Work-Based Learning Course Naming & Coding

Purpose

This document is intended to provide support for districts in naming and coding work-based learning courses for credit to increase quality data collection and reporting practices for various measures, including but not limited to Iowa's unified Every Student Succeeds Act (ESSA) school accountability system, which includes work-based learning experiences attained in the Postsecondary Readiness Indicator, and Iowa's Perkins Secondary Career and Technical Education 5S3 work-based learning measure. The following course administration guidelines will be used when organizing collected statewide data on work-based learning courses for credit. Districts wishing to be recognized statewide for the work-based learning credit experiences available to students must follow the expectations outlined in this document.

Updated State of Iowa Definition for Work-Based Learning

The passage of Senate File 2411 in May 2024 clarified a consistent definition of **work-based learning**:

> **"sustained project-based learning in partnership with an employer, simulated work experiences aligned with industry-recognized credentials, high-quality pre-apprenticeships aligned to an apprenticeship, student learner programs, internships, and apprenticeships."**

The use of the term "Work-Based Learning" throughout this resource will be in reference to only those six activities or experiences that fall under this definition. Other activities like career fairs, business tours, job shadows and employability skills courses are no longer considered work-based learning, but are now referred to as "Career Exploration." The combination of career exploration and work-based learning is now referred to as "Career-Connected Learning." These two stages should be intentionally aligned and laddered with one another to ensure optimal student learning, skill attainment and postsecondary success.

Note: Districts should not use the course naming and coding metrics referenced in this resource for Career Exploration courses and experiences. Only those courses and experiences that qualify as Work-Based Learning under the new state definition should use these outlined and reserved coding and naming metrics. Refer to Appendix A for additional Career Exploration activity information and recommendations.

Work-Based Learning Implementation & Expansion

As the Department moves toward a goal of providing professional work-based learning experiences for all students to decrease the skill gap and connect with careers of both interest and opportunity here in Iowa, districts are encouraged to implement new work-based learning courses and programs, while also considering opportunities for expansion and improvement of current offerings. Department staff specializing in career and academic planning, career and technical education (CTE), work-based learning and other related education and training areas are available for consultation and support services to meet the individual
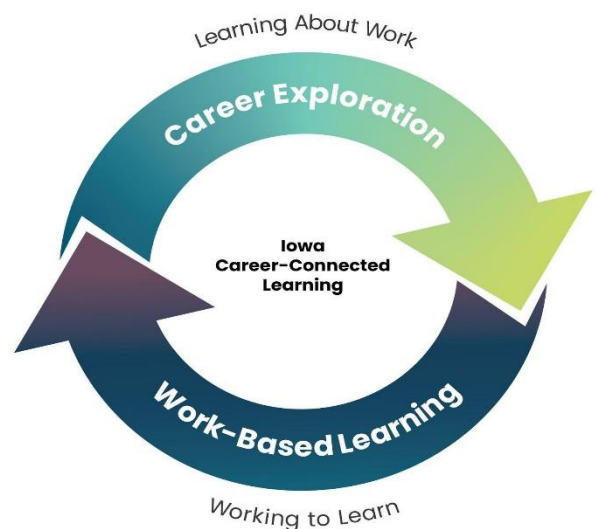
needs and goals of each school and/or district. Visit https://educate.iowa.gov/higher-ed/cte/iowa-quality/career-connected-learning for contact information and to review a wide range of robust and insightful guides, toolkits and other resources available to assist stakeholders in this important work.

Data Collection & Reporting Methodology

The Department will rely on three specific data points to accurately collect and report work-based learning experiences for students across the state. While each data point provides value, the combination of all three for each course is ideal to ensure the most accurate work-based learning data collection, analysis and reporting by Department staff. All of these data elements will be provided to the Department through the Winter collection of the Student Reporting in Iowa (SRI) data during the time period of December-January of each academic year:

1) School Courses for the Exchange of Data (SCED) Codes
   a. The SCED code initiative is a voluntary and nationally accepted common classification system for K-12 school courses that allows for an easier and more efficient process to collect, analyze and report information on various aspects of our education system. SCED is based on a 5-digit coding structure that provides a basis for classifying course content, while additional elements and attributes can provide descriptive information about each course.
      i. A few Iowa-specific SCED codes have been added to provide additional distinction in work-based learning course offerings.

2) Embedded Work-Based Learning Indicator
   a. An embedded work-based learning indicator was added for the 2022-2023 academic year to assist districts with clarifying which type of experience is being offered to students, as well as situations where the work-based learning experience may not be the primary focus. This is especially important for courses that may not be classified as career and technical education (CTE), but still include an opportunity for students to benefit from work-based learning experiences. Refer to Appendix B for additional information on this measure.
      i. In order to qualify for usage, all students within the course must be provided with the reported experience, not just a select few. (i.e. 100% of students take part in sustained project-based learning in partnerships with an employer, not just a few in order for the course to be considered as embedding qualifying work-based learning)

3) Course Titles and Keywords
   a. With Iowa's expanding offerings of different work-based learning courses, specific course names/titles and keywords will be used to recognize districts offering quality work-based learning experiences.
      i. Course titles and keywords are used primarily to review data records and provide targeted guidance to districts who may need to correct or modify SCED codes or embedded work-based learning indicators used in future data file submissions.

REMINDER: All three of these data points should be used in <u>combination</u> with one another for each course, when appropriate, to ensure the most accurate data collection, analysis and reporting by Department staff.

A fourth measure is required for districts wanting to count their students who completed non-credit WBL not connected to SCED codes or Embedded WBL Indicator codes referenced in this resource towards their Perkins Secondary Career and Technical Education (CTE) 5S3 work-based learning indicator of performance (percentage of CTE concentrators graduating from high school having participated in work-based learning). A CTE concentrator is defined in Iowa as a secondary student who has earned credit for two (2.0) or more Carnegie Units within a state-approved CTE program (e.g., health science). Refer to the Department's CTE Technical Assistance site for more detailed information and instructions for reporting on this measure at https://educate.iowa.gov/higher-ed/cte/technical-assistance.

4) Secondary CTE Reporting Application (SCTERA) WBL Flag
   a. Districts can manually flag individual student(s) qualifying as a CTE concentrator as receiving a qualified work-based learning experience within the Secondary CTE Reporting Application (SCTERA) within the "WBL" column/field. This field is specifically designed for students who completed non-credit WBL and not connected to SCED codes or Embedded WBL Indicator codes referenced in this resource. Since this column is <u>not</u> pre-flagged, districts need to manually review and make appropriate changes to this data field for each CTE program-course student list to ensure accurate coding and reporting by the end of June each year. (Example screenshot shown below)

Work-Based Learning Course Administration for Coding and Naming

This section provides a more detailed description of each state defined work-based learning experience type. Many of these experiences may fit into multiple work-based learning example definitions, such as a Supervised Agricultural Experience (SAE) being linked to a School-Based Enterprise (SBE) or an Emergency Medicine/EMT experience being set up as an apprenticeship. Districts should choose whichever code makes the most sense for their local programs and plans. Department staff are able to provide guidance for these and related questions to ensure a district's intentions are accurately represented for coding and reporting purposes.

Sustained Project-Based Learning in Partnership with an Employer

Sustained project-based learning in partnership with an employer engages industry partners through meaningful projects completed by students. To be considered sustained, these projects require industry partner interaction throughout the duration of the project, which shall include, but not be limited to an initial partner needs assessment and consultation meeting, in-depth research into identified needs or issues, consistent engagement with partners for professional check-ins or updates, unveiling and review of a finished product recommendation or service portfolio and corresponding project recap or required follow-up interactions to resolve issues or to assist with final implementation. A series of smaller projects will also be allowed, as long as they either build upon one another or involve the same business and industry representatives, thus reflecting a sustained relationship with consistent interactions and learning.

High-quality projects involve tools, tasks or processes from an actual work setting and involve the students working to address a real-world and relevant problem or topic. To maximize student career learning and

engagement, educators should connect the student with more information on careers related to the project and how the project is connected to everyday responsibilities in the career field. Industry partners should provide constructive feedback for students to continue to develop their professional skills to ensure future success.

Note: Simply having projects available to students in a course does not qualify as work-based learning. Consistent, sustained and meaningful interactions with business and industry professionals on a project that provides value by addressing a real issue or problem is required.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	"Projects" or "PBL"	10994	11
Communication and Audio/Visual Technology	"Projects" or "PBL"	11994	11
Business and Marketing	"Projects" or "PBL"	12994	11
Manufacturing	"Projects" or "PBL"	13994	11
Health Care Sciences	"Projects" or "PBL"	14994	11
Public, Protective and Government Services	"Projects" or "PBL"	15994	11
Hospitality and Tourism	"Projects" or "PBL"	16994	11
Architecture and Construction	"Projects" or "PBL"	17994	11
Agriculture, Food and Natural Resources	"Projects" or "PBL"	18994	11
Family and Consumer Sciences (Human Services)	"Projects" or "PBL"	19994	11
Transportation, Distribution and Logistics	"Projects" or "PBL"	20994	11
Engineering and Technology	"Projects" or "PBL"	21994	11
Miscellaneous	"Projects" or "PBL"	22901*	11

*Note: The "Miscellaneous" code of 22901 referenced above is an Iowa-specific SCED code.

Simulated Work Experiences Aligned with Industry-Recognized Credentials

Simulated work experiences aligned with industry-recognized credentials allow students to immerse themselves in realistic worksite activities without leaving their school grounds or campus. They help enhance programs of study with real-world experiences, expanding opportunities for learners who may be disconnected from employers due to barriers such as geographic location, access to transportation or lack of resources. Some programs may also incorporate a hybrid approach, where students are learning both within the classroom or lab setting, and are also spending some time in the field or work site.

When carefully planned and managed by an educator, these experiences simulate real-world business experiences that lead to direct skill development, authentic learning and the earning of industry-recognized

credentials (IRCs). Examples may include, but are not limited to, School-Based Enterprises (SBE), Supervised Agricultural Experiences (SAE), health science programs with patient simulations, early childhood education programs with embedded Child Development Associate (CDA) credentials and ProStart culinary arts and restaurant management programs. To ensure these experiences are following industry expectations, an industry partner must be actively involved to assist with evaluating and providing continuous consultation while students work towards related and state-approved IRCs. Refer to https://educate.iowa.gov/higher-ed/cte/irc for an updated list and additional information on IRCs in Iowa.

Note: Programs or courses that include a laboratory, "lab" or simulated learning experiences (i.e. virtual reality) do not automatically qualify as work-based learning under this experience type. Students must be directly engaging with an employer and working towards a state-approved industry-recognized credential. Simply learning about specific careers, tools or job duties would qualify as career exploration, not work-based learning.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	"Simulation IRC" or "Sim IRC"	10998	12
Communication and Audio/Visual Technology	"Simulation IRC" or "Sim IRC"	11998	12
Business and Marketing	"Simulation IRC" or "Sim IRC"	12998	12
Manufacturing	"Simulation IRC" or "Sim IRC"	13998	12
Health Care Sciences	"Simulation IRC" or "Sim IRC"	14998	12
Public, Protective and Government Services	"Simulation IRC" or "Sim IRC"	15998	12
Hospitality and Tourism	"Simulation IRC" or "Sim IRC"	16998	12
Architecture and Construction	"Simulation IRC" or "Sim IRC"	17998	12
Agriculture, Food and Natural Resources	"Simulation IRC" or "Sim IRC"	18998	12
Family and Consumer Sciences (Human Services)	"Simulation IRC" or "Sim IRC"	19998	12
Transportation, Distribution and Logistics	"Simulation IRC" or "Sim IRC"	20998	12
Engineering and Technology	"Simulation IRC" or "Sim IRC"	21998	12
Miscellaneous	"Simulation IRC" or "Sim IRC"	22998	12

School-Based Enterprises

School-based enterprise (SBE) courses provide students the opportunity to learn about and manage an entrepreneurial operation related to a content or subject area within a simulated work environment in a school setting. Students will develop interpersonal and professional skills while engaging with fellow students and customers. Topics may include operations, product services management, pricing, distribution and

marketing. A growing number of districts are pursuing SBEs as a way to stimulate learning for their students, potentially benefit from generated revenues and create opportunities for new industry connections.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	Name of the Business/SBE	10993	12
Communication and Audio/Visual Technology	Name of the Business/SBE	11993	12
Business and Marketing	Name of the Business/SBE	12993	12
Manufacturing	Name of the Business/SBE	13993	12
Health Care Sciences	Name of the Business/SBE	14993	12
Public, Protective and Government Services	Name of the Business/SBE	15993	12
Hospitality and Tourism	Name of the Business/SBE	16993	12
Architecture and Construction	Name of the Business/SBE	17993	12
Agriculture, Food and Natural Resources	Name of the Business/SBE	18993	12
Family and Consumer Sciences (Human Services)	Name of the Business/SBE	19993	12
Transportation, Distribution and Logistics	Name of the Business/SBE	20993	12
Engineering and Technology	Name of the Business/SBE	21993	12
Miscellaneous	Name of the Business/SBE	22902*	12

*Note: The "Miscellaneous" code of 22902 referenced above is an Iowa-specific SCED code.

Student Learner Programs

A student learner program is a type of work-based learning experience that is aligned directly with a state-approved career and technical education (CTE) program or career pathway. Rather than a general work-release program, a student learner program provides a direct linkage between a work experience and a student's identified career area of interest and study. Schools are encouraged to only use this classification if students are working (paid or unpaid) and the experience does not meet the definition of an internship, pre-apprenticeship or apprenticeship.

Some student learner programs may also provide additional youth employment protections or exceptions for certain hazardous occupations, similar to those offered by a Registered Apprenticeship (RA) program and the Iowa Youth Employment Waiver program, as long as certain guidelines are followed and appropriate education and industry stakeholders are active participants throughout the experience. Refer to 29 CFR 570.50(c) for additional information.

Note: Students must be working in their identified CTE program area or career pathway of choice to be considered a student learner program. A student working in an unrelated industry or occupation

will not be counted as work-based learning. Districts must coordinate experiences with students to ensure this important aspect is occurring before coding and reporting as such.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	"Student Learner" or "Work Experience"	10998	13
Communication and Audio/Visual Technology	"Student Learner" or "Work Experience"	11998	13
Business and Marketing	"Student Learner" or "Work Experience"	12998	13
Manufacturing	"Student Learner" or "Work Experience"	13998	13
Health Care Sciences	"Student Learner" or "Work Experience"	14998	13
Public, Protective and Government Services	"Student Learner" or "Work Experience"	15998	13
Hospitality and Tourism	"Student Learner" or "Work Experience"	16998	13
Architecture and Construction	"Student Learner" or "Work Experience"	17998	13
Agriculture, Food and Natural Resources	"Student Learner" or "Work Experience"	18998	13
Family and Consumer Sciences (Human Services)	"Student Learner" or "Work Experience"	19998	13
Transportation, Distribution and Logistics	"Student Learner" or "Work Experience"	20998	13
Engineering and Technology	"Student Learner" or "Work Experience"	21998	13
Miscellaneous	"Student Learner" or "Work Experience"	22998	13

Internships

Internships provide students the opportunity to gain professional and technical skills while working under the supervision of an industry professional in a career path of interest. Internships are structured experiences for a set period of time that requires student interns to complete real work to reach specific learning goals. Internships provide student learners with the opportunity to participate in training while gaining experience in problem-solving, decision-making and skill-building projects or activities at the internship site. Internships may be paid or unpaid opportunities.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	"Internship" or "Intern"	10998	15
Communication and Audio/Visual Technology	"Internship" or "Intern"	11998	15
Business and Marketing	"Internship" or "Intern"	12998	15
Manufacturing	"Internship" or "Intern"	13998	15
Health Care Sciences	"Internship" or "Intern"	14998	15
Public, Protective and Government Services	"Internship" or "Intern"	15998	15
Hospitality and Tourism	"Internship" or "Intern"	16998	15
Architecture and Construction	"Internship" or "Intern"	17998	15
Agriculture, Food and Natural Resources	"Internship" or "Intern"	18998	15
Family and Consumer Sciences (Human Services)	"Internship" or "Intern"	19998	15
Transportation, Distribution and Logistics	"Internship" or "Intern"	20998	15
Engineering and Technology	"Internship" or "Intern"	21998	15
Miscellaneous	"Internship" or "Intern"	22998	15

If a district offers a year-long internship course and provides classroom learning around employability skills prior to the internship placement, the district could code the course the following way. Keep in mind, however, that only the course that specifically provides the internship work experience would qualify as work-based learning under the new definition and for reporting purposes.

Term	Content	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Fall	Employability Skills*	--	22152*	--
Spring	Internship Experience	"Internship" or "Intern"	22998	15

*Does not qualify as work-based learning under SF2411 definition.

High Quality Pre-Apprenticeships Aligned to an Apprenticeship

Pre-apprenticeships include a set of learning strategies and work activities in a real or simulated environment to prepare individuals to specifically enter and succeed in an apprenticeship training program. Pre-apprenticeship programs often focus on the basic skills needed to be successful in an apprenticeship program (such as industry-specific math or terminology) and serve to introduce students to basic concepts or

foundational skills in preparation for a more complex and involved long-term apprenticeship program. A pre-apprenticeship program that meets certain high-quality standards set forth by the United States Department of Labor (USDOL) and administered by the Iowa Office of Apprenticeship (IOA) that leads directly into a Registered Apprenticeship (RA) program is called a Quality Pre-Apprenticeship (QPA) program. Refer to Iowa Chapter 84D, section 19.a. for a more specific definition and the IOA for additional information, potential funding and technical support on pre-apprenticeships at https://workforce.iowa.gov/qpa.

Note: Only pre-apprenticeships recognized by the IOA through the Quality Pre-Apprenticeship (QPA) program qualify as work-based learning under this definition.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	"QPA"	10998	14
Communication and Audio/Visual Technology	"QPA"	11998	14
Business and Marketing	"QPA"	12998	14
Manufacturing	"QPA"	13998	14
Health Care Sciences	"QPA"	14998	14
Public, Protective and Government Services	"QPA"	15998	14
Hospitality and Tourism	"QPA"	16998	14
Architecture and Construction	"QPA"	17998	14
Agriculture, Food and Natural Resources	"QPA"	18998	14
Family and Consumer Sciences (Human Services)	"QPA"	19998	14
Transportation, Distribution and Logistics	"QPA"	20998	14
Engineering and Technology	"QPA"	21998	14
Miscellaneous	"QPA"	22904*	14

*Note: The "Miscellaneous" code of 22904 referenced above is an Iowa-specific SCED code.

Apprenticeships

Apprenticeships are training experiences that provide on-the-job learning (OJL) with related instruction provided in a classroom, virtual or on-line setting, enabling students to earn compensation while they learn a career or trade. Apprentices are directly employed and treated as part- or full-time employees by the employer/organization during an apprenticeship. There are various models of apprenticeship to consider, such a competency-based, time-based or a hybrid to best fit individual district or student schedules and career plans. There are two distinct categories of apprenticeships, registered apprenticeship (Iowa Chapter 84D, section 19.a.) and non-registered apprenticeship. Both qualify as work-based learning in Iowa. The

core differences are listed below. Refer to the IOA for additional information, potential funding and technical support on apprenticeships at https://workforce.iowa.gov/apprenticeship.

1) Non-Registered Apprenticeship
   a. Meets the above definition.

2) Youth Apprenticeship
   a. Meets the above definition.
   b. Is designed specifically for an apprentice eighteen years of age or under, (specific definition found in Iowa Chapter 84D, section 25).

3) Registered Apprenticeship
   a. Meets the above definition, (specific definition found in Iowa Chapter 84D, section 19.a.).
   b. Is accepted and recorded with the Iowa Office of Apprenticeship.
   c. Results in receipt of a nationally recognized credential.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Codes	Embedded Work-Based Learning Indicator
Information Technology	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	10998	16
Communication and Audio/Visual Technology	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	11998	16
Business and Marketing	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	12998	16
Manufacturing	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	13998	16
Health Care Sciences	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	14998	16
Public, Protective and Government Services	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	15998	16
Hospitality and Tourism	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	16998	16
Architecture and Construction	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	17998	16
Agriculture, Food and Natural Resources	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	18998	16
Family and Consumer Sciences (Human Services)	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	19998	16
Transportation, Distribution and Logistics	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	20998	16
Engineering and Technology	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	21998	16
Miscellaneous	"Apprenticeship", "Registered Apprenticeship", "Apprent" or "RA"	22998	16

Industry-Specific Work-Based Learning Programs

Some industry-specific courses and training programs may include different types of qualifying work-based learning experiences. Districts need to carefully review related courses that may fall into this scenario to ensure they are being coded and reported correctly based on guidance in this section, which has been further simplified from prior years to assist district staff with this process.

Supervised Agricultural Experience

Supervised agricultural experiences (SAEs) allow students to explore careers in agriculture, food and natural resources (AFNR), and related fields and apply what they have learned in the classroom in a real-world work setting. SAEs can vary greatly between schools and districts across the state, as well as individual students since they are custom-designed to fit the career goals of each and every student under the direct supervision of a qualified agriculture educator and FFA Advisor. An assurance and verification process is being developed and coordinated by the Department's AFNR CTE Content Area Consultant to ensure district SAEs qualify as work-based learning experiences.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Code	Embedded Work-Based Learning Indicator
Sustained Project Based Learning for SAE	"Projects" or "PBL"	18994	11
Simulated Work Experience with IRC for SAE	"Simulation IRC" or "Sim IRC"	18998	12
Student Learner Program for SAE	"Work Experience" or "Work"	18998	13
Pre-Apprenticeship for SAE	"Pre-Apprenticeship", "Pre-App" or "QPA"	18998	14
Internship for SAE	"Internship" or "Intern"	18998	15
Apprenticeship for SAE	"Apprenticeship" or "Apprent"	18998	16

Health Science Programs with Work Experience/Clinicals

Some health science programs or courses may include simulated or live hands-on work experience required to earn various certifications or licensure to practice or work in Iowa, including, but not limited to Certified Nurse Assistant/Aide (CNA), Pharmacy Technician or Emergency Medical Technician (EMT). These programs often include both theory-based courses and hands-on clinical work experience courses. Only those courses that include a clinical, practicum or other qualifying work experience will count and should be coded and described by the district as such.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Code	Embedded Work-Based Learning Indicator
Sustained Project- Based Learning for Health Science	"Projects" or "PBL"	14994	11
Simulated Work Experience with IRC for Health Science	"Simulation IRC" or "Sim IRC"	14998	12
Student Learner Program for Health Science	"Clinical", "Practicum" or "Work Experience"	14998	13

Family & Consumer Sciences/Human Services Programs with Work Experience/Practicum

Some education, child care, culinary arts and other family and consumer sciences (FCS) or human services programs or courses may include simulated or live hands-on work experience required to earn various certifications or licensure to practice or work in Iowa, including, but not limited to educators, paraeducators, direct support professionals (DSP), child development associates (CDA) and ProStart culinary arts and restaurant management. These programs often include both theory-based courses and hands-on clinical or work experience courses. Only those courses that include a clinical, practicum or other qualifying work experience will count and should be coded and described by the district as such.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Code	Embedded Work-Based Learning Indicator
Sustained Project- Based Learning for Human Services	"Projects" or "PBL"	19994	11
Simulated Work Experience with IRC for Human Services	"Simulation IRC" or "Sim IRC"	19998	12
Student Learner Program for Human Services	"Clinical", "Practicum" or "Work Experience"	19998	13

Entrepreneurship

Entrepreneurship courses help students develop the knowledge and skills necessary to own and operate their own businesses through a series of projects, experiences and other interactions with industry partners. Students may work on sustained projects in cooperation with local businesses, community organizations or non-profit agencies to develop and solve real-world problems that develop skills and knowledge essential for entrepreneurship success. These projects provide a foundational understanding of economics, marketing principles, human relations, finance, laws, communication and strategic management. Throughout the course and projects with industry, students are working to develop their own businesses. Entrepreneurship courses may also be structured to fit other qualifying work-based learning experiences as well, so districts should consider their coding and naming options carefully.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Code	Embedded Work-Based Learning Indicator
Sustained Project- Based Learning for Entrepreneurs	"Projects" or "PBL"	19994	11
Simulated Work Experience with IRC for Entrepreneurs	"Simulation IRC" or "Sim IRC"	19998	12
Student Learner Program for Entrepreneurs	"Work" or "Work Experience"	19998	13

Work-Based Learning Courses for College Credit

Districts wishing to allow their students to earn college credit for their work-based learning experiences will need to set up concurrent enrollment agreements with their local community colleges. Currently, all of Iowa's community colleges offer concurrent enrollment work-based learning experiences for students, and both the depth and breadth of offerings continue to expand. To assist students and educators with streamlining course offerings across the state, the community colleges have implemented a common course numbering system in which work-based learning courses carry the "WBL" course acronym and common course names. This section provides an overview of those course offerings and some considerations to keep in mind.

Common Course Numbering and Naming

Due to the differences in local preferences and the general nature of some work-based learning experiences in high school versus college, the potential concurrent enrollment course titles and names may not make sense to use at the secondary district reporting level. Districts are not required to report under the college course name/title, but rather must follow the recommended course names and keywords as outlined in previous sections of this resource in order to be counted as qualifying work-based learning courses and experiences in Iowa.

Districts must also clearly acknowledge the course as a college-level course through the following:

- Districts must clearly articulate within their school's registration handbook/course guide the college course name, course number and college credits earned if successfully completed.
- Districts must clearly articulate through the college syllabus the college's name, course title, course number, course description and any additional policy elements required by the contracting community college.

Below is a general overview of how work-based learning courses are currently coded and named at the community college level. While many institutions are in the process of updating their terminology to align with the new state definition of work-based learning, the ultimate responsibility falls on the secondary school district to ensure they are coding and reporting courses accurately within their respective Student Information System (SIS) tool that feeds the Student Reporting in Iowa (SRI) system for retrieval and analysis by the Department for various measures.

Course Code	General Course Name/Title	Qualify as WBL?	Potential WBL Experience Alignment
WBL 100 Series	Career Exploration	No	–
WBL 110 Series	Employability Skills	No	–
WBL 140 Series	Workplace Project-Based Learning	Maybe (District needs to review)	Sustained Project-Based Learning in Partnership with an Employer
WBL 150 Series	Job Shadowing	No	–
WBL 200 Series	Practicum/Field Experience: CTE	Maybe (District needs to review)	Student Learner Program -or- Simulated Work Experience Aligned with IRC
WBL 300 Series	Internship	Yes	Internship
WBL 400 Series*	Pre-apprenticeship	Maybe (District needs to review)	High-Quality Pre-Apprenticeships Aligned to an Apprenticeship
WBL 500 Series*	Apprenticeship	Yes	Apprenticeship

*Apprenticeship and pre-apprenticeship courses have not yet been added to the common course numbering initiative, but are planned for the future.

Additional Resources and Support

Districts are encouraged to contact a Department representative with any additional questions or to set up a consultation at any point during the year. A wide range of robust and insightful guides, toolkits and other resources are also available to assist stakeholders in this important work at https://educate.iowa.gov/higher-ed/cte/iowa-quality/career-connected-learning.

Appendix A: Career Exploration Course Naming & Coding

The new state definition for work-based learning is reserved for only those courses and experiences that include direct interaction with employers and some form of work being completed in a real or simulated environment. While activities and experiences that assist students with the initial identification, exploration and planning for future careers by students are highly important and critical to long-term success, they are no longer considered work-based learning and should not be coded or referenced as such. The table below provides some guidance on how these courses should be named and coded to ensure accurate analysis and reporting at both the internal and state levels for these career exploration courses and activities.

Note: Specific attention should be paid to common experiences like job shadows and employability skills courses, which no longer qualify as work-based learning and should not be coded as such.

Course/ Content Area	Keyword(s) to Include in Course Title	SCED Code	Embedded Work-Based Learning Indicator*
Classroom Speakers	"Speaker" or "Exploring Careers"	22151	1
Informational Interviews	"Exploring Careers" or "Careers"	22151	2
Career Exploration Experience	"Exploring Careers" or "Careers"	22151	3
Short-Term Career Exploration Projects	"Project" or "Explore"	22151	4
Career-Based Service Learning	"Service Learning" or "Comm Service"	22151	5
Interactive Career Event (Career Fair)	"Career Fair" or "Career Event"	22151	6
Worksite Exploratory Event (Site Tour)	"Site Tour" or "Tour"	22153	7
Job Shadow	"Job Shadow" or "Shadow"	22153	8
Professional Skills Workshop (Employability Skills)	"Professional Skills" or "Employability Skills"	22152	9
Mock Interviews	"Mock Interview" or "Interview"	22151	10

*Reminder: Although these experiences have a designated work-based learning indicator code, they do not qualify as "work-based learning" under the new state definition. Instead, they are referred to as "career exploration" and reported as such.

Appendix B: Embedded Work-Based Learning Indicator Codes

An embedded work-based learning indicator was added to the Student Reporting in Iowa (SRI) system for the 2022-2023 academic year for courses where work-based learning is embedded as an experience within the course. It is important to note that all students within the course must have been provided with the related experience in order to use this code and be claimed as a qualifying work-based learning course.

The table below appears in the SRI Data Dictionary available at https://educate.iowa.gov/pk-12/data/data-collections/student-reporting. This table is meant to provide an overview of these codes, of which only codes 11 through 16 count as qualifying work-based learning experiences. Districts are still encouraged to use codes 1 through 10, however, to identify important career exploration activities that are occurring within their districts.

Code	Description	Definition
1	Speakers	Professionals share career information to groups of students
2	Informational Interview	Direct interview with professionals to explore careers
3	Career Exploration Experience	Hands-on career exploration simulations/experiences
4	Career Exploration Projects	Small, short term project-based learning experiences
5	Career-Based Service Learning	Community projects with industry and connected to a career
6	Interactive Career Event	Career fairs with hands-on career booths and activities.
7	Worksite Exploratory Event	Worksite tour with small group options for informational interviews
8	Job Shadow	One or two students at a worksite to observe a professional
9	Professional Skills Workshops	Resume, cover letter or other career-based workshops with an industry professional
10	Mock Interviews	Practice interviews with industry professionals
11	Industry Partnership Projects	Sustained project-based learning in partnership with an employer, such as SAE
12	Simulated Work Experience	Simulated work experiences aligned with industry recognized credentials, such as SBE or SAE
13	Student Learner Programs	In-person work experiences linked to approved CTE program or career pathway, such as SAE
14	Pre-apprenticeships	High-quality pre-apprenticeships aligned to an apprenticeship
15	Internships	Internships (paid and unpaid)
16	Apprenticeships	Apprenticeships (registered and unregistered)
99	Not Applicable	

User Notes

1. Codes 11-16 are the only codes that count toward the State of Iowa's definition of work-based learning as defined in SF2411 passed during the 2024 legislative session. These are also the only codes that will count toward the Every Student Succeeds Act (ESSA) school accountability work-based learning measure and the Perkins Secondary Career and Technical Education 5S3 work-based learning measure. Course SCED codes may also be used to identify courses that meet these work-based learning measures.
2. If multiple work-based learning experiences are embedded in the course, select the experience with the highest code number.
3. If a course is marked with an Embedded Work-Based Learning experience it must apply to all sections of the course.
4. May identify experiences in courses K-12. Any course identified with an experience must have a SCED code.
5. Keep the titles as they are so reference can be made to state resources for technical support on implementation.
   a. District planning should be done before reporting by using the *Embedding Work-Based Learning* worksheet located in the Resources section of the Work-Based Learning page.