

September 2025

Embedding Work-Based Learning

Directions:

1. List each course in the identified program.
2. Identify the Work-Based Learning (WBL) experiences each course provides. WBL experiences listed on page two and in the [Iowa Work-Based Learning Guide](#).
3. For each of the WBL experience in the course, select an ICAP reflection to be used or developed. More information about ICAP reflections on page two.

WBL Program _____

Course	WBL Experience(s)	ICAP Reflection(s)

WBL Experiences

The following are abbreviated definitions of WBL experiences. Full definitions are available in the [Iowa Work-Based Learning Guide](#).

Sustained Project-Based Learning

- In partnership with an employer, engages industry partners through meaningful projects completed by students
- High-quality projects involve tools, tasks, or processes from an actual work setting and involve students working towards addressing a real-world and relevant problem or topic

Simulated Work Experiences aligned with Industry Recognized Credentials (IRCs)

- Allows all students to immerse themselves in realistic worksite activities without leaving their school grounds or campus.
- Help enhance programs of study with real-world experiences
- Expands opportunities for learners who may be disconnected from employers due to barriers such as geographic location, access to transportation, or lack of resources
- Examples include but are not limited to: school-based enterprises, some supervised agricultural experiences, 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

Student Learner Programs

- Aligns directly with a state-approved CTE program or career pathway
- Provides direct linkage between a work experience and a student's identified career area of interest

Internships

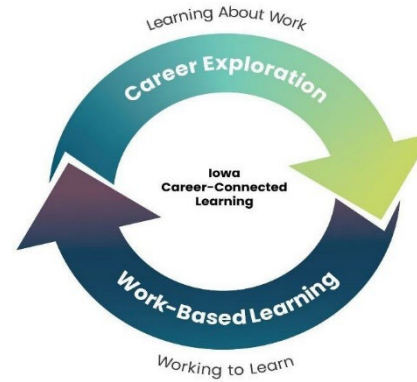
- Provides students the opportunity to gain professional and technical skills while working under the supervision of an industry professional in a career path of interest
- Are structured experiences for a set period of time that requires students to complete real work to reach specific learning goals
- Provides students 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
- May be paid or unpaid

Quality Pre-Apprenticeships (QPAs)

- A set of strategies designed to prepare individuals to explore, enter, and success in a Registered Apprenticeship Program
- Aligned to a registered apprenticeship program and included approved training curriculum, meaningful hands-on training, and access to supportive services
- Often focus on the basic skills needed to be successful in a registered apprenticeship program and serve to introduce students to basic concepts or foundational skills in preparation for a more complex and involved long-term apprenticeship program

Apprenticeships

- Training experiences that provide on-the-job training with related instruction provided in a classroom, virtual, or online setting, enabling students to earn compensation while they learn a career or trade.
- Students are directly employed and treated as part- or full-time employees by the employer/organization
- There are 2 distinct types, registered apprenticeship and non-registered apprenticeship, and both qualify as work-based learning



Individual Career and Academic Plan (ICAP)

What is an ICAP?

ICAP is an individualized career and academic plan that has typically been referred to as a four-year plan created in eighth grade.

What role can an educator play in an ICAP?
Adding a simple reflective activity to work-based learning experiences can help students make informed career decisions.

ICAP Reflection Examples:

1. Create an exit slip for students to complete at the end of a class where the prompt is simple for the student and elicits a thoughtful response.
2. Create a reflection activity that requires students to use the WBL experience to research more about the career, related career or engage in virtual WBL experiences.
3. Create an activity that bridges the experience to additional career learning such as a classroom project or an additional WBL experience.

Educators are encouraged to create their own reflective activities or review more examples on the Department's Career and Academic Planning website.