Worksite Learning CTE

A practical guide for students and families | 2026-27

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Worksite Learning allows students to earn high-school CTE credit through an approved, supervised employment experience. The job is the learning setting, but it is also a course: students must communicate, document hours, complete reflections, use feedback, and meet both workplace and school expectations.

What must happen before work hours count?

1. The student and worksite must be approved for Worksite Learning.
2. The Worksite Learning Agreement and individualized Learning Plan must be completed.
3. Learning goals must connect the job to an approved CTE course or career plan and the student's High School and Beyond Plan.
4. The student and employer must complete the required program, new-employee, safety, and workplace orientations.
5. Any required minor work permit or employment documents must be in place.

Important: Only approved hours completed after the required agreement, plan, and orientations are in place may be counted toward Worksite Learning credit.

How is credit earned?

0.5 credit: At least 180 verified, approved cooperative worksite hours.

1.0 credit: At least 360 verified, approved cooperative worksite hours.

Verification: Students submit pay stubs or another employer-verified record of actual hours, along with any school-required hour log.

Credit and grades are related, but they are not the same. Verified hours determine how much credit may be earned. The quality and completion of the student's course responsibilities determine the grade.

What is expected from the student?

Work reliably: Arrive on time, follow the employer's schedule and policies, use work time well, and complete assigned duties carefully.

Communicate early: Contact the worksite supervisor according to workplace policy and notify Wendy when a shift is missed, the schedule changes, employment ends, or a concern could affect course progress.

Learn safely: Follow all safety directions, child-labor rules, and workplace procedures. Ask before doing unfamiliar or potentially unsafe work.

Use feedback: Listen to the worksite supervisor, make corrections, and identify how performance is improving.

Keep accurate records: Submit readable, truthful records by the Google Classroom deadline. Never estimate, round up, or report hours that were not worked.

Complete course work: Finish required check-ins, reflections, evaluations, and CTE assignments in the student's own words. AI may not write final student responses.

How does attendance work?

Worksite Learning does not use the Administrative Assistant/TA library sign-in routine. Students follow the approved work and school schedule in their Learning Plan. Attendance is required for scheduled shifts, school check-ins, meetings, and assigned course activities. Being at work does not excuse an absence from another class unless the student's school schedule specifically provides for it.

If a shift is missed: Follow the employer's call-in procedure and communicate with Wendy when the absence affects expected hours or course progress.

If no work is scheduled: Use the approved plan for that period and complete any required school check-in or course work. Do not report hours that were not worked.

What must be submitted?

Hour documentation: Pay stubs or employer-verified work records and any required hour log, submitted by the posted deadline.

Learning reflections: Short responses connecting workplace experience to communication, reliability, safety, teamwork, initiative, problem-solving, and career goals.

Supervisor feedback: Required progress and final evaluations completed with the worksite supervisor.

Changes: Prompt notice of a new job, change in duties, schedule change, extended absence, workplace concern, or end of employment.

How is the course grade determined?

Category	Weight	What counts
Workplace performance	40%	Reliability, professionalism, safety, communication, initiative, teamwork, and supervisor feedback
Hour documentation	25%	Accurate, complete, timely pay stubs or employer-verified records and required logs
Reflections and CTE assignments	20%	Thoughtful, experience-based work completed in the student's own words
Check-ins and required forms	15%	Communication, progress meetings, evaluations, and completion of program responsibilities

Common questions

What if my job ends or I want to change jobs?

Contact Wendy right away and before beginning a new placement. A new worksite must be approved and new documents may be required before additional hours can count.

What if I am not earning enough hours?

Communicate early. Credit cannot be awarded based on intended or estimated hours. We will review the schedule, documented hours, and available options.

Who gives my grade?

Wendy assigns the course grade using the syllabus categories, the student's submitted work, verified hours, check-ins, and feedback from the worksite supervisor. The employer provides feedback but does not assign the school grade.

What if something feels unsafe or inappropriate?

Stop the task, move to a safe place if needed, and tell the worksite supervisor. Report injuries, unsafe conditions, harassment, discrimination, or serious concerns to Wendy or the school promptly.

Do students and parents sign this syllabus?

No. Students acknowledge the syllabus in Google Classroom. Separate Worksite Learning agreements, plans, and employment documents require the appropriate signatures before participation.

Can I stay enrolled without participating?

No. Worksite Learning is participation-based. Ongoing failure to work, document hours, communicate, or complete course requirements may result in loss of credit or removal from the course.

A final reminder

> Ask early when something is unclear. A schedule change, missing document, workplace concern, or shortage of hours is much easier to address when the student communicates before it becomes a larger problem.

Program basis: Washington worksite learning requirements, including WAC 392-410-315 and WAC 392-121-124. District procedures may be updated when state requirements change.