employers cheap labor and allow students the opportunity to file documents or answer phones.

- **Shy away from using traditional school-to-work jargon.**

  Words that are associated with vocational education conjure up concerns that are difficult to dispel. Arriving at a common language and understanding of common goals and objectives takes time but offers hope for advancement in the use of work-based learning experiences for all students.

- **Work with receptive constituencies to develop a more supportive environment for outside educational experiences; nurture and seek involvement from groups that are already accustomed to the hands-on learning experience.**

- **Many school-to-work programs around the country are creating strong partnerships with application-oriented fields such as science and business. Once these programs succeed in using guided work experiences to train high-quality professional practitioners and students, school-to-work programs accumulate a proven track record of successes that can overcome the negative opinions and hesitations found in other fields. In addition, many programs take advantage of the opportunities to connect employers and educators through professional development programs now referred to as externships. These externships offer educators the opportunity to see firsthand what advantages the workplace can offer students. By participating in staff development exercises in the workplace, a partnership develops in which educators and employers, at all levels, can work together to solve future educational needs. The proliferation of positive professional development experiences allows the school-to-work movement to cast a broader net; those involved can use their own experiences to promote the reform more authentically to a wide audience.**
4. **Focus on the idea that using the workplace offers opportunities for students to demonstrate adult behavior and take on additional responsibilities required in college.**

One of the primary benefits that guided learning experiences outside of the classroom can offer students is an opportunity to function as more independent, mature individuals in a controlled environment with a strong support system of teachers and other concerned adults. Offering a guided learning experience to students makes it easier for high schools to emulate the autonomous environment that college students and adults face. Quality learning experiences offered outside the classroom allow even the best-prepared academic students to be spared the culture shock that often comes from entering the college community and the "real" world.

5. **Offer postsecondary institutions, parents, academic teachers, and students alternative ways to report and interpret skills and knowledge; supply options that meet traditional needs, while at the same time, present the richness of skills and abilities that students gain through guided experiences outside the classroom.**

Even postsecondary institutions that appear to have embraced experiential learning are often reluctant to abandon traditional admissions measures such as ACT and SAT scores in favor of skills and knowledge learned outside the classroom and reported in portfolios, résumés, references, and essays. School-to-work programs must offer hesitant individuals the opportunity to understand the benefits of a new way of learning and reporting skills but still allow them to take part in a system they know and believe in. Successful programs investigated during this project offered options for students, teachers, and parents so that they were exposed to the alternatives that guided learning experiences offer.

6. **Be more effective with the use of "electives" or the credits that have traditionally been considered or labeled career or interest exploration courses.**

A school's traditional programs, activities, and curricula do not have to change with the inclusion of career and interest exploration. Programs can opt to integrate career concepts and ideas into mandatory courses so that all students gain the same opportunity to explore and reflect before high school graduation. This integration can be done without losing the academic rigor required in college-level courses. Moreover, programs can redefine elective courses and streamline mandatory courses so that students now make course selections that support an overall plan or focus for their lives. Students are not forced to make difficult choices between investigative courses and academic curricula.
7. **Focus on one philosophy regarding career and interest exploration.** There is no need to differentiate students based upon when they choose to enter the workplace; all students benefit by being offered the opportunity to explore their interests and ambitions.

Ironically, programs can offer greater support for the school-to-work movement if they *do not* classify their students as "school-to-work" or "non-school-to-work" students. If programs are structured so that all students are offered the opportunity to explore career options and benefit from such exploration, the most difficult school-to-work obstacle can be overcome--the needless categorization of students.

Empirical evidence is perhaps the most convincing argument for change. Programs that commit themselves to documenting the effects of their efforts will meet less resistance. Much needs to be, can be, and has been done to make school-to-work a reform that enhances student options after high school. Educators must remember that it is not sufficient to place students in jobs. Students must be given (or encouraged to get) quality work-based learning experiences that offer them the opportunity to mature and obtain the skills that will strengthen their classroom performance. Likewise, as a measure of success, it is not sufficient for an increasing number of school-to-work students merely to be accepted to college; they must thrive while in college and graduate. Avid opponents are being increasingly convinced that school-to-work offers the most powerful pedagogy and principles available to support changes taking place at the workplace and in the world.
Mission, Vision, Values

Mission

The Cooperative Education & Internship Association (CEIA), the leader in work-integrated learning, provides a supportive member-driven learning community for participating programs, students, educators and employers; influences policy makers and leaders of thought; and forges partnerships with like-minded groups.

Values
CEIA believes that students, employers, educational institutions and communities benefit from effective work-integrated learning programs.

We believe that education can be enhanced through application in a structured work environment and that work provides an environment for continuous learning.

We recognize our effort in promoting work-integrated learning constitutes an investment in our students and our communities that will result in long-term benefits.

To these end, we uphold and support a member driven community that VALUES:

- Community
- Diversity & Cooperation
- Collaboration, Communication & Learning
- Quality, Efficiency, & Effectiveness
- Responsibility & Accountability
- Continuous Improvement
- Integrity

VISION

As the leader in work-integrated learning, CEIA will be viewed locally and internationally as:

- A professional and productive organization serving students, educational institutions, employing organizations, and governmental agencies
- A highly valued partner with state, regional, national, and world associations that promote the concept, acceptance, development, and implementation of work-integrated learning.

As a result of these interactions, CEIA will:

- Advocate and promote the growth of cooperative education and internships as effective learning strategies
- Develop and maintain partnerships
• Make professional and ethical decisions
• Foster an appreciation for cultural and programmatic diversity among members
• Facilitate communication and member involvement to promote inclusiveness
• Provide member with quality products and services
• Promote ongoing research and assessment
• Support constituent needs for training and professional development
• Function with efficiency, effectiveness and fiscal responsibility
• Implement systems to assure accountability and evaluation for continuous improvement

About CEIA

• Mission Vision Values
• Board of Directors
• Regions
• Governance
• Program Networks
• Committees
• Awards
• Past Presidents

CEIA, Inc.
P. O. Box 42506, 45242
Phone: 513-793- CEIA (2342) | Fax: 513-793-0463

JOBS
THINGS TO CHECKLIST STUDENTS

When you receive your confirmation letter:
• Confirm your job shadow by calling the contact person listed on confirmation form. If referred to voice mail, leave your name, school and date of job shadow.
• Prepare questions to ask your host (see Questions to Ask)
• Visit the company website.
Job Shadow Scheduling:
- Check your calendar. If you cannot attend your job shadow, please call the contact person and the workplace learning connection office.
- If school is cancelled due to bad weather, your job shadow is cancelled. Please call your contact person to let them know you will not be there. IF SCHOOL IS DELAYED, BASE YOUR DECISION ON SAFETY.

Day of the Job Shadow
- See “special instructions” for appropriate dress.
- Arrive 10-15 minutes early. Take money for parking.
- Introduce yourself with a handshake and make eye contact.
- Ask host your prepared questions.
- Thank your host for allowing you to job shadow.

After the job shadow:
- Complete the enclosed student evaluation and return it to your school contact or go to our website www.workplace-learning.org and complete the online job shadow evaluation.
- Write a thank you postcard (host’s name and address are on the confirmation letter) and return it to your school contact.

JOB SHADOWS

SHADOW EXPERIENCES: QUESTIONS TO ASK: STUDENT

Please look over these questions and think of any you may want to ask. It is suggested you bring this list and any you may have with you on the day of your job shadow.

- How did your high school education help prepare you for this job?
- What personality traits are important for this career?
- What is the primary product or service provided by this business?
- What do you actually do?
- What people do you work most closely with on the job?
- What technology is used in the workplace?
- What type of education or training would I need to enter this career field?
- Where do I go to for that education or training?
- What skills are required to do your job?
- Why did you choose this type of work?
- What does the future hold for this career?
- What do you like most about your job?
- What do you like least about your job?
- When your company is hiring a new employee, what qualifications, skills or experience are you looking for?
- What would be a starting salary for someone in this career?
Do you have any advice for me as I consider my career choices?

“Through participating in job shadows and an internship in the health care field, I’ve gained important skills and information that will help me make choices as I pursue my future career.”

The Mission of The Workplace Learning Connection is to develop our future workforce by connecting business & education in relevant, work-based learning activities for K-12 students & teachers in Area 10.

www.workplace-learning.org

PERFORMANCE EVALUATION INCORPORATING LEADERSHIP BEHAVIOR

<table>
<thead>
<tr>
<th>Employee Performance Evaluation Worksheet</th>
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<tbody>
<tr>
<td>Skill</td>
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<tr>
<td>Overall work quality</td>
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<td>Technical competence</td>
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<td>Problem solving</td>
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<td>Creativity and innovation</td>
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<tr>
<td>Communications</td>
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<td>Teamwork</td>
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<td>Flexibility and adaptability</td>
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<tr>
<td>Initiative and self-direction</td>
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<tr>
<td>Social and cross-cultural skills</td>
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<td>Productivity and accountability</td>
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<tr>
<td>Leadership and responsibility</td>
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<tr>
<td>Total</td>
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This evaluation format asks those supervising training to make a critical decision on whether trainees meet employability standards or need more assistance to meet employability standards. The key assessment here is to determine if a trainee is judged employable in the career area being evaluated and to identify areas for additional training or determine if a different area for training is recommended.
NOTE: The scoring in this instrument is reversed. The lower the score the more employable the person. The scoring an be changed to be the opposite.

Comment/Explanations:

COOPERATIVE EDUCATION COMMENTS
Former students commented that their Cooperative Education experiences:

Prepared Respondents for Real-Life Jobs.

- It was good experience. I learned things that I didn’t learn in the classroom
- I felt that observing in a dental office was a valuable experience, it allowed me to see what happens daily in the work field – so I felt better prepared to go to work with confidence.
- Great experience. I learned a lot. It was my best experience at Lane.
- It was very positive. It was a great learning experience. It is definitely something that people should be required to do in college.
- Hands-on is a must for the experience.
- It was good, taught me what I needed to know in the real world.
- Very valuable hands-on experience while being supervised.
- It was great, I had all sorts of skills get expanded.
- Great experience. I learned SO much.

Opened Doors to Jobs.

- I ended up staying at my last co-op site – I’ve been employed there almost one year now.
- This program was key to obtaining my current job.
- It was perfect because I got a job from it.
- My co-op turned into a full-time position! Cool beans
- I learned a lot and it helped me get a job, too.
- My co-op position led me directly to my employment currently. I learned about building management and maintenance while working with great personnel.
- It was a great work experience. It helped me get a job.
Co-op was the best thing about LCC. My co-op hired me on and I still work there today. Eliminated effort and worry of finding a job after graduation.
Helped both LDC and CT Respondents Find What Interested Them.

- It was excellent for me, it turned into my full-time employment and helped me figure out what I want to pursue in my four-year degree.
- [Co-op was] probably the best experience I have ever had working in the community and figuring out what I wanted to do.
- The co-op worked well. It gave me an understanding of what I wanted to do after school.
- Despite hating the place [where] I was employed, I realized the field of study wasn’t for me.
- That’s the only way to get experience in your field before you’re thrown out there. It’s a way to find out if you like the field.
- I had a great co-op experience. I did a couple of them to explore then find out what floor I wanted to work on. Julia was wonderful.

Provided an Enjoyable Experience:

- [Co-op] greatly increased my confidence level and clinical skills.
- Very challenging and rewarding.
- It was great.
- My only comment is I wish I could have had more co-op experience.
- I had a really good experience and got matched up with a really good nurse. I learned a lot and gained confidence and experience.
- It was really informative and I enjoyed it.

A small percentage of respondents expressed some disappointment and/or frustration with their Cooperative Education experiences as the following comments indicate:

- I feel it was a little unorganized, in terms of the program that I interned with. No so much Lane but the department I worked with.
- My site supervisor was 22 years old and had a power trip and superior attitude, which was very difficult to deal with.
- It was good until I hurt myself on the job and they were not cooperative about switching me out of the position I was in.
- It didn’t help me find a job. It was more like I was being baby-sat. They never had enough for me to do.
This reference guide is arranged alphabetically by topic, enabling you to find various sources for
the items you may need. You likely have many other resources not included in this particular
guide and will no doubt discover additional ones as you explore web sites and publications.
Please make notes in this guide to personalize it for your own use.

This guide is in a continuing process of new development. Feel free to add resources to create
your own guide. As well, contact Dr. Ray Morley at raymondmorl@gmail.com with suggestions
for updates.

## Organization of Guide:
**Topic/Publication/Address/Comments**

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<th>Adult Training Programs</th>
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<td><a href="http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx">http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx</a></td>
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<th>Occupational Outlook Quarterly</th>
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Apprenticeships
Occupational Outlook Quarterly
http://stats.bls.gov/opub/ooq/2002/summer/art01.htm

Office of Apprenticeship Training, Employer & Labor Services
http://www.doleta.gov/oa/

National Joint Apprenticeship & Training Comm.
http://www.njatc.org

Riley Guide
http://www.rileyguide.com
Select A-Z Index, then A, select Apprenticeships

Assessments
America’s Career InfoNet
http://www.acinet.org
Select Skills Profiler, Testing & Assessment, or Career Resource Library, under Career Planning, select Career Assessment

Assessment Guide
http://www.onetcenter.org/guides.html

Career Key
http://www.careerkey.org/

Career Management International
http://cmi-lmi.com/kingdomality.html

Career One Stop
http://www.careeronestop.org
Select Testing & Assessment

I Have A Plan Iowa
Available at most local IWD offices
https://secure.ihaveaplaniowa.gov/default.aspx

Holland Career Game
http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/

Indiana Learn More Resource Center
Assessments Keiney Personality Temperament Sorter  
http://www.keirsey.com  
Available in several languages  

Online Tools for Career Planning & Development  
http://www.socojoblink.org  
Under Job Seekers, select career Planning Tools, then Online Self Tests  

Riley Guide  
http://www.rileyguide.com  
Select A-Z Index, select Assessment Resources  

Work Keys  
http://www.act.org/workkeys  

World of Work Map  
http://www.act.org/wwm  

Career Exploration  
ACTE Online  
http://www.acteonline.org/  
Search Assessments/Career Exploration  

America’s Career InfoNet  
http://www.acinet.org  

Bureau of Labor Statistics  
http://www.bls.gov  
Select Career Information for Kids  

Biotechnology Careers  
http://www.accessexcellence.org/RC/CC/  

Career Development Resources (Texas)  
http://www.cdr.state.tx.us  

Career Guidance & Decision Making  
http://www.ferris.edu/careerinstitute/ncds.htm
Career One Stop
http://www.careeronestop.org/studentsandcareeradvisors/studentsandcareeradvisors.aspx

Careers in Health care

I Have a Plan Iowa
Available at most local IWD offices
https://secure.ihaveaplaniowa.gov/default.aspx

Engineer Girl
http://www.engineergirl.org

Environmental Careers
http://www.eco.org/

Iowa Workforce Development
http://www.iowaworkforce.org
Select Students and Youth

Iowa Workforce Network
http://iwin.iwd.state.ia.us
Select Careers and then enter an occupation under Occupational Information under Tools

IPTV School to Careers
http://careers.iptv.org

I Seek
http://www.iseek.org
Select Explore Careers

Job Shadows
http://www.jobshadow.org

Job Star Central
http://www.jobstar.org/tools/career/spec-car.cfm

Mapping Your Future
http://mapping-your-future.org/planning

Next Stop
http://www.nextstepmagazine.com

Occupational Outlook Handbook
http://www.bls.gov/oco/

O’Net
http://online.onetcenter.org

Riley Guide
http://www.rileyguide.com
Go to the A-Z Index, select Career Exploration

Student Gov
http://www.students.gov
Select Explore Careers under Career Development

Tech Career Compass
http://tcc.comptia.org

Wetfeet
http://www.wetfeet.com
Under Careers & Industries

World of Work Map
http://www.act.org/wwm

Career Pathways
IPTV School to Careers
http://careers.iptv.org

Career Videos
America’s Career InfoNew
http://www.acinet.org

IPTV School to Careers
http://careers.iptv.org
Classroom Speakers
IPTV School Careers
http://careers.iptv.org
Select Video Conferencing

IWD
Contact your local Iowa Workforce Development Office

College Planning
College Board
http://www.collegeboard.com

College Planning
http://www.icansucceed.org

Getting Ready for College Early
U>S> Dept. of Education (1-800-LEARN) publication
http://www2.ed.gov/students/prep/college/thinkcollege/early/edlite-teehome.html

Iowa College Student Aid Commission
http://www.iowacollegeaid.org

Students.gov
http://www.students.gov

Think College
http://www2.ed.gov/students/prep/college/thinkcollege/edlite-index.html

College Search
Career Mart
http://www.careermart.com
Select College

College Planning
http://www.icansucceed.org

Smart Career Move
http://www.smartcareermove.com
Select Live, select Education

The Princeton Review
http://www.princetonreview.com

Community Service
Students.Gov
http://www.students.gov
(Also see Volunteering)

Cost of Living
Cost of Living Comparator
http://www.homefair.com/
http://mappingyourfuture.org/money/budgetcalculator.htm

Curriculum Ideas & Lesson Plans
Advanced Technology Environmental Education Center
http://www.ateec.org

All Math
http://www.allmath.com

Alliant Energy’s Kids
http://www.alliantenergykids.com/index.htm

American Tech Publishers
http://www.go2atp.com

Ask Eric
http://www.eric.ed.gov

Association for Career & Technical Education
http://www.acteonline.org
Under Educator Resource Center


325
http://bensguide.gpo.gov

Building Career Awareness in the Elementary Classroom (publication)
http://www.iowaworkforce.org/
Enter: elementary classroom publication in search box

Curriculum Resource Center
http://www2.dpi.state.wi.us/sig/practices/high_2.asp

Dept of Labor Education Resources
http://www.dol.gov/dol/audience/aud-educators.htm
Search under Other Resources

Educators Reference Desk
http://www.eduref.org

Engineer Girls
http://www.engineergirl.org

Entrepreneurship Education
http://www.entre-ed.org
Under How

ESL Partyland
http://www.eslpartyland.com
 quizzes on business English, grammar, slang

Federal Resources for Education Excellence
http://www.free.ed.gov/profile
profile of people

First Gov
http://www.firstgov.gov
Under Information by Topic select Jobs & Education

First Gov for Kids
http://www.kids.gov

GeoSpy
http://www.nationalgeographic.com/geospy

Get Tech

326
http://www.gettech.org

Girls Go Tech
http://www.girlsgotech.org
Games and career discovery

Girls Incorporated
http://www.girlsinc.org

Iowa Association of Alternative Education
http://www.iaae.net/site/?q=node/76
For lesson plans select Curriki
http://www.iaae.net/site/?q=node/50

Illinois Home Page
http://www.state.il.us
Select Learning under State Links

Institute for Entrepreneurship
http://www.theEplace.org

Iowa Home Page
http://www.iowa.gov/For_Youth/Student_Resources

IPTV School to Careers
http://careers.iptv.org
Select Educators, then Teacher Created Units or Challenge Activities by Subject

Iowa State Extension Services
http://www.extension.iastate.edu

Junior Achievement
http://www.ja.org

Kidzworld
http://www.kidzworld.com

LD Online
http://www.ldonline.org

Listen Up!
http://listenup.org/
National Dissemination Center & National Research Center for Career & Technical Ed
http://www.nccte.org

National Science Digital Library
http://nsdl.org
Select Resources for K-12 Teachers

Nortel Networks Kidz Online
http://www.nnkol.org

Oklahoma Dept. of Career and Technical Ed
http://www.okcareertech.org/cimc
Select Sample & Featured Products

Oregon’s OLMIS
http://www.qualityinfo.org/olmisj/OlmisZine
Select Education

PBS for Kids
http://pbskids.org

PBS Teacher Source
http://www.pbs.org/teachersource

Population Connection
http://www.populationconnection.org
Select Population Education

Project Learning Tree
http://www.plt.org

Science & Math Activities
http://www.siam.org/

SEMI Project
http://www.aea11.k12.ia.us/science/SEMI.html

Teacher Vision
http://www.teachervision.fen.com

Teacher Planer
http://teacherplanet.com
U.S. Dept. of Education
http://www.ed.gov/index.jsp
Select Online Services

Using Labor Market Information in the Classroom
http://www.ericdigests.org/pre-9211/labor.htm

Weekly Reader
http://www.weeklyreader.com
Secondary Resources – Career World

Work Ethics
http://www.coe.uga.edu/workethic/mp.htm

Yahooligans
http://kids.yahoo.com
Younger Audience

Youthhood
http://www.youthhood.org

Directories of Web Sites About Jobs
America’s Career InfoNet
http://www.acinet.org
Select Career Resource Library, select Job and Resume Banks

Job Board Directory
http://www.airsdirectory.com/directories/job_boards
Job Hunt
http://www.job-hunt.org

Nerd World Media: Jobs and Related Links
http://www.encyclopedia.com/doc/1G1-50280422.html

Niche Boards
http://www.NicheBoards.com
job board
Discrimination
Equal Employment Opportunity Commission
http://eeoc.gov

Fair Measures
http://www.fairmeasures.com

Iowa Civil Rights Commission
http://www.state.ia.us/government/crc/index.html

U.S. Dept of Labor
http://www.dol.gov
Under the A-Z Index, select Discrimination

Workforce
http://www.workforce.com

Dress for Success
Dress for Success
http://www.dressforsuccess.com

Dressing Well
http://www.dressingwell.com

Quintessential Careers
http://www.quintcareers.com

Economic Trends
Iowa Trends
http://www.iowaworkforce.org/trends

Office of Social & Economic Trend Analysis
http://www.seta.iastate.edu
Sources of Socioeconomic Data for Economic Dev. Analysis
http://www.econdata.net

Education and Training
America’s Career InfoNet
http://www.acinet.org
Career Resource library, browse by subject

Career Mart
http://www.careermart.com
Employment Opportunities

Career One Stop
http://www.careeronestop.org
Select Education & Training

Community Colleges
http://www.eicc.edu
Substitute for “eicc” the correct abbreviation for the college you wish to visit

GED Website
http://www.acenet.edu/AM/template

Riley Guide
http://www.rileyguide.com

Smart Career Move
http://www.smartcareermove.com
Select Live Here, select Education (Iowa Life)

Education Needed for Specific Jobs
America’s Career InfoNet
http://www.acinet.org
Select Occupation Information

O*Net
http://online.onetcenter.org

Occupational Outlook Handbook
http://stats.bls.gov/oco
Educational Statistics
National Center for Educational Statistics
http://nces.ed.gov

Electronic Resumes
Damn Good Resume
http://www.damngood.com

EResumes & Resources
http://www.eresumes.com

Job Star California
http://jobstar.org/tools/resume

Riley Guide
http://www.rileyguide.com
Select Resumes & Cover Letters

Employer Research
America’s Career InfoNet
http://www.acinet.org
See Employer Locator

Riley Guide
http://www.rileyguide.com
Select Research & Target Employers & Locations

Smart Career Move
http://www.smartcareermove.com
Companies/Industry

Various Business Addresses
http://www.fritolay.com
Try substituting the name of the business for “fritolay”
Entrepreneurship
America’s Career InfoNet
http://www.acinet.org
Type in Entrepreneurs

Business.Gov
http://www.business.gov

Business Owners’ Idea Café
http://www.businessownersideacafe.com/

Career One Stop
http://www.careeronestop.org/business/businesscenterhome.ase

Des Moines Area Community College (DMACC)
http://www.stuorg.iastate.edu/entrepreneurs

Entrepreneur
http://www.entrepreneur.com/bizstartups/index.html

Entrepreneurship Ed
http://www.entre-ed.org

Institute for Entrepreneurship
http://cce.cpcc.edu/e-institute

Internal Franchise Association
http://www.franchise.org

Iowa Business Network
http://www.iabusnet.org

Iowa Dept of Business & Economic Dev., SBA

Iowa Entrepreneurship
http://www.iowaentrepreneur.com

Iowa Entrepreneurs Coalition
http://www.meetup.com/New-Iowa-Entrepreneurs-Coalition/

Riley Guide
http://www.rileyguide.com
Select A-Z Index, then Entrepreneurship

Self Employment
http://www.businesstown.com

Small Business & Entrepreneurship Council
http://www.allbusiness.com
Go to Starting a Business

Small Office Home Office Business Links
http://www.gordonworks.com/bus

Teen Business Link
http://www.sba.gov/teens/moneymatters.html

University of Iowa Entrepreneurial Center
http://www.iowajpec.org

UNI Regional Business Center
http://www.unirbc.org

Venturing
http://www.entrepreneurship.com

Wall Street Journal Center for Entrepreneurship
http://online.wsj.com
Select Guides under Tools & Formats at the bottom of the page

Working Solo
http://workingsolo.com

Fast -Growing Jobs
America’s Career InfoNet
http://www.acinet.org
Select Occupation Information, select Fastest Growing

Iowa Job Outlook
http://www.iowaworkforce.org
Select Labor Market Information – printed and electric

**Federal Poverty Guidelines**
Dept. of Health & Human Services
http://aspe.hhs.gov/poverty

**Financial Aid**
Career One Stop
http://www.careeronestop.org
Select Education & Training, then Financial Aid

College Planning
http://icansucceed.org
Select College then Pay for College

Financial Aid
http://www.finaid.org

Financial Aid for Students with Disabilities
http://www.finaid.org/otheraid/disabled.phtml

Iowa College Student Aid Commission
http://www.iowacollegeaid.org

U.S. Dept of Education
http://www.ed.gov/index.jsp
See Funding, Federal Student Aid O

**Fringe Benefits**
Evaluating Your Benefits Package
http://www.collegegrad.com/offer
See Offer, Negotiations, Evaluating Your Benefits Package

**Government Benefits**

335
Government Benefits
http://bensguide.gpo.gov

Government Links
First Gov
http://usa.gov

High Tech Jobs
Career
http://www.career.com

High Tech Jobs Online
http://www.dice.com

Smart Career Move
http://www.smartcareermove.com
Select Companies and Industries

Tech Career Compass
http://tcc.comptia.org

Industry Trends
Iowa Industry Trends
http://iwin.iwd.state.ia.us
Select Industries
Iowa Work Force Information Network

Iowa Industry Projections by Region
http://iwin.iwd.state.ia.us/iowa/ArticleReader?
itemid=00003927&segmentid=0002&tour=0&p_date=1

Industry Wages
Career Guide to Industries
http://www.bls.gov/oco/cg/home.htm

Occupational Employment Statistics
http://www.iowaworkforce.org
Select Labor Market & Workforce, select Wage Surveys

**Interest Inventories - See Assessments**

**International Listings**
Human Resources Development Canada
http://www.hrdc-drhc.gc.ca

International Labour Organization
http://www.ilo.org/

Kiwi Careers (New Zealand)
http://www2.careers.govt.nz

Mexico
http://www.stps.gob.mx
Written in Spanish

New Zealand Department of Labour
http://www.dol.govt.nz

Riley Guide (International Job Opportunities)
http://www.rileyguide.com/internat.html

**Internships**

Employment Spot
http://www.employmentspot.com
Enter Internships in Keyword Search

Intern Jobs
http://internjobs.com

Internship Programs
http://www.internshipprograms.com

Riley Guide
http://www.rileyguide.com
Select A-Z Index, then select Internships

Smart Career Move

337
Select Student

Student Internships
http://www.asme.org/students/internships.html

Student Jobs
http://www.usajobs.gov/studentjobs

Student Gov
http://www.students.gov
Select Internships

Interviewing
America’s Career InfoNet
http://www.acinet.org

Job Interviews
http://www.job-interview.net

Monster Board
http://www.monster.com
Select Advice, then Interview

Riley Guide
http://www.rileyguide.com
Select A-Z Index, select Interviewing or Network, Interview & Negotiate

Job Banks
America’s Career InfoNet
http://www.acinet.org
Select Career Resource Library, then Job & Resume Banks

America’s Job Bank
http://www.jobbankinfo.org

338
Army Civilian Personnel On Line
http://www.cpol.army.mil

Career Builder
http://www.careerbuilder.com

Career Mart
http://www.careermart.com

Careers.Org
http://www.careers.org

Employment Spot
http://www.employmentspot.com/

Federal Jobs
http://www.usajobs.opm.gov

Hot Jobs
http://www.hotjobs.com

Illinois’ Skills Match
http://ides.cmcf.state.il.us
Must have password to use

Iowa Workforce Development Job Bank
http://www.iowajobs.org

JOBLINE
http://www.jobline.com.sg

Junior Jobs
http://www.juniorjobs.com

Monster Board
http://www.monster.com

Nation’s Jobs
http://www.nationjob.com/

Smart Career Move
http://www.smartcareermove.com
Select Find a Job

Student Jobs
http://www.usajobs.gov/studentjobs/

Job Corps
Job Corps
http://jobcorps.doleta.gov

Job Descriptions
America’s Career InfoNet
http://www.acinet.org
See Job Description Writer

O*Net
http://online.onetcenter.org

Job Listings - See Job Banks

Job Outlook
America’s Career InfoNet
http://www.acinet.org
Select Occupation Information

Iowa Job Outlook
http://www.iowaworkforce.org
Select Labor Market Information

Occupational Outlook Handbook
http://www.bls.gov/oco/
Occupational Outlook Quarterly  
http://www.bls.gov/oco/  

State Occupation Projections  
http://www.projectionscentral.com  

Job Requirements  
ACT, Inc.  
http://www.act.org/  
Select Employment then select Current Openings Choice  

America’s Career InfoNet  
http://www.acinet.org  
Select Occupation Information or  
Select Licensed Occupations  

Iowa Licensed Occupations  
http://www.iowaworkforce.org  

O*Net  
http://online.onetcenter.org  

Job Search  
America’s Career InfoNet  
http://www.acinet.org  
Select Career Resource Library, then Job Search  

Career Know How  
http://www.careerknowhow.com  

Jobweb  
http://www.jobweb.com  

Richard Bolles” Web Site  
http://www.jobhuntersbible.com  

Riley Guide  
http://www.rileyguide.com
Iowa Jobs  
http://iowa.jobs.com/

**Job Shadowing**  
Job Shadow.org  
http://www.jobshadow.org

**Knowledge, Skills, and Abilities**  
ACT, Inc.  
http://www.act.org/wwm

America’s Career InfoNet  
http://www.acinet.org  
Select Occupation Information

O*Net  
http://online.onetcenter.org  
Select Find Occupations

**Lesson Plans – See Curriculum Ideas**

**Licensing Requirements**  
America’s Career InfoNet  
http://www.acinet.org  
Select Licensed Occupations

Iowa Licensed Occupations  
http://www.iowaworkforce.org/lmi/search.htm  
Select Publications

**Loans – See Financial Aid**
Mentoring
I Could Be
http://www.icouldbe.org

Mentoring Center
http://www.mentor.org

Mentoring for Women in Engineering & Science
http://www.mentornet.net

National Mentoring Partnership
http://www.mentoring.org

Net Mentors
http://www.netmentors.org

Military
Air Force
http://www.af.mil
1-800-USA-USAF

Army
http://www.goarmy.com
1-800-USA-ARMY

Coast Guard
http://www.uscg.mil

Marines
http://marines.com
1-800-MARINES

My Future
http://www.myfuture.com

National Guard
http://www.ngb.army.mil
Navy
http://www.navy.com
1-800-USA-NAVY

Students.Gov
http://www.students.gov
Select Military Service

**No Child Left Behind**
No Child Left Behind
http://www2.ed.gov/nclb/landing.jhtml

**Nontraditional Jobs**
Engineer Girl
http://www.engineergirl.org

Institute for Women in Trades, Technology & Science
http://www.iwitts.com

IA Commission on the Status of Women
http://www.humanrights.iowa.gov/sw/index.html

IA Equity Resource Center
www.diversityiowa.net/

U.S. DOL Women’s Bureau
http://www.dol.gov/wb

Women Tech World
http://www.womentechworld.org

Career Women
http://www.careerwomen.com/

**Occupational Projections**
America’s Career InfoNet
http://www.acinet.org
Select Occupation Information

Iowa-Job Outlook

Occupational Outlook Handbook
http://www.bls.gov/oco/

Occupational Outlook Quarterly
http://www.bls.gov/opub/ooq/ooqhome.htm

State Occupational Projections
http://www.projectionscentral.com

Occupational Trends – See Occupational Projections

Resume Writing
America’s Career InfoNet
http://www.acinet.org
Select Resume Tutorial or Career Resource Library then Job Resume Banks

Career Know How
http://www.careerknowhow.com

Damn Good Resume
http://www.damngood.com

ERumes & Resources
http://www.eresumes.com

Job Star California
http://jobstar.org/tools/resume

Resume Maker
http://www.resumemaker.com/samples/samples.jsp

Resume Tutor from the University of Minnesota
http://www1.umn.edu/ohr/careerdev/resources/resume

Riley Guide
http://www.rileyguide.com
Select A-Z Index, select Resumes and other related topics

Scholarships – See Financial Aid

School to Work
School to Work Curriculum
http://vocserve.berkeley.edu/CW74/WIPWisconsin2.html

Transition
http://www.ncrel.org/sdrs/areas/issues/envrmnt/stw/sw0.htm

IPTV School to Careers
http://careers.iptv.org

Seasonal Jobs
Cool Works
http://www.coolworks.com

Summer Jobs
http://www.summerjobs.com

Self Employment – See Entrepreneurship

Shift Work
Circadian Employee
http://www.circadian.com/employee
**Skills Needed for Specific Jobs**
ACT, Inc.
http://www.act.org/wwm

America’s Career InfoNet
http://www.acinet.org
See Occupation Information

O*Net
http://online.onetcenter.org

Precision Metalworking Association
http://www.pma.org

**Special Needs**
Ask Eric
http://www.eric.ed.gov
Search Special Needs

Disability Information
http://www.disabilityinfo.gov

DOL Disability On-Line
http://www.doleta.gov/disability

Family Village
http://www.familyvillage.wisc.edu/sp/trans.html
Transition Information

Health Resource Center

Iowa Employment and Disability
http://www.iowaworkforce.org/access/index.html

Job Accommodation Network
http://www.jan.wvu.edu

Job Corps Disability Website
Job Seeking Resources for People with Disabilities
http://www.onestops.info/subcategory.php?subcat_id=4

LD Online
http://www.ldonline.org
Learning Disabilities

NCWD Youth Web Site
http://www.ncwd-youth.info
National Collaborative on Workforce & Disability

National Center on Secondary Education and Transition
http://www.ncset.org

National Federation of the Blind
http://www.afb.org/

Searchable Online Accommodation Resource
http://www.askjan.org/soar

Transitions
http://www.mytransitioniowa.org

Youthhood
http://www.youthhood.org

Study Skills
Study Skills Self-Help Information
http://www.ucc.vt.edu/stdysk/stdyhlp.html

Summer Jobs – See Seasonal Jobs

Teen Safety
OSHA Teen Safety Site
Teen Workers
Dept. Of Labor, Wage & Hour Division

Iowa’s Child Labor Laws
http://www.iowaworkforce.org/labor/childlabor.htm

Youth Rules
http://www.youthrules.dol.gov

Training Institutions – See Education and Training

Volunteering
Freedom Corps
http://www.volunteerkids.gov/

Idealist
http://www.idealist.org

Point of Light Foundation
http://www.pointoflight.org

Volunteer Iowa
http://www.volunteeriowa.org

Youth Services America
http://www.ysa.org

Wages
America’s Career InfoNet
http://www.acinet.org
Select Occupation Information, then Occupation Profile and Compare Wages

BLS Web Site with OES Wage Data
http://www.bls.gov/oes

Occupational Employment Statistics
http://www.iowaworkforce.org
Select Labor Market Information then select Wages and Trends

Occupational Outlook Handbook
http://www.bls.gov/oco/

Riley Guide
http://www.rileyguide.com
Select Salary Guides

Salary.com
http://www.salary.com

Why Stay in School
NDP
http://www.dropoutprevention.org/resource/family_student/reasons.htm

Women and Work
Human Resource
http://www.humanresources.about.com/od/worklifebalance/a/business.women.htm
Dress, jobs, interviews, resumes

University of MA:Lowell
http://www.uml.edu/centers/women-work

Work Permits
IWD Home Page
http://www.iowaworkforce.org/labor/childlabor.htm

Youth Employment - See Teen Workers
Youth Programs
Promising and Effective Practices for Youth
http://www.nyec.org/pepnet
National Youth Employment Coalition

Your Local Resources (local newspaper want ads, chamber addresses, community sites that feature job listings, etc.)