

Shelton School District CTE

Experiences Toolkit

Building Bridges
With Partnerships



Contents

OUR SCHOOLS
GETTING READY
IN THE CLASSROOM
IN THE FIELD
NETWORKING AND MENTORSHIP
EXPECTATIONS
TOOLS



Our Schools



Shelton High School

Shelton High School is a comprehensive grade 9-12 school serving over 1500 students, including those from four non-high school districts and two Native American reservations. As a four-year comprehensive high school, Shelton High School offers a wide variety of learning and extra-curricular opportunities that include strong career-connected learning and special education programs.



CEDAR High School

Cedar High School appeals to students who want a smaller, personalized learning environment that is centered on project-based learning. The development of this school has been guided by the core values of equity, respect, wellness, creativity, and resiliency, and the vision is to inspire students to be active, engaged citizens in their community and advocates for their own futures.



CHOICE High School

CHOICE High School is an Alternative Learning Experience school, meaning every student has a personalized Written Student Learning Plan (WSLP) created in collaboration with their advisor and parent/guardian. Most students will attend full days, but some may have a flexible schedule based on their own needs.



Experiences Toolkit

The Experiences Toolkit is an indispensable resource that helps the Shelton School District provide high-quality experiences to students. It offers informed guidance on various experience options that can benefit employers, school staff, and students alike. Drawing on programs used in the district and across the country by Career and Technical Education and business professionals, this toolkit provides a valuable guide for Industry Partners to embed students in career-minded encounters that can lead to permanent placement. It's time to give your business a competitive edge by investing in the future workforce!



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GETTING READY

Looking to get involved but not sure where to start? The next few pages will help you better understand all the options we can partner on. We can work with companies large and small, and we want to help you get to yes!



WHAT IS CTE?

Before we get any farther in the process, let's break down some definitions.

Career & Technical Education (CTE)

Career & Technical Education (CTE) programs support 7th- 12th graders and provide all students employability and academic and technical skills. Teachers participate in the professional development of curricula and instruction, standards and assessment, and academic integration. (via State and Federal Guidelines)

Work-Based Learning

Perkins V defines WBL as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.”



TYPES OF EXPERIENCES

Guest Speaking

Using guest speakers to support learning is a structured Career Awareness activity in which students listen to a presentation to learn about the speaker's career, business, organization, and industry and ask questions to help them consider whether they might like to pursue a career in the industry.

Job Shadowing

Job Shadowing is a structured Career Exploration activity in which a student is paired with and observes the workday of a business partner, interacts with their clients or customers, and attends meetings and other appointments with the person they are shadowing. These experiences last usually two hours and can be up to 5 students per visit.

Workplace Tours

A Workplace Tour is a highly structured Career Awareness activity where students visit a workplace, learn about the business, meet employees, ask questions, and observe work in progress.

TYPES OF EXPERIENCES

Internships

CTE Internship Programs enable students to extend the classroom into a workplace setting wherein they can learn business and industry standards and practices, work readiness skills, and the application of academics within their chosen field. These can be short or longterm and can be focused on one aspect or a range roles at your worksite.

Pre-Apprenticeship

Pre-apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. A pre-apprenticeship program can lead a partner into a registered apprenticeship program.

Apprenticeship

An apprentice is a student who learns a craft through planned, supervised, on-the-job training combined with classroom instruction. Apprentices are taught safety, the trade, proper use, care, and the safe handling of tools and equipment.

REASONS TO PARTNER

REAL WORLD EXPERIENCE

Making real world connections in the classroom is both a great bonding exercise and a great way to open students up to numerous possibilities in solving the issues at hand. This shared experience reinforces learning and helps students retain lessons.

GROW LOCAL TALENT

Local employees often develop a strong attachment to their jobs and the companies they work for, fostering a tight-knit and supportive community spirit. Moreover, employing local talent bolsters the area's socio-economic fabric by reducing unemployment rates and providing individuals with meaningful job opportunities.

SHOW INDUSTRY STANDARDS

Staying current with industry trends is essential for staying competitive in today's job market. Keeping up with the industry's latest developments and technologies can help students see themselves in the field.

REASONS TO PARTNER

Benefits of Work-Based Learning

Students who participate in WBL connected to their school programs may:

- Demonstrate improved academic achievement
- Realize relevance of their learning and meaningfully apply acquired knowledge
- Experience opportunities to explore career options
- Acquire workplace experience and employability skills
- Connect with an adult mentor or role model
- Be more likely to continue educational training after high school

Work-Based Learning and the Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) references WBL in three separate sections: In Section 1112, Page | 7 the legislation states that local education agency plans should describe support for WBL programs to provide students with exposure to industry professionals and the option to earn academic credit. Section 2103 includes professional development for teachers and administrators on WBL instruction as an allowable use of local funds. Section 4203 lists WBL as a possible indicator of career readiness at the secondary school level for the purpose of state applications for federal funds.

SHOW INDUSTRY STANDARDS

Staying current with industry trends is essential for staying competitive in today's job market. Keeping up with the industry's latest developments and technologies can help students see themselves in the field.



IN THE CLASSROOM

When was the last time you were in a classroom? Things have changed since you've been in school, and getting in the classroom is a great way to kick off a partnership with Shelton Schools. Talking with the students in their environment and gauging potential further interest that could lead to your next employee!

IN THE CLASSROOM: WHERE LESSONS COME ALIVE



Guest Speaking in one of our many different classrooms is a great way to get you acclimated to our District. You can gauge our student's interest level by talking about what you do at your company. This can help you identify students looking to learn more or take the following steps.

It's easy to sign up; email jslakey@sheltonschools.org for placement options.

IN THE CLASSROOM: OTHER OPTIONS

CAREER EXPO for 9th - 12th Grades

Each year, students from Shelton High School get an opportunity to meet dozens of businesses and colleges in an Expo-style environment. During breakout sessions, students can also get in-depth time with speakers across different industries.

ADVISORY COMMITTEES

Advisory groups are ways our CTE teachers are held to teaching industry standards. They meet three times a year and help to develop new curricula, standards, and more. These are also great ways to add your expertise in how we develop practical educational tools.

BITE OF REALITY for 12th Graders

Did you learn how to balance a checkbook in school? What about how much rent plus bills take out a paycheck? During our Bite Of Reality fairs, our students are exposed to the realities of adulthood.

Mock Interviews

Did you learn how to balance a checkbook in school? What about how much rent plus bills take out a paycheck? During our Bite Of Reality fairs, our students are exposed to the realities of adulthood.



IN THE FIELD

This is where our partnerships come to life. Providing students with hands-on, real-world experience engages our students and shows them a life after high school. From tours to internships, getting out of the classroom and seeing how the industry works helps to open their eyes to the reality of life.

IN THE FIELD EXAMPLE: HEALTH SCIENCE ACADEMY AND MASON GENERAL HOSPITAL



“Mason Health’s collaboration with the Shelton School District’s Health Sciences Academy showcases the intrinsic value and strength of relationships”
- Mason Health CEO Eric Moll.

In 2016, Shelton School District entered a historic partnership with Mason General Hospital to provide education, training, scholarships, and jobs after graduation.

This partnership has grown over these years from 3 to 9 students and is now a model for CTE across the country.



NETWORKING AND MENTORING

Connections turn ideas into plans. When it comes to helping youth, our community comes out when needed. Through networking and mentorships, we can make new connections never before thought possible.

NETWORKING & MENTORSHIP

Our students often get out into the business community through our partnership with the Shelton Mason County Chamber of Commerce. Being able to attend after-hour networking events shows our students the diversity of business in our community while allowing them to ask questions in a low stress environment.

Employer Networking

Whether on campus for our Career Expo or as part of our Academy Advisory Groups, you can talk with other similar businesses about their challenges in this current environment while working together on solutions that benefit the whole community.

Mentorship

Meet our students where they are....and help them thrive. Becoming a mentor is one of the most rewarding ways you can give back to a student's life. We have stories from across the district of students who need a little extra attention, a little extra care to show that the world is a good place. By sharing your experiences and learning more about the students an unbreakable bond will be formed with memories that will last a lifetime. A mentor could work with up to five students at a time

Talent Development

As the industry expert, you have a unique experience when you think about partnering with the Shelton School District. Help us develop your next generation of talent. We can work with you to create the tools we need to succeed. Let us try to find a way to say **yes!**

A black and white photograph of a woman in a business suit talking to a man in an office setting. The woman, on the right, has her hair in braids and is wearing a dark blazer over a light-colored button-down shirt. She is holding a folder or tablet and gesturing with her right hand. The man, on the left, is seen from the back of his head and shoulder, wearing a light-colored sweater. The background is a blurred office environment with modern lighting. The word "EXPECTATIONS" is overlaid in the center in a bold, red, sans-serif font.

EXPECTATIONS

Clear Expectations and Feedback: Just Like In The Workforce

The success of any CTE Experience hinges on the ability to establish clear expectations and provide effective feedback for partners, students, and teachers. To ensure that our students receive the very best, we have developed pre- and post-experience forms that are included in this packet. These forms are essential to maximizing the value of the CTE Experience, and we encourage all partners, students, and teachers to utilize them to their fullest potential.



As a CTE partner, it is crucial to communicate your expectations to help our students comprehend your company's objectives and work towards achieving them more efficiently. Failing to outline these expectations from the start can lead to low engagement. Collaborating with our staff can also aid in customizing these experiences and preparing our students.

Feedback is crucial in evolving our program, addressing positive and negative experiences, and enabling students to achieve goals, including graduation.



Work-Based and Worksite Learning Employer Orientation Checklist Shelton School District

Optional Resource

Business Name: <small>Click or tap here to enter text.</small>	Date Orientation Completed: <small>Click or tap to enter a date.</small>
Business Address: <small>Click or tap here to enter text.</small>	City, State, and Zip: <small>Click or tap here to enter text.</small>

<input type="checkbox"/> Overview of Worksite Learning	The Worksite Learning program provides an opportunity for students to take the skills and knowledge they have gained in the classroom and apply them as an employee at a worksite.	
<input type="checkbox"/> Review WSL Training Agreement	The Worksite Learning Program is a partnership between employers, schools, students, and parents/guardians.	
<input type="checkbox"/> Review of WSL Learning Plan/Evaluation	The Employer, WSL Coordinator and the student all participate in the Learning Plan/Evaluation	
<input type="checkbox"/> Review Documentation Requirements for Student Hours	Student work hours will be documented with a WSL Student Work Hours form (requires employer signature).	
<input type="checkbox"/> New Employee Orientation Requirements	<p>Must address:</p> <ul style="list-style-type: none"> L&I employment standards for minors (www.lni.wa.gov) On-the-job orientation specific to student’s initial job duties/tasks Employer’s worksite safety and health program How/when to report on-the-job injuries, including location of first-aid materials How to report unsafe conditions and practices Emergency procedures Identification of hazardous materials – procedures to follow Sexual harassment and discrimination training, including reporting procedures Use and care of personal protective equipment (PPE) 	
<input type="checkbox"/> Occupational Health & Safety	Required Personal Safety Equipment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
<i>Shelton School District requires that students involved in the Worksite Learning Program have a safe work environment and that the worksite adheres to all federal and state occupational health and safety requirements</i>	Accident Prevention Program	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	L&I Volunteer Worksite Insurance (for SDI/Internship)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Safety Data Sheets (SDS) as required by WAC 296-901-14014	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Health and Safety Checks (i.e. worksite, WISHA, OSHA, Dept. of Health, Fire Dept., etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	Variance Applications WAC 296-125-030 (equipment related)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
	<input type="checkbox"/> This worksite complies with all health and safety requirements listed above. (These can be found in WAC 296-125 , WAC 296-131 , and WAC 180-50-315)	

<input type="checkbox"/> Master Business License	A minor work permit is required if students under 18 are employed.
<input type="checkbox"/> Fair Labor Standards Act	Must adhere to Fair Labor Standards Act

Comments:

Click or tap here to enter text.

Please Sign and Date:

Worksite Learning Coordinator: Click or tap here to enter text.	Date: Click or tap to enter a date.
--	--

Employer: Click or tap here to enter text.	Date: Click or tap to enter a date.
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Work-Based and Worksite Learning Student Learning Plan and Evaluation

360 Hours (1 credit)

Shelton School District

Optional Resource

Student Name: Click or tap here to enter text.	Employer: Click or tap here to enter text.
Job Title: Click or tap here to enter text.	Supervisor Name: Click or tap here to enter text.
Duties and Tasks: Click or tap here to enter text.	
How will this job help you meet your career goals? Click or tap here to enter text.	

Please evaluate the student on their Learning Plans below:

Rating Scale:

- 3=Exceeds workplace standards
- 2=Meets workplace standards
- 1=Below workplace standards
- N/A=Not Applicable

Objectives					
Learning Plan 0-180 Hours		3	2	1	N/A
1					
2					
3					
4					
5					
*	<i>Possible District/School goals that might apply</i>				
Learning Plan 181-360 Hours		3	2	1	N/A
1					
2					
3					
4					
5					
*	<i>Possible District/School goals that might apply</i>				

Learning Plan Evaluation Signatures	
Student: Click or tap here to enter text.	Date: Click or tap to enter a date.
Parent/Guardian: Click or tap here to enter text.	Date: Click or tap to enter a date.
Employer: Click or tap here to enter text.	Date: Click or tap to enter a date.
WBL/WSL Coordinator: Click or tap here to enter text.	Date: Click or tap to enter a date.
Comments:	
Click or tap here to enter text.	

Please evaluate the student on their Learning Plans below:

Rating Scale:

- 3=Exceeds workplace standards
- 2=Meets workplace standards
- 1=Below workplace standards
- N/A=Not Applicable

21 st Century Skills Evaluation		180 Hours				360 Hours			
LEARNING AND INNOVATION		3	2	1	N/A	3	2	1	N/A
1	Creativity and Innovation								
2	Critical Thinking and Problem Solving								
3	Communication and Collaboration								
INFORMATION, MEDIA, AND TECHNOLOGY SKILLS		3	2	1	N/A	3	2	1	N/A
4	Information Literacy								
5	Media Literacy								
6	Information, Communications, and Technology (ICT Literacy)								
LIFE AND CAREER SKILLS		3	2	1	N/A	3	2	1	N/A
7	Flexibility and Adaptability								
8	Initiative and Self-Direction								
9	Social and Cross-Cultural								
10	Productivity and Accountability								
11	Leadership and Responsibility								
Evaluation Initials		180 Hours				360 Hours			
Supervisor:									
WBL/WSL Coordinator:									
Student:									
Comments:									
Click or tap here to enter text.									



Worksite-Learning Training Agreement

Shelton School District

Optional Resource

This template may be used as a planning component for Perkins 5S3 Program Quality – Participation in Work-Based Learning in the Comprehensive Education Data and Research System (CEDARS) **Element E16 – Student Work-Based Learning Activities** in the Student Schedule File and **Element H32 – Student Work-Based Learning Activities** in the Grade History File valid values (1) Career Research and Job Interview/Job Shadow in Course Related Area, (2) Guest Speaker Series with Assigned Career Mentors or Structured Field Trip to Related Job Site, (3) School Based Enterprises, (4) Placement/Unpaid Internship (Minimum 20-hour experience), (5) Placement/Paid Internship, (6) Apprenticeship Preparation Program/Registered Apprenticeship, (7) Ownership/Entrepreneurship, and (8) Health Care Clinical.

Contact Information:

Student Name: Click or tap here to enter text.	Course CIP: Click or tap here to enter text.	Course Title: Click or tap here to enter text.
School Name: Click or tap here to enter text.	Instructor Name: Click or tap here to enter text.	Agreement Effective School Year: Click or tap here to enter text.

WBL Experience Information:

- Description:** List all roles and responsibilities the student will have.
Click or tap here to enter text.
- Resources and materials:** List items that will be required for the WBL experience and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.
Click or tap here to enter text.
- Profit/Loss Responsibility:** If the WBL experience includes the potential for a profit or loss, describe who will receive the profit or incur the liability.
Click or tap here to enter text.
- Risk Assessment:** Identify any safety issues that need addressed.
Click or tap here to enter text.

Student Responsibilities:

- Complete all required forms. WSL hours cannot be counted towards credit until paperwork is completed and signed.
- Provide your own transportation to and from the jobsite using public transportation or in a legally licensed and insured vehicle.
- Correctly document all hours worked.
- Become familiar with and conform to all student employee regulations and policies set forth by the employer and the coordinator.
- Notify the Worksite Learning Coordinator within 24 hours if there is a change of work hours or if termination occurs.
- Notify the school and employer by a designated time regarding a school absence. When a student is absent, he/she/they is not permitted to report unless advance permission has been given by the instructor.
- Demonstrate honesty, punctuality, courtesy, a cooperative attitude, proper health, grooming habits, and abide by the dress code while at the learning/training site.
- Consult the instructor about any difficulties related to placement at the worksite.
- Understand that short and long-term school suspension policies will also apply to the Worksite Learning program. Be aware that if the student is expelled, he/she will be in violation of the agreement and the agreement will be terminated.

Parent/Guardian Responsibilities (if student is under 18 years old):

- Assume responsibility for the conduct and safety of the student from the time they leave school until reporting to work and from the time they leave the work site until returning to school or home. The school district assumes no responsibility or liability for student's travel, conduct, or safety once the student leaves school grounds.
- Encourage the student's active participation, punctuality, attendance, and personal growth in this program.
- Support this agreement during the student's participation in the work-credit program.

Worksite-Learning Coordinator Responsibilities:

- Contact the employer/supervisor at the learning worksite periodically and become acquainted with the immediate job-site supervisor.
- Become familiar with the nature of the work that the student is expected to perform and assist the student if conflicts arise which may be detrimental to success on the job.
- Resolve any problems that arise from the student's employment.

Employer Responsibilities:

- Comply with state and federal guidelines and regulations concerning health & safety, nondiscrimination, harassment, work rules for minors, and employee rights.
- Comply with the nondiscrimination statement listed on the back of this agreement.
- Provide the student employee with the same considerations given a regular beginning employee about safety, health, social security, general working conditions, and other regulations of the organization. Employer shall adhere to all federal and state wage and hour laws.
- Monitor the number of hours worked by the student. The maximum working hours are dependent upon the student's ability to work and still maintain satisfactory grades and comply with State L & I regulations.
- Notify the coordinator of any problems the student is having on the job when, in the employer's opinion, the existing situation could be detrimental to the student's continued employment.
- Confer with the coordinator regarding the student's on-the-job performance and complete and return to the coordinator progress reports for grading the student.
- Verify student work hours.

Please Sign and Date:

Student: Click or tap here to enter text.	Date: Click or tap to enter a date.
Parent/Guardian: Click or tap here to enter text.	Date: Click or tap to enter a date.
<input type="checkbox"/> <i>Student is 18 years of age and does not require Parent/Guardian Signature.</i>	
Worksite-Learning Coordinator: Click or tap here to enter text.	Date: Click or tap to enter a date.
Employer 1: Click or tap here to enter text.	Date: Click or tap to enter a date.
Business Name: Click or tap here to enter text.	
Business Address: Click or tap here to enter text.	City, State, and Zip: Click or tap here to enter text.
Supervisor Phone: Click or tap here to enter text.	Supervisor Email: Click or tap here to enter text.
Employer 2: Click or tap here to enter text.	Date: Click or tap to enter a date.
Business Name: Click or tap here to enter text.	
Business Address: Click or tap here to enter text.	City, State, and Zip: Click or tap here to enter text.
Supervisor Phone: Click or tap here to enter text.	Supervisor Email: Click or tap here to enter text.